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PRACTICES AND CHALLENGES OF DECISION MAKING IN GOVERNMENT SECONDARY SCHOOL IN OROMIA REGIONAL STATE, WEST ZHOA ZONE.

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The Thesis Submitted to Addis Ababa University College of Education and Behavioral Studies in Partial Fulfillment of the Requirements for the Degree of Masters of Arts in School Leadership

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Abbreviations and Acronyms

MoE= Ministry of Education

PTA= Parent Teachers Association

SIP=School Improvement Program

SOP=Standard operating procedures

SPSS=Statistical Packages for Social Science

UNESCO=United Nations, Educational, scientific and Cultural Organization

WEO= woreda education office

WSEO= West shoa zone Educational Office

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Abstract

The purpose of this study was to examine the practices and challenges of decision making in some selected government secondary schools in Oromia regional state, west shoa zone. The study participations were government secondary school's stakeholders including school principals, teachers, school PTA, and student's representatives. Study used both quantitative and qualitative approaches. The researcher used probability random sampling techniques, to get the reliable data from the respondents and used questionnaires for school principals, teachers, and students, and interviews were designed for PTA as data gathering tools. Totally 269 questionnaires were for school principals, teachers, and student's representatives, and 40 interviews were distributed for PTA respectively. After data were screened, Data Obtained through questionnaires were analyzed using statistical tools such as frequency(F) and percentage (%).The study show that more of the school principals were not assigned professionally, based on the findings and conclusions, recommendations the Woreda Education Office should have to assign the right person at the right position, and were made capacity building and empowering of principals to do their work effectively on instructional leadership, in turn, encouraging participatory approach of leadership

CHAPTER ONE; - INTRODUCTION

This chapter deals with an introductory part of the study, it contains the background of the study, operational definition of key terms, and statement of the problem, research questions, objectives, significance, scope, and limitation of the study.

1.1 Background of the Study

Education is the base for the development of a country. Success in education leads to greater earnings for individuals and improvement of economic returns of the society (UNESCO, 2002). According to the World Bank (1988) without quality of education, development will not occur. Quality education will be assured if adequate educational resources are allocated and properly utilized, exercises of School decision making practices occurred by the concerning school stake holders (MoE, 1994).

In order to carry out educational decision making practices activities properly, one of the preconditions that need to be fulfilled is the existence of efficient and reality decision making concerning school resource within the concerning bodies. This is when all school communities participate in decision making on resource management, academicals and curriculum decision making. On the other hand, in most government school's resources, academicals and curriculum decision making were not managed properly and no decision was being made properly in schools. Most of the time schools lack to implement resources on academic issue and the decision made excludes department heads, teachers, students and other stake holders. Even the budget of the schools is not fully run by school principals, properly academicals, and curriculums decision making practices of the government schools were not run by the schools stake holders, (MOE, 2005).

In the past, school principals throughout the world have been the main decision-makers at school level. This situation has been particularly evident in a number of countries such as Australia, Canada, New Zealand, the United Kingdom, and parts of the United States of America (Griffin 1995 and Jonston, 1997).

According to Bush and Heystek, (2003); during the past 20 to 30 years there is a major shift towards participative decision-making in schools these authors have called for greater participation in decision-making as a progressive way of making schools more democratic and more efficient.

According to (Fayol, 1916) Decision making is key function of management and an essential task for the effectiveness of employees and organization performance. It is a primary function of organizational management. Without decisions, actions and resources are not being possible and put to use respectively. A manager's major job is sound/rational decision-making. They take about hundreds of decisions consciously and subconsciously. A decision may be defined as "a course of action which is consciously chosen from among a set of alternatives to achieve a desired result." It represents a well-balanced judgment and commitment to action.

Deciders have to take quick and correct decisions while discharging their duties. Correct decisions provide opportunities of organizational growth while wrong decisions lead to loss and instability for the organization. Any organization requires accurate, reliable, and robust decision making because it touches on all the lives of employees in the organization and the performance of the organization for the achievement of its goals (George, 2013), Decision making has many extensively researched theories in the areas of human knowledge. Decision theory is the study of principles and algorithms used for making decision (Ohairwe.2015). He is achieved by identifying values, uncertainties and other things that might influence the decision.

Decision theories can be normative and descriptive decision theory. Normative theory explains how decision should be made; descriptive theory explains how decisions are made. Decision theories could be under certainty (each alternative lead to a goal or consequence), risk (each alternative has one or more consequence and the probability of each are known) and uncertainty (each alternative lead to one or more consequence with an unknown probability). Correct decisions provide opportunities of organizational growth while wrong decisions lead to loss and instability for the organization. Any organization requires accurate, reliable, and robust decision making because it touches on all the lives of employees in the organization and the performance of the organization for the achievement of its goals (George, 2013). Good decision making and timely responding to challenges in

implementing decision practices are the basis of successful operations. Daily decisions, right or wrong, have a tremendous impact in the performance of organization Harvard Business Essentials series, (2011).

In Ethiopian context, education is highly expected to contribute for the overall development of a country; therefore, decision making practice is the most important of secondary school academics, schools leaders, school community, and principal's problems overcoming techniques, but the decision making challenges may occur from different situations that affects the decision making procedures. Therefore, this study was conducted in some selected secondary schools in west Shoa zone concerning the practices and challenges of decision making.

1.2. Statement of the Problem

According to Turip, (2004), all organizations face different alternative action to execute organizational mission. The choice of the alternative action is known as decision. Hence decision maker and employees in any organization make many decisions in day to day life. Especially in secondary school at the world level, all school has hierarchy with broader coverage in management of resources, labor skill, academic status administration, and information. In this situation how is the uniformity of decision has been taken, and its implementation in such critical organization which plays crucial role in the school and school community welfare. Hence decision making is key function of management in any academic institutions (organizations) and vital to effectiveness of employees, school resource management, school community participation, educational quality, and over all secondary school's performance. The effectiveness of organization performance depends on the quality of decision making. Decision making is an intellectual process which involves selection of one course of action out of many alternatives

According to Okumbe, (1998), Education is a complex endeavor. it encompasses various decision–making processes concerning different issues and educational problems. the decision made could also be categorized as the collection of scarce teaching and learning resources, the enrolment of students, employment of teaching and non–teaching staff, introduction of the new curriculum, student and staff discipline, staff training and methods of improving pedagogy and educational research.

According to Akpan, (2003) some of the decision making practices in government schools problems identified include; poor staffing, finance, infrastructure, communication, human relations and corrupted decision-making procedures.

According to Umosen, (2010) stated that the main problem confronting education in less developed countries is the inability to coordinate and effectively manage available resources, academics curriculum development, unfair principals and schools stake holders responsibility misstatement, this creates new educational quality problems.

According to Moran, (2009) effective and efficient managerial and administrative skills are important tools for school leaders, teachers, and students to make effective decisions on managing school resources, and others practices of decision making properly, most secondary schools are suffering from the principals, teachers and leaders lack of ability, knowledge, and experience.

Ethiopian government pays attention to decision making practices to provide quality of education, overcoming teaching learning problems as to improve teaching learning system as national policy, but the practice of educational plan in our country is not sufficient in order to achieve the desired to make a portable environmental goal especially in oromia region the practice of decision making is very low and causes for the failure of education quality, (UNESCO, 2004).

In Oromia Regional State in different Zones many studies were done in school based decision making. All these studies were concerned with single participant like participation of teachers or PTA. For example, Balcha, (2012) studied teachers' participation in decision making process in Bale Zone and has only investigated teachers' participation in decision practices of schools. He has not considered all School stakeholders like Principal, Student, PTA, and others.

Research conducted by Desalegn (2014) was more focused on teacher's participation in overall decision making in school day-to-day activities in Jimma Town.

A study done by Wondesen (2011) was more focused on practice and problems of decision–making, in Nekemte Town secondary schools. He tried examined the overall assessment of decision-making in schools, however, did not consider all stakeholders' involvement in decision–making in school.

Decision making challenges process several manifestation of poor quality education, facilitate the ways of corruption, reduce quality utility of managerial time and efforts, reducing wisely use of resources, minimize the chance of decision making on the right time and minimize the school community participation which leads to lose responsibility. Therefore, the research was designed to Scientific investigate the practices and challenges of decision making, to identify and analyze practice and challenges of decision, and this thesis was filled gap in studying practices and challenges of decision making in some selected government secondary school of west Shoa zone through school stakeholders participatory decision making, generating data and analysis to improve the challenges of decision making.

1.3. Research Questions

1. What are the roles of Teachers in decision making in Government secondary schools and policy guide line?
2. How do the school's principals make decision in the schools, and what are the procedures they follow?
3. What are the challenges of decision making practice in west Shoa zone secondary school?

1.4. Objective of the study

1.4.1. General objective

The rational of this study is to understand and identify practices and challenges on decision making in some selected government secondary schools in west shoa zone.

1.4.2. Specific objectives

The study has the following specific objectives:

- To investigate the practices of decision making in government secondary schools.
- To identify the challenges of decision making in government secondary schools.
- To assess the factors affecting decision making, various decision dimension, influence the quality of decision making in government secondary schools.

1.5. Significance of the Study

Generally, the purpose of the study is to assess practices and challenges in decision making and it provides relevant feedback to the secondary school located in Ethiopia and other organization about decision making reality in order to improve their future practice.

- The school principals will be able to consider about the redesigning and restructuring of organizational structure that support to make sound decision practices
- It likely contributes to the body of knowledge as empirical evidences for others research to serve as an input on this topic
- The research may be useful in contributing for academic success, future development of education leadership sectors, education policy makers, etc.

1.6. Scope of the Study

The study was designed for practices and challenges of decision making in Oromia Regional state, West shoa zone some selected government secondary schools. out 58 government secondary schools, the research school sample size were only 8(14%).

It mainly focused on identifying internal factors i.e. structure, approach, types of decision, organizational policy, accountability, time, clarity, skill, information, confidence, and communication that influence the effectiveness of decision making practices and challenges. The study has been given attention to the school principals, teachers, parents and teachers Association (PTA), and students' representatives' perceptions of decision making practices and challenges in secondary school of west Shoa zone.

1.7. Definition of key terms

Practices: The process of application, exercising and attempting to do a task or certain plan

Secondary school: The school means those are organized to have grades (9-10)

Principal: Is only administrative head of school.

Woreda: Is an Amharic term used to mean district.

Decision: selection of a course of action in a particular situation. (Moorhead & Griffin, 1999)

Decision Practices: The process of conducting Selection of one best solution form

different alternative to manage specific problems (J.Elias, Linda Bruwnw Buteler, 2005)

Decision challenges: Deciders turn their attention to the situation different obstacles that make decision-making difficult. (Jltalley& Associates, 2011)

1.8. Organization of the Study

The study has five chapters. The introduction part was the outline of the whole study it contained significance of the study, statement of the problems, basic research questions, the general and specific objectives, scope of the study, and organization of the study on decision making practice and challenges of some secondary school in west shoa zone. In the second chapter, various concepts about decision making practices incorporated from libraries, book stores, magazines web site, etc. In this part, broader conceptual understandings would be presented from different angles related to basic research questions. Chapter three contains research design, source of data, data gathering tools, sampling and sampling techniques, sample size and sampling procedure and data analysis method have been treated. The fourth chapter has been presented as a data presentation and analysis interpretation section of the study. Finally, the fifth chapter contains findings, recommendations and conclusions parts of the study.

CHAPTER TWO; -REVIEW OF RELATED LITERATURE

2. Introduction

This chapter deals with the general concepts and principles of practices and challenges of decision making.

The review raises core issues in decision making theories, principles, decision making process, characteristics of decision making, factors affecting decision making process, and measurements of decision making effectiveness.

2.1. Decision-Making

According Ramaamy, (2003) Decision making is a solution selected after examining several alternative Choices, because the deciders forces that the course of action he elects will be more than the others to further his goals and will be accompanied by the fewest possible unpleasant consequence. Decision-Making is key function of Management and an essential task for the effectiveness of employees and organization performance. It is a primary function of Organizational management.

According to Fayol, (1996) &Kalyan, (2015) without decisions, actions will not be possible and the resources will not be put to use. A manager's major job is sound/rational decision-making. He takes hundreds of decisions consciously and subconsciously. A decision may be defined as "a course of action which is consciously chosen from among a set of alternatives to achieve a desired result." It represents a well-balanced judgment and a commitment to action; there are a number of alternatives Presented in the process of decision making to select the best out of the available alternative. The success of Deciders depends up on the quality of decision they act in work process which lead to attainment of organizational goals. If a manager fails to take correct decision, he may not extract any work from his subordinates and may not finish his work.

According to Freemon,(1995) Decision making is a process of deciding or selecting rational choice from the available Options, It can be regarded as an outcome of mental processes (cognitive processes: memory, thinking, evaluation) leading to the selection of a Course of action among several alternatives. Decision making is deals with problems. A problem arises when an actual state of affairs differs from a desired state of affairs. In many case a problem may be opportunity in disguise. Effective Decider recognizes both problems and Opportunities. Sometimes Deciders make decision emotionally. Emotional decisions

lead to a lot of confusion; this should be avoided with great care. The rational judgment is comprehensive; it must take account all available (or accessible) knowledge not just that contained in a single study so the decision-making Practices needs critical.

Decision-making is conscious and human process involving both individual and social phenomena based upon factual and value premises which conclude with a choice of one behavioral activity from among towards some desired state of affair."Brown, (2005)

2.2. Theories of Decision Making Practices and Principles

According to Sven, (1994) Decision theory is the study of principles used for making decision. This achieved by identifying values, uncertainties and other things that might influence the decision. Decision theories basically categorized into normative and descriptive theory the normative theory explains how decision be made, descriptive theory explains how decisions are made. Almost everything that a human being does involves decisions, and therefore, to theorize about decisions is almost the same as to theorize about human activities. The decision theory is only concerned with goal-directed behavior in the presence of options.

Stein and Welch,(1997) observed that, decision theories have tried to throw light, in various ways, on the decision making periods, and how to operate according to the principles of these theories. A decision is therefore a response to a situation comprehending judgments, expectations, and evaluation.

2.2.1 Deterministic versus Probability Decision Making Theories

The deterministic models indicate that a good decision is judged by the outcome alone. However, in probabilistic models, the decision-maker is not only concerned with the value of the outcome but also with the amount of risk each decision carries. It is difficult to reverse the past action, but everything can change in the future, even if the future has an element of uncertainty. Managers can shape the future than the past because they believe that uncertainty is a reality in life and business. Based on this claim, the probability theory/model becomes the best guide for making good and successful decisions in life and organization (Gigerenzer, 1999, &Daw*et al.,* 2007).

The probability model occupies an important place in the decision-making process, whether the problem faced is in business, government, social sciences, or just in one's own everyday

personal life. This is because there are very few decisions making situations in which perfect information (all the needed facts) is available. Most decisions are made in the face of uncertainty, and so probability enters into the decision making process by playing the role of a substitute for certainty. Decision-makers often face a severe lack of information, something which creates an information gap. Probability assessment then quantifies this information gap between what is known, and what needs to be known, in order that one makes an optimal decision. (Goodwin Wright, 1998) concluded that the probabilistic theories are used for protection against adverse uncertainty, and exploitation of encouraging uncertainty.

2.2.2 Psychological Theory

The descriptive theory provides a way to understand decision-making processes which describe theoretically optimal processes and underlie current economic thinking. Descriptive models of decision making refer to how people actually make choices, It is a theory which proposes intended characteristics and follows specific methodologies for selecting a course of action.

Descriptive theories highlight the importance Psychological element play in influencing individual to reach decision and that use cognition to explain decision making and the basic principles people use when dealing with problems. (Kahneman&Tversky1988, 1991, 2000)

2.2.3 Normative (rational) Theories

The normative theory is about how decisions should be made. It also contains issues about how an individual or several can coordinate his /their decisions over time (Schacter et al, 2011). If humans are rational and free to make their own decisions, then they would behave according to the rational choice theory. And that means that people would make decisions by determining the likelihood of a potential outcome, the value of the outcome, multiplying the two, and then choosing the more positive of the two outcomes (Schacter et al, 2011).

According to Goodwin & Wright, (1998); and Hoch et al., (2001) In reality, however, there are some factors that affect decision-making abilities and cause people to make irrational decisions, one of them being availability bias (the tendency for some items that are more readily available in memory to be judged as more frequently occurring). In the normative (rational) decision making theory, decision makers analyze a number of possible

alternatives from different scenarios before selecting a choice. These scenarios are weighed by probabilities, and then the decision makers determine the expected scenario for each alternative. The final choice would then be the one presenting the best-expected scenario, with the highest probability of outcome. It explains how decision makers employ a particular set of alternatives to solve problems

2.2.4 Prospect Theory

The prospect theory was developed by Kahneman and Tversky (1988, 1991, and 2000) to explain the results of experiments with decision problems that were started interns of monetary outcome and Objective probabilities. Its main features are relevant to decision-making in general. Another original feature is that it distinguishes between two stages in the decision process) in the editing phase, gains and losses in the different options are identified, and they are defined relative to some neutral reference point. Usually, this reference point corresponds to the current asset position, but it can be affected by the formulation of the offered prospects, and by the expectations of the decision maker. The evaluation phase of the options as edited in the previous phase is evaluated here. Monetary outcomes (gains and losses) are replaced by a value function.

2.3. Decision Making Process

According to Fayol, (1995) Decision-making is not an easy job; it requires a lot of skill. A decision-making is affected by a number of factors so deciders can take good decisions by adopting a procedure. Deciders may not be able to take good decision if he fails to follow sequential sets of steps. The decision-making process depends upon the nature of the problem and the environment of the organization.

The following is a simple process followed in taken a decision in normal situation.

2.3.1 Identification of the Problem

Organization exists to achieve certain goals, Decision making practices on managing of the school resource, participation of school leadership and community, settings those goals the basis for identifying problem areas, situation that failure to achieve a desired goal becomes a problem, and the organization deciders are untimely responsible for solving.

Identification of a problem means recognition of a problem; problem arises due to difference b/n what is and what should. The manager could find the causes of a problem. Finding causes of a problem is used to take quality decision. The manager could

continuously watch the decision making environment and understand the real problem and its causes. Organization deciders scan the organizational environment to determine whether organization is progressing satisfactorily toward, its goals, (Freemon, 1995).

2.3.2 Identify Alternatives

According to Samy, (2003) if there is no alternative, there is no need of taking action, if there are more, and more of alternative the decider will have more freedom to take decision Identify alternatives are critical step for decision making. Identifying alternatives allows for a deep look into the problem and the more you assume there could be a better solution, the more likely to make the best decision possible, problem solving often benefits from a period of divergent thinking about different possible solutions, rather than from rapid convergence on the first apparently attractive obtain it is possible to be a better option than available Alternatives

2.3.3 Evaluating Alternatives

In decision making, there is always a degree of uncertainty on every alternative. It is essential to analyses the feasibility, risk and implication of each of the alternative. Once a variety of potential solution or courses of action have been generated a deliberative problem solver evaluates them on this phase the problem solver must predict the consequences of each plausible option and then assess the consequences in light of objectives (Samy, 2003).

2.3.4. Choose the Best Alternative

Deciders weigh the pros and cons of each potential solution, seek additional information if needed and select the option they feel has the best chance of success of the lest cost then the best option that fits for the objective is chosen. This might involve you deciding as group. There is no time to second guess yourself when you put your decision into action, once you have committed to putting a specific solution in place get all of your subordinates on board and put the decision into action with conviction. The strategy use in decision depends on the nature of the decision makers (Samy, 2003).

2.3.5 Implement the Solution

The next obvious step after choosing an option would be implementing the solution. Just making the decision would not give the result one wants. Rather, you have to carry out on

the decision you have made. This is a very crucial step because all the people involved in the implementation of a solution should know about the implications of making the decision. This is very essential for the decision to give successful results, (Samy, 2003).

2.3.6 Evaluate Outcomes

Even the most experienced deciders can learn from his mistakes. It is necessary you check your decision and ensure that all conditions have been considered and the best decision has been made. Always monitor the results of strategic decision you make as organization leader be ready to adapt your plan n necessary or to switch to another potential solution of yours choose solution does not work out the way you expected.

The decision should be communicating make to action. The decision should be communicated to the subordinates to carry out the activities and subordinates affected by it. In the process of communication avoid being economical with the truth ensures that the projected benefits, risk and likely draw backs are well explained (Samy, 2003).

2.4. Characteristics of Decision Making

According to Ramasamy, (2000) Some of the characteristics of decision-making are the need for decision making arises only when more than one alternative exists for doing the work, it is a rational, and purposefully activity designed to attain well defined objectives, decisions relate means to ends. In order to identify the best alternative, it is necessary to evaluate all available alternatives. As decision making is a way purposeful, there may just be a decision not to decide. Decision-making is intellectual or rational process. As a mental exercise, it involves considerable deliberation and thoughtful consideration of various factors influencing the choice. It is the end process preceded by reasoning and judgment.

According to Ramasamy, (2000).to decision results into the commitment of resources and reputation of the organization. This commitment may be for short term or long term depending up on the type of decision, decision making involves a time dimension. Decision making is always related to the situation or the environment. A manager may take one decision in a particular situation and an opposite decision in different situation. In some situations, there may just be a decision not to decide. Decision making is a pervasive function of management this function is performed by managers at all levels through the nature of decisions may differ from one level to another. Decision making is continues

process, decision making is human and social process. It involves the use of not simply of the intellectual abilities but also of intuition, subjective values and judgment, if is not a purely intellectual process. Perception and human judgment are indispensable and no technique can replace them. But knowledge and experience also provide basis for correct decisions and the choice in decision making implies freedom to choose from among alternative course of action without coercion. It also implies uncertainty about the final outcome. When there is no choice, no decision is necessary the need for making and decision

Characteristics of Good Decision

According to Jiffebose, (2015) Good decisions result positive impact on others, anybody who is adversely affected by a decision immediately classifies that decision as bad. Of course, now you just need to find a common definition of "positive.", Good decisions are replicable and foster opportunity. An effective decision empowers others to act. Good decisions include others. Arriving at a conclusion that serves the company is a process. There are boxes to check off that ensures accountabilities are established and authorities are met, Good decisions are clear and executable.

Clarity minimizes uncertainty, Good decisions are accountable. With clarity also comes accountability. It’s not easy hiding behind something that outlines, in detail, the roles, responsibilities, or expectations associated with a new decision. Good decisions are pragmatic,

Humans are creatures of emotion. Which means eliminating emotion from a decision isn't feasible. However, what can be eliminated are self-serving emotional biases. Good decisions involve self-awareness.

2.5 Measuring decision effectiveness

The roll of decision on the performance of the organization is vital, so it is important to measuring the effectiveness of decision practices in the organization. Companies that make high-quality decisions, make them quickly, and implement them effectively attend organizational goals (Blenko, Michael & Mankins, 2012). And yet many organizations do not even measure their decision effectiveness. They don’t know how they stack up against the competition, and they can’t tell whether they are getting better or worse over time.

People may gripe in the hallway about this or that decision process, but there's no burning platform to stimulate improvement.

Measurement changes all that as Peter Drucker, (2000) famously observed, "What gets measured gets managed." And if the measurement shows that the decision skills are way behind where they should be given a big incentive to get better Decision, High-performing organizations, of course, make high-quality decisions. But they also make those decisions faster than standard of operation (SOP) translate them into action more effectively and devote an appropriate amount of effort to the process. People need to know how well (or poorly) they perform on all of these elements decision quality, speed, yield, and effort.

The performance of the organization, to create breakthrough have been employed the following five steps for better decisions. The first step scores the organization about the quality, time, yield and effort of decision making. Rating decision abilities and identifying decisions obstacles help answers for the question, how good is your organization at making and executing decisions?

What are the strengths you can build on to improve your effectiveness? Where are the hang ups that prevent you from doing better? Are individuals clear on the roles they should play in critical decisions? Do people with decision authority have the skills and experience they need? Do our goals and incentives encourage good, fast decision making and execution?

So it's important to assess organization performance on all these factors decision quality, speed, yield, and effort (Harvard business review press, 2011).

2.6 Challenges of Decision-Making Process

Different theoretical models on decision making processes, which reflect different conceptions of organization, have been suggested by various literatures (Mintzberg, 1973; Chaffee, 1985; Lyles& Thomas, 1988; & Hart, 1992), these models about the decision context and the characteristics of decision process are usually influenced by different factors.

When Deciders make decision in a vacuum, it can lead to inter directorate complication. Understanding the basic factors when making any decision helps to make better plans or to act on it, (Saaksh, 2008). In the process of decision making there are different factors that traps decision are clarity of Deciders level of decision-making authority regarding the decision; inappropriate people are sitting at the table, people scarce the right information to engage in through decision options. Personal agenda, unclear, criteria for deterring the best

decision, level of status or influence amongst different members is imbalanced and direct reports or junior management defer from speaking up` or contradicting upper management for fear of reprisal (Ategiy&Neuroloclell,2015).

Due to the purpose of the study the researcher conceders the following dimension of decision making to verify the current practices and challenges of decision making in some selected secondary school I west Shoa zone other factors excluded due to time constrained.

2.6.1 Decision Making Approach

In an organization there are basically two approaches to decision making authoritarian approach where the decider make a decision based on his own knowledge or experience and communicates his decision to the group and await their acceptance. Group approach the group tends to make the decision together by analyzing the different alternatives that fits their objective (Schmids, 2005).

2.6.2 Incorrect Timing

In decision-making, the problem is not merely of taking a correct decision. It is also of selecting an appropriate time for taking the decision. If the decision is correct but the time is inopportune, it will not serve any purpose. For example, if the manager wants to decide about introducing a new product in the market, he should take the decision at a correct time. Otherwise, he may lose the market to his competitors (Saaksh, 2008).

The concept of time management and decision making cannot be over-emphasized. They work interwoven, its practice and execution in all levels of management varies from one individual to the other as well as from one organization to another. It is a fundamental asset and an important factor in Decision making (Lakein's, 1973)

2.6.3 Organizational structure

According to Fayol,(1995) Organizational structure came about to simplify decision-making. The typical organization chart depicts a hierarchy of authority starting with General Managers, deputy Directors, Directors, Regional branch, Zonal branch, Woreda branch, and case team coordinators which are arranged in order of appropriate information flow in the organization.

Each specialized unit is managed by its own decision maker, who theoretically is best able to understand the needs and problems of that particular unit. Organizational structure has been shown the right or power assigned to an executive or a manager in order to achieve

certain organizational objectives. A manager will not be able to function efficiently without proper authority. Authority is the genesis of organizational framework. It is an essential accompaniment of the job of management. Without authority, a manager ceases to be a manager, because he cannot get his policies carried out through others. Authority is one of the founding stones of formal and informal organizations.

An Organization cannot survive without authority. It indicates the right and power of making decisions, giving orders and instructions to subordinates.

Authority is delegated from above but must be accepted from below i.e. by the subordinates. In other words, authority flows down wards. Authority is the right to give orders and the power to exact obedience.

2.6.4 Decision Making Confidence

Decision Confidence is relevant to the relationship between mangers uncertainty and information seeking within the organization. Mangers seek information before Deciding is to raise the confidence level and reduce uncertainty concerning their Managerial decisions (Cox, 1967 & Hansen, 1972). For example, the more uncertainty or the lower confidence level the individual exhibits, the more likely they will be to seek out more information.

The empirical research indicated that decision confidence affects perception, interpretation, use of data, and ultimately the outcome decision (Lanzetta, 1963). Deciders with high confidence tend to seek less information for their decisions than non-experts and individuals who are less confident. This work fills a gap about the effect of the information display format, visual or non-visual, client's decision.

2.6.5 Decisions Making Skills

Decision making skills should accelerate gaining knowledge that will make our choices more effective. Skills include Using a decision making process that provides a consistent set of steps leading to a decision outcome while avoiding common decision traps and thinking errors, approaches for values and needs identification such as stakeholder analysis and candid self-reflection; discovery and creativity skills that can help identify or generate decision alternatives, imagination and visualization used to envision possible future consequences of alternative solutions; Information, data gathering, and observation methods that enable evaluation of solution options; Assessment of risk, uncertainty and application of probabilistic analysis to the likelihood of outcomes Collaboration,

communication, cooperative learning, negotiation, and active listening needed for effective group decision making , manage emotion and perception issues helps to increasing objectivity in stressful decision situations; (http://www.decisionmaking-solutions.com/decisin-making-skills.html),

2.6.6 Incomplete Information

This is a major problem for every manger. Lack of information leaves a manager floating in a sea of uncertainty. Not only this, most decisions involve too many complex variables for one person to be able to examine all of them fully (Saaksh, 2008). His three fundamental characteristics of information are accuracy, relevancy, and timeliness. The information has to be accurate, it must be relevant for the decision-maker, and it must be available to the decision-maker when he needs it. Any organization that has the mechanism to collect, analyze and present high-quality information to its deciders, thus enabling them to make better decisions will always be one-step ahead in the competition. When the information that is generated is accurate, timely, and relevant, it will go a long way in helping the organization to realize its goals and in better decision making.

2.6.7 Un-supporting Environment

The environment physical and organizational – that prevails in an enterprise affects both the nature of decisions and their implementation. If there is all round goodwill and trust and if the employees are properly motivated the manager is encouraged to take decisions with confidence.

On the other hand, under the opposite circumstances he avoids decision-making. In The Decision to Trust, Robert Hurley explains how this new culture of cynicism and distrust creates many problems, and why it is almost impossible to manage an organization well if its people do not trust one another. Without this elusive, important ingredient organization cannot attract or retain top talent (Saaksh, 2008).

2.6. 8. Non-Acceptance by Subordinates

If subordinates have a stake in the decision or are likely to be strongly affected by it, acceptance will probably be necessary for effective implementation. On the other hand, subordinates may not really care what decision is reached. In such situations, acceptance is not an issue.

Democratic leadership style which encourages subordinates to suggest, criticize, make recommendations, or decide upon policies or projects is an effective device for gaining their acceptance and commitment (Saaksh, 2008)

2.6.9. Ineffective Communication

Another important problem in decision-making is the reflective communication of a decision. This makes implementation difficult. The manager should, therefore, take care to communicate all decisions to the employees in clear, precise, and simple language. Effective communication skills are essential for success especially when a decision has to be made. Every manager should be looking to improve their decision making skills and communication skills (Fong, & Kwok, 2005) the role of management is to take these decisions, communicate with all the directorates in the organization that are involved, and make the right decision.

2.6.10. Accountability

According to Nooraie, (2001), every employee/manager is accountable for the job assigned to him. He is supposed to complete the job as per the expectations and inform his superior accordingly. Accountability is the liability created for the use of authority. It is the answerability for performance of the assigned duties.

Accountability is the obligation of an individual to report formally to his superior about the work he has done to discharge the responsibility. When authority is delegated to a subordinate, the person is accountable to the superior for performance in relation to assigned duties. If the subordinate does a poor job, the superior cannot evade the responsibility by stating that poor performance is the fault of the subordinate. A superior is normally responsible for all actions of groups under his supervision even if there are several layers down in the hierarchy. Simply stated, accountability means that the subordinate should explain the factors responsible for non-performance or lack of performance. They need proper consideration while introducing delegation of authority within an Organization. In the process of delegation, the superior transfers his duties/responsibilities to his subordinate and also give necessary authority for performing the responsibilities assign.

2.6.11. Transparency

Decision-making process should be open, transparent “Trust to relationships is like water to the roots of a plant. “Stephen Covey the lack of transparency in organization leads to

uninformed and poor decision making. This generates doubt and uncertainty, leading to loss of faith and trust, damaging everyone involved and ultimately sub-optimizing outcomes.

Deciders need to focus on creating and maintaining transparency in their actions and decision making.

Leadership transparency is the term denotes the challenge of creating interactions that are open, obvious, manifest, frank, sincere, straightforward, undisguised, self-explanatory, and candid. The degree of opaqueness versus transparency in the interactions of leaders and institutions can be taken as a measure of the degree of the enterprise's lever of disease versus health, brittleness versus resiliency, fragility versus robustness and doubt-generation versus trust.

The level of transparency, then, becomes a barometer for Education and vitality in management's leadership and ethics.

To create leadership transparency requires a number of critical elements. One of the most significant is working to make the decision-making process open and minimizing any forms of opaqueness. This requires communicating to key stakeholders the decision-making "screen" or criteria used to arrive at conclusions.

2.6.12. Types of Decision Making

A, Programmed Decision Making: -Programmed decisions are made in routine, repetitive, well-structured situations with predetermined decision rules. These may be based on habit, or established policies, rules and procedures and stem from prior experience or technical knowledge about what works or does not work in a given situation.

Programmed decisions are best in highly structured environments with established goals and channels of information. Because of the high structure, it's possible to set up a rule that states an action will take place once a certain condition has been reached. This streamlines general, repetitive, and frequent decisions (Nooraie, 2001).

B. **Non-programmed Decision Making**: - Non-programmed decisions are unique decisions that require a 'custom made' solution. This is when a manager is confronted with an ill-structured or novel problem and there is no 'cut and dried solution'. The creation of a marketing strategy for a new service represents an example of a non-programmed decision. In this you mostly deal with unstructured problem which are new or unusual and for which information is incomplete.

Non-programmed decision making applies to specific concerns and infrequent decisions so that no rule can guide decisions.

Non-programmed decision making is reactive rather than proactive (Nooraie, 2001).

2.6. 13. Commitment

Organizational decision commitment refers to an attitude that reflects the strength of the decision linkage between and Deciders and organization performance. The level of commitment has implications as to whether a person would make effective decision with an organization (Latif, 2010). It is the Decision makers feeling in sense of integration to the organization and commitment level towards the objectives of the organization.

This reflects the relative strength of an individual's identification and involvement with an organization and to act in a way to meet the organizational goals and interests. It is commonly believed that committed leaders will work harder and be more likely to go the extra mile to achieve organizational objectives.

2.6.14. Organizational Politics in Decision Making

Decision making in almost any organization has to be a political process. This is true because any leader has to have the support of his subordinates if a policy is to be carried out properly if we examine politics as the process by which individuals make decisions, and then this is a highly political setting and configuration. Individuals make decisions that impact other people inevitably have to engage in politics and the calculations that follow (Lunenburg, 2011). One group of people benefit and other group do not. This makes the process of decision making as a political one as those in the position of power have to navigate between which groups makes sense to highlight and which to feel not as empowered. Perhaps, this is deliberate on the part of those who make the decisions or a side effect that has to be balanced out with the next decision to be made, but it seems to me that making decisions where people's interests are hanging in the balance is a political process

Power and politics play a huge role in organization from governing how decisions are made to how employees interact with one another. In organization big and small, the impact of power depends on whether employees use positive or negative power to influence others in the workplace. Politics may directly influence who has the power and determine whether the overall culture of the workplace encourages productivity.

The organizational actor model (Douglas, 2007) affirms the organization's crucial role in decision making, and it stresses the importance of the organization's vital interests, standard operating procedures (SOPs), and capabilities. It emphasizes how the organization sees problems, obtains information, shapes alternatives, assesses costs and benefits, and makes choices (Kotter, J. 1985).

2.7. Conceptual Framework of Decision making

Deciders make decisions on a daily basis, addressing everything from day-to-day operational to strategic issues. Deciders to make sound rational decision follow the six decision-making process (Ingram, 2009). This can be broken down into six distinct steps, identifying the problems, identify the alternative, evaluate alternative, choose the alternative, Implement the solution and evaluate the outcome. In decision making process each step should be examined at length to practices good decision but deciders often run through all of the steps quickly when making decisions. Understanding the factors that affect the process helps to improve your decision-making abilities. The factors that can affect positively nor negatively include such as Organizational structure, Decision approach, Decision Time, types of Decision, communication of decision, commitment, clarity on decision, organizational politics and accountability. They might be unproperly organized it will be an obstacle to successfully decision making.

2.8. Stakeholder's participation in school decision making

According to Bush and Heystek (2003), the term "stakeholders" has become fashionable in many countries, including South Africa. The term is based on the assumption that certain groups and individuals have an interest, or a "stake", in the activities of an institution.

The stakeholders are all those people who have a legitimate interest in the continuing effectiveness and success of an institution. In contextualizing this definition, one gets a picture of an ideal situation where various stakeholders in a school setting (parents, teachers, learners and the principal) come together and make decisions in pursuit of a common interest. This reform in decision-making approaches followed by schools presents a challenge for principals in terms of their skills and capacities as they have to adopt more collaborative and inclusive decision making processes.

Research into the ever-changing school environment and the changes experienced by principals clearly shows that there is now a far greater focus on principals' interpersonal

skills and capabilities. Since principals are now required to lead the whole school community while facilitating participation and collaboration among stakeholders in decision-making, planning and budgeting, their leadership skills and capacities are critical (Cranston 2001; Jackson 2000; Williams and Port in 1997).

The implementation of decision-making through the full participation of parents and communities' entails challenges. When compared with teachers and head teachers, community groups do not focus on education matters and this often creates conflict (Workneh, 2012).

In addition, Jackson (2000) points out that principals need "continually and increasingly to involve staff in collective decision-making" as key aspects of their job, and he emphasizes the importance of consultation, collective decision-making and delegated responsibility. It is clear that nowadays there are marked changes in the roles and responsibilities of principals in comparison to earlier, when the principal was the main (often only) decision-maker in the school. Other scholars in the field of school leadership and stakeholder involvement underscore the importance of facilitative leadership by school principals.

The Principals have to initiate, implement, and sustain viable forms of teacher empowerment and shared decision making at school level. Scholars point out the need to think in terms of notions of "power with" and "power through" rather than the more traditional hierarchical "power over" notion that probably most closely aligns with how principals operated in the past (Blasé, and Blasé, 2000). One may conclude that the success of participatory decision making has much to do the readiness of the principal to share power and his ability to establish the processes to make participatory decision making works.

According to Somech, (2002) shares this view: "Leaders must be willing to let go of traditional authority roles, not only allowing teachers to have a greater voice but helping to prepare them, providing support and establishing an environment of trust.

2.9. The Major Role of School Principal participations

According to McEWan,(2003) states that instructional leader must be knowledgeable, knowledge about learning theory, effective instruction and curriculum. In addition, she describes that instructional leaders must be able to communicate and represent to students, teachers, and parents what is of important and value in the school.

Furthermore, sergiovanni, (2009) believes that, given what we know about effective

teaching and learning, principals must know and engage in matters of instructions to a greater extent and with greater depth than others. She suggests the following as examples of things that principals, who are instructional leaders, might do regularly

- Plan details of professional development plan with individual teachers, student data, and characteristics of the adopted instructional program
- Build professional development plan with individual teachers, based on classroom observations, student's data, and characteristics of the adopted instructional program
- Visit classrooms daily to observe teaching after developing with teacher's descriptions and criteria of good teaching
- Leading a grade level group of teachers in analyzing examples of students work from their classes with reference to bench mark work that meets state or district standards
- In light of the above ideas Sergovanni, (2006) states that a strong consensus is emerging that whatever else do, principals must be instructional teachers who are directly involved in the teaching and learning life of the school. Supporting the above idea, Kruger, Richardson, and Bailey (2002), states that the main function of the principals as instructional leader is making teaching learning effective inside and outside the classroom.
- The principal as instructional leader is, therefore expected to make teaching and learning effective and performing a managerial responsibility as well. So, the instructional leader must be knowledgeable about learning theory, effective instructional curriculum, (McEwan, 2003).

2.9.1. Planning

Schools as any institutions require an organizational plan to realize success in this organization. Educators in the field have given a number of definitions for the conduct of planning in school.

Ubben and Hughes (1997:25) define planning in schools as a process that involves the translation of concepts, ideas, beliefs into operational process and measurable out comes. School plan must be democratically oriented and should involve every on concerned teacher, students, parents, and community. It is essential to create additional resources both

in terms of human and material inputs. So, effective plans are those that require participation of all stake holders. The role of the school leaders is very crucial at a time of planning. A principal as a school leader is expected to play a vital role from preparation via to implementation and evaluation.

Supporting the idea, Talesra et.al (2002) stated that the success of institutional planning depends on the dynamism and interest of the head. Effective school leaders should look at the system as whole, asses the strengths and weaknesses and carefully create a feeling of readiness for change. Principal or school leaders may face problems in their attempt to prepare actionable school plan. Among these problems, teachers conditioned to believe that their job description does not go beyond teaching and conducting a few extra-curricular activities.

2.9.2. Organizing

Organizing is a basic activity of school principal. It is performed to assemble and arrange all required resources including people so that the required work can be accomplished successfully once the objective of the organization and the plans have been established.

Knezevich (1969:37) stated that, organizing the institution is one dimension of the tasks of achieving objectives. It is the part of administrative process concerned with determining:

1. how work shall be divided
2. the nature and, number of position to be created
3. What relations shall exist between various positions, and
4. Establishment of communication between positions?

Further he said that, organizing provides a systematic means of differentiating and coordinating resources (both human and materials) to attain purposes of the institution. It is a means of harnessing the action of many individual to group members.

Good organization provides the administrative structure, arrangements, and coordinating mechanisms needed to facilitate teaching and learning (Seirgiovanni, 2001:69) on the top of this, he proposed some basic principles of organizing as follows

The principle of cooperation: - Cooperative teaching arrangements facilitate teaching and enhancing learning. In successful schools, organizational structures enhance cooperation among teachers.

The principle of empowerment: Feeling of empowerment among teachers contributes to ownership and increase commitment and motivation to work. When teachers feel like pawns rather than originators of their own behavior they respond with reduced commitment, mechanical behavior, indifference, and in extreme cases, dissatisfaction and alienation. In Successful schools, organizational structure enhances empowerment among teachers.

The principle of accountability: - Accountability is related to empowerment and responsibility. It provides the healthy measure of excitement, challenge, and importance. In successful schools, organizational structures allow teachers to participate in setting local standards and achievements.

The principle of responsibility: - Most teachers and other school professionals want responsibility. Responsibility upgrades the importance and significance of their work and provides a basis for recognition of their success. In successful schools, organizational structures encourage teacher responsibility.

In general, school performs well when leaders recognize the need for agreement on goal when resources or both human and material are organized to support goal achievement and when all parts school work consistently and collaboratively towards changing the school environment.

2.9.3. Leading

According to MoE (2002:34), the school principal plays high roles in coordinating, leading, and controlling teachers, students, and parents to bring them toward education goal in the school. School principals are expected to provide leadership in important educational activities such as organizational planning and goal setting, guiding instruction and monitoring staff and facilitates for effective teaching-learning process.

Leadership is the key way principals use themselves to create school climate characterized student productivity, staff productivity, and creative thought. Because, an orderly school climate which is efficient and well managed provide the precondition for enhanced student learning (Ubben, 1997:10). Moreover, as Kotter (1990) stated, leadership is not only to bring about change but to set the direction and to lead people to that change. Therefore, a school principal as a leader, he has to encourage staff member's creativity by seeking out the special talents of individual members and their innovations and experimentation; he

assets the need for the use of resources, personnel and deploys them to spots where they may be effective.

2.9.4. Communicating

Communicating is, in effect, a means to accomplish the objectives of an organization (Knezevich 1969:67). He also stated that, communication is central for all administrative function such as planning, organizing, decision making, assembling, and allocating resources, coordinating, leading, and apprising. This indicate that as communication is one of the duties of leader /principal/ to integrate organized activities and to change people behavior by making information useful to productive and for achievement of objective of the organization. Communication skills and techniques are necessary for effective educational leader who wants to bring change. Because, it projects how students, staff, parents and community perceive the school. In addition, effective communication helps educational leader to reach subordinates with instruction, directives, policies; and subordinate tasks, performances, problems and suggestions reach to superiors.

In light of the above idea, Gorton (1972:34) suggested that, as a communicator, an administrative need to be aware of six basic aspects of communication these are:

- The purpose achieved by the message
- The person(s) to whom the message is directed
- The sender of the message.
- The attractive channels for communicating the message, the contact of the message
- The need for feedback to respond to the message

Generally, school principals should facilitate upward, downward, horizontal, and diagonal communication to create conducive environment in order to change the school environment

2.8.5. Supervising for decision making input

The secondary school principals are responsible for supervision in the school. In order to improve the teaching-learning process, principals must understand some aspects of good teaching. They must be able to offer suggestion for the general improving of the instructional program.

Bradfield (1964:21) points out the principal supervisory responsibility include the following:

- Helping teachers plan for improvements of teaching and learning conditions
- Helping teacher's in various class room activities.
- Helping teachers with various school activities for the purpose of improvement of teaching.
- Helping teachers in conference and meeting

According to Guthric (199:340), the supervisory practices that have been conducted by the principal must be influenced heavily by the concept of clinical supervision in which emphasis is placed up on improvement of class room teaching and instruction. Clinical supervision is predicted on teacher supervisor mutual trust and close interaction, a presumed desire of teachers to improve and a systematic approach to the observation and analysis of teaching behavior Furthermore, he explained as clinical supervision model consists of eight steps these are:

- Supervisor teacher trust is established and purpose of clinical supervision is explained
- Focus on lesson planning, including teaching goals and objectives, teaching techniques and Materials, anticipated problems, general concerns, and kinds of teacher feedback desired
- Determine what classroom techniques will be used and how specific data will be collected
- The actual classroom observation and data collection from teaching sessions
- Analysis of classroom observation data by teacher's and supervisor's independently or jointly
- Planning the teacher-supervisor feedback conference
- Conduct feedback conferences.
- Renew plan to use new targets for classroom outcomes or teaching behavior. Generally, supervisors are a key component of quality monitoring system. Therefore, the role played by the principal is an important element to bring change in school environment.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1 The research Design

According to Adem Wado, (2011) the nature of the problem under investigation governs the methods to be employed at conducting the researcher. In light of this, the research design that thought to enable the researcher to obtain the data and to achieve the objective of the study used is descriptive research method.

The researcher used descriptive research method. so the descriptive survey design was appropriated when the investigator wants to collect opinion and attitude of respondents regarding and issue in the wider areas under consideration because status of Practices and Challenges of decision making in government secondary schools, and the opinion survey from school principals, teachers, parent-teachers participants, and students representatives. To this end, both quantitative and qualitative methods were employed.

3.2 Target population and sample size

3.2.1 Target population

The study was conducted in Oromia Regional state, west Shoa zone, in some selected Government secondary schools. The zone is located in center of Oromia regional state west direction to Addis Ababa. The total area of west Shoa zone is 1,437,929 hectare of land. It is bordered with Amhara Regional state, North Shoa Zone and Horo Guduru wollega in North, in the south by south west Shoa zone, in East by special zone of Oromia surrounding finfinne and in the west direction by Jimma zone and East Wollega zone.The zone has 22 woreda and 58 Government secondary schools, (WSZEO, 2010 E.C).The researcher was done in the zone woreda namely Elfata Woreda, Jaldu Woreda,Dandi Woreda, Ejersa Lafo woreda, and Ambo Woreda.Secondary school which accounts for 8(13.8 %) of the total 58 secondary schools of west shoa zone. Thus, the target population of the current study was all teachers, principals, PTA, student parliament committees in the 58 Government secondary. According to WSEO enrollment statistics, 2017/2018; there were 1793 teachers, 116 Secondary school's principals, 406 PTA, and 362 student parliament committees in 58 Government secondary schools of west Shoa zone. Generally, the sample of this study consists of one hundred sixty-nine (169) teachers

who teaching in these secondary schools, 16 principals who are leading these secondary schools, 40 PTA, and 85 of student's parliamentary representatives. Sample selected were experienced and they know for their hand working habit. In addition, they were give special attention for the questionnaires I was assign to fill.

3.2.2 Sampling

In order to get manageable sample size of the study, probability random sampling techniques was used. The required members of samples for teachers were draw by using simple random sampling techniques. Sample size determinations were made by applying statistical formula derived by Yamane (1967).

$$n = \frac{N}{1+N(e)^2}$$

Where, n = sample size

N = population size

E=Margin of error, (5%)

Respondent's Total population and Sample size table

No	**Name of secondary schools**	Woreda	Total Populations(N)				Sample Size(n)				
			Teacher	PTA	Principal	Students represents	Teachers	PTA	Principals	Students in grade	
										9th	10th
1	Elfata	Elfata	26	7	2	15	24	5	2	5	5
2	Jeldu	Jeldu	60	7	2	21	28	5	2	4	6
3	Shukute	Jeldu	21	7	2	15	13	5	2	4	6
4	Wodessa	Ambo	13	7	2	12	8	5	2	4	3
5	Ambo	Ambo	71	7	2	30	48	5	2	6	8
6	Olenkomi	Ejersa Lafo	34	7	2	18	21	5	2	4	6
7	Gute	Elfata	22	7	2	15	14	5	2	6	6
8	Galessa	Dandi	21	7	2	15	13	5	2	4	8
	Total	8	268	56	16	141	169	40	16	37	48

Source; Researchers Field Survey, 2019

3.3. Data gathering tools

These help to find first-hand information pertaining to the subject of the study, questionnaires and interview questions were set and administer. Respondents were free to express their ideas and opinions freely. The questionnaires were close ended items that set and administer. The

researcher was selecting this tool because of the sample were large. Interviews and questions were one of data gathering tools, and interviews designed to gather data from the school PTA.

3.4 Data collection procedures

Regarding data collection procedure first the researcher prepared questionnaires in English language. Next the prepared questionnaires and interviews were distributed to the selected respondents to collect the data.

3.5 Data Analysis technique's

The method of data analysis after ascertaining the reliability of the instruments, the questionnaires was distributed and collected the data from the participants. The data analysis of the study would be done by Statistical Package for Social Science (SPSS) for analysis would be used for descriptive statistics. Then analyzed data was grouped into tables to the findings. Based on the findings and the decision making theories and principles try to generalized the conclusion finally based on the findings and the conclusion I proposed a recommendation to solve the problems.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This section of the study deals with characteristics of the respondents in terms of sex, age, level of education, area of qualification and experience, besides it is mainly concerned with the analysis, presentation, and interpretation of data collected from four groups of respondents, namely school principals, school teachers, school student's representatives, and PTA chairpersons through questionnaires, interview and document analysis. from questionnaires consisting of 16 items each were distributed to school principals of which 16(100%) were properly filled and returned. of the questionnaires distributed to sampled teachers one hundred sixty-nine (169) and 168 were properly filled and returned, one questionnaire was not returned due to careless of teacher. Forty (40) school PTA representatives were involved in the interview that took an hour with each school principals. In addition, eighty-five (85) Questionnaires were distributed to the Students representatives, (parliamentary) and 85(%100) were properly filled and returned.

The data collected through questionnaire were presented analyzed synthesized discussed and interpreted. In addition, the information collected through semi-structured interview and document analyses were also analyzed in relation to the responses obtained through the questionnaires. Besides, the implications of the results of the analysis have been discussed. Therefore, On the basis of the responses that were obtained, presentation, analysis and interpretation of data were made following each table

Table 1 Personal characteristics of the respondents

No	Respondents variables	Variables identifications	Category of the respondents with their Number and percentages, (No & %)							
			Principals		Teacher		Students		PTA	
			F	%	F	%	F	%	F	%
1	Sex	Male	13	81.3	95	56.2	36	42.4	28	70
		Female	3		74	43.8	49	57.6	12	30
		Total	16	100	169	100	85	100	40	
2	Age	15-19					69	81.2		
		20-25			3	1.8	16	18.8		
		26-30	2	12.5	18	16.7			8	20
		31-35	4	25	130	77			6	15
		36-40	1	6.25	17	10			13	32.5
		41-50	9	56.25	5	3			8	20
		51-60			6	3.6			5	12.5
		>61								
3	Level of Education	Grade 9th					37	43.5	18	45
		Grade 10th					48	56.5	9	22.5
		Diploma							3	7.5
		Degree	12		155	91.7			2	5
		Msc/MA	4		14	8.3			4	10
		Total	16		169	100	85		40	100
4	Area of Qualification	Language	2		41	24.3			2	5
		Natural Sc	2		109	64.5			4	10
		Social Sc	3		68	40.2				
		Educational Mg	8							
5	Total Experience as Principal	0-5	1		8	4.7				
		6-10	9							
		11-25	6							
6	Total Experience as Teacher	0-5	1		32	19				
		6-10	2		53	31.4				
		11-15	13		79	46.7				
		16-20			5	3				

		21-30								
7	Total Experience as PTA	1-5			18	8.9			14	35
		6-10							23	57.5
		11-15							3	
		>16								
	Total				169	100			40	

Source; Field Survey, 2019

Table 1 show about Respondents personal information in the distribution of respondents by Sex, Age, Level of Education, Area of Qualification, and Service of Year, from the above table 13(81.3%) of Principal,95(56.2%) of Teachers,36(42.4%) of students parliamentary and 28(70%) of PTA were Male and 3(18.7% of principals, 74(43.8%) of teachers, 49(57.6) of students parliamentary, and 12(30%) were females. Based on the above data more of the Principals, Teachers, PTA, and Students parliamentary members were male. The researcher concludes that participation of dominant in Teaching, in participation decision making as well as in the administration areas. This implies that management position in government secondary schools were dominated by male.

According to Table 1 the age intervals of the respondents, 69(81.2%) of student parliamentary committee representatives ages of 15-19, and the rest 16(18.8%) were the age of 20-25 ranges. whereas 5(3%) of teachers between the age of 25-30, between the age of 31-35 teachers were 130(77%), 36-40 age 17(10%), the age between 41-50 6(4 %), and the age 51-60 were 6(37.5%).

Regarding the Principals 2(12.5) of principals were the age, 26-30 were 4(25%), the age between 36-40 was 1(6.3%), the age 41-50 were 9(56.3%), and 51-60 age were 6(37.5%). Concerning the PTA Age intervals, 26-30 of PTA 8(20%), 31-35 age were 6(15%), 36-40 age were 13(32.5%), 41-50 age were 8(20%), and 51-60 age were 5(12.5).

Based on the above data analyzed more of the schools Principals, Teachers, and PTA was at the adult energetic bold stage. From this, one can conclude that, the respondents in selected government secondary schools woreda were found in the age interval of 30-45 years which signifies that the woreda and the schools have mature and well experienced staffs who productive and potential prospects.

Regarding the Educational back ground of the respondents 155 (91.7%) of Teachers were first Degree holders and 14 (8.3%) of Teachers were MA/Msc holders. Concerning school's principals Educational back ground 12(%) of principals were 1st Degree and 4(%) Principals were MA/Msc holders. Whereas 40 (100%) of PTA were high school completed, 1st Degree and MA/Msc holders. From this it is possible to conclude the majority of the respondents were more qualified and might recognize the decision made in the schools.

Accordingly, this signifies the majority of the respondents were 1st Degree holders in terms of their educational level and the Woreda Educational Office ought to plan for the development of its staff teachers to Masters Level to increase their professional performance.

In terms of the school's principal educational back ground, half of school principals involved from educational management 8(50%), and half from academic subjects 2(12.5%) from language, 2(12.5%) from natural science and,4 (25%) from social science. this may clearly show that half of the government secondary schools in west shoa zone principals professionally untrained and they may lack managerial skills in order to participate with stakeholders, (Teachers, Students, and PTA) in various issues of school decision making through applying effective management skills such as communication, delegation, level of participation, empowerment, and so on.

As a result, the half of the school principals were assigned to the position without having leadership qualification and Necessary training that would to allow stakeholders in school's decision making successfully. From this one can deduce that government and concerned bodies give strong attention to the school leaders in up grading their education and short training, motivating, in supervising and soon.

Table 1 Describes about the work experiences of the respondents. With this regard of the Principals 2(%) of principal's respondents were less than 5 years' experience, 9(%) of Principals had work experience between 6 and 10 years, and 5(%) of principals had worked experience between 11 and 25 years. The experience of PTAs as PTA member 14(35%) of the had worked for 1-5 years, 23(57.5%) had worked for 6-10 years, and 3(%) of them had worked for 11-15 years. from this most of the respondents have good work experiences which can help them to do their responsibilities effectively and efficiently.

4.2 Presentation and Analysis of Basic Data

Stressing the role that Real Decision making practices at all levels of the Government schools play in the overall education system of the country, MoE has been prepared a number of manuals, directives and other policy guidelines so as to properly manage the education system and achieve the intended objectives. Of these school improvement program is the one, and if school Decision making implemented ineffectively failure may prevail in the school. This can be because lack of knowhow and uncooperativeness from those parties who can execute the program.

Table 2 The General Roles of Principals Concerning Decision making in Governments secondary schools

Key: Strongly Disagree (SD), Disagree (DA), Undecided (UD), Agree (A) and Strongly Agree (SA)

NO	Items	Level of Agreement									
	The current Practices of decision making in your school	SD		DA		UD		A		SA	
		F	%	F	%	F	%	F	%	F	%
1	There is a participatory decision making process on your school			5	31.3			9	56.3	2	12.5
2	There is a clear procedure by which decisions making practices in your school							4	25	12	75
3	The School makes transparent practices of decision making in any activities.					3	18.8	6	37.5	7	43.8
4	The school gives awareness creating training for stakeholders on Decision making accurately			5	31.3	2	12.5	3	18.8	6	37.5
5	The school leaders are very knowledgeable on how to properly utilize human & other resources effectively.							5	31.3	11	68.8
	Total	**16**									

Source; Field survey, 2019

As can be seen from the above table 2 item 1 the respondents were asked to give their opinion response on the current practices of participatory decision making process, 5(31.3%) of

respondents were Disagree, 9(56.3%) agree, and 2(12.5%) Strongly agree. From these responses more of the principals were Agree and strongly agree with the participatory decision making process in their schools. This may clearly show that above 68% West shoa zone government secondary schools principals play on the role of participatory decision making in the schools.

Table 2 Item 2 indicated that the schools have clear procedure by which decision made as the role of principals, 4(25%) Agree, and 12(75%) of respondents strongly agree respectively. the responses show that most respondents Agree and strongly Agree regarding the clear decision making procedures in secondary government schools. One can be seen conclude that the current Practices of decision making in government secondary schools, there is a clear procedure by which decisions making practices in schools, woreda Education office, School principals, Different Department Heads and other concerned bodies should have to support by setting the rules and regulations to promoting the principals those who make a good decision concerning participatory decision making of school principals.

Table 2 Item 3 shows the responses of the respondents concerning the transparent decision making practices in school, 3(18.8%) Undecided, 6(37.5%) Agree, and 7(43.8%) Strongly agree.

More of the respondent's response about the School makes transparent practices of decision making in any activities Agree and strongly agree, and also 18% of respondents were undecided. But the great result shows that above 70% of the school's principals plays a clear transparent decision making concerning school decision making practices.

Table 2 Item 4 as presented in the above table, the respondents asked to give their opinion response on the school gives awareness creating training for stakeholders on Decision making accurately, 5(31.3) Disagree, 2(12.5%) Undecided, 3(18.8%) Agree and 6(37.5%) Strongly agree.

As the discussion of this table show the great numbers of respondents above 56% were Agree and strongly, in addition to this 43% of respondents were Disagree and undecided responses. Generally, more percent of the respondents were Agree with the school gives awareness creating training for stakeholders on Decision making accurately. Therefore, in west shoa Zone Government Secondary schools were giving a good awareness retaining training for

stakeholders. Most of the stakeholders have the potentials to make decision concerning these objectives.

Table 2 Item 5 as can be seen from this table the respondents were asked to give their opinion response on the school effectively utilizes human & capital resources, 5(31.3%) Strongly disagree, 5(31.3%) Agree and, 6(37.8%) Strongly agree. According to this discussion more of the respondents above 68% strongly and agree and agree with the school effectively utilizes human & capital resources and 31% of respondents were strongly disagree. This result show that more percent of West shoa zone Government secondary schools were used properly the school capitals and other resources, but as the rest result indicated the school budget, resources and others improperly utilized due to careless, therefore the woredas education office, school's principals and other stakeholders take training concerning the school budget and other resource utilization accordingly.

Table 2 Item 6 as it is indicated on these table respondents were asked to give their opinion response on the School leaders facilitate collaborative decision making process on human& other

Resource management in school, 5(31.3%) Agree and 11(68.8%) Strongly agree. As the discussion from the table indicated more of the respondents were strongly agree and agree on the school effectively utilizes human & capital resources. From this the researcher concludes that Most of the West shoa Zone Government secondary school's principals were effectively utilize human and capital resources.

Table 2 Item7 in this table respondents were asked to give their opinion response on the school leaders are very knowledgeable on how to properly utilize human & other resources effectively 5(31.3%) Agree and 11(68.8%) Strongly agree. From this discussion concerning school's principals budget utilization, 100% of respondents were Strongly Agree and Agree. One can conclude in West shoa zone government secondary s school leaders were very knowledgeable on how to properly utilize human & other resources effectively. They have the capacity to develop the schools by properly utilize human and other resources effectively.

Table 3 the Role and Perception of stakeholders towards the decision-making practice

Key; Strongly Disagree (SD), Disagree (DA), Undecided (UD), Agree (A) and Strongly Agree (SA)

NO	Items	Level of Agreement									
	Perception of stakeholders towards the decision-making practice	SD		DA		UD		A		SA	
		F	%	F	%	F	%	F	%	F	%
1	People in the school have good attitude on decisions made by the schools			4	25			5	31.3	7	43.8
2	Various types of decisions made in school are undertaken timely	2	12.5	8	50			4	25	2	12.5
3	The school make believable decision made on any resource management	2	12.5	4	25			5	31.3	5	31.3
4	Most decisions made by the school are acceptable because of Rule, Regulation and policy based activities.							9	56.3	7	43.8
5	Implementation and Evaluation process practices of Decision made in the school's timely feedback is given accordingly.	1	6.3	2	12.5			13	81.3		
	Total		16								

Source; field survey, 2019

Table 3 Item 1 as can be seen from this table the respondents were asked to give their opinion response on People in the school have good attitude on decisions made by the schools, 4(25%) Respondents Disagree, 5(31.3%) Agree, and 7(43.8%) Strongly Agree.

According to this table implication 75% of the respondents were Agree and strongly agree with the People in the school have good attitude on decisions made by the schools, and 25% of respondents were Disagree. The result discussion shows that more of the school's stakeholders were have good attitude on every decision made by the schools, but the rest more less percentages of the respondents were disagree with the People in the school have good attitude on

decisions made by the schools, this should have to decline through setting the clear policy, procedures of decision making, Rules and Regulations in any government secondary schools to facilitate the quality of education, reasonable decision making.

Table 3 Item 2 in this table respondents were asked to give their opinion response on Various types of decisions made in school are undertaken timely, 2(12.5%) respondents were Strongly disagreeing, 8(50%) Disagree, 4(25%) Agree, 2(12.5) strongly agree.

From the discussion on the issue of Perception of stakeholders towards the decision-making practice, various types of decisions made in school are undertaken timely above 75% of respondents were strongly disagree and disagree. The researcher concludes that Perception of stakeholders towards the decision-making practice which made timely have more problems.

Table 3 item 3 as can be seen from this table the respondents were asked to give their opinion response on the school make believable decision made on any resource management, 2(12.5%) Respondents strongly disagree, 4(25) disagree, 5(31.3%) Agree, and 5(31.3) strongly agree.

The discussion of the result shows 62% of the respondents were Agree and strongly agree regarding of west shoa zone secondary schools make believable decision made on any resource management. More of Government secondary schools located in west shoa zone make believable decision making on any resource managing, like human resource, Capital resource and Natural resources of the schools, also 38% of the respondents opposite the activities.

Table 3 items 4 in this table respondents were asked to give their opinion response on most decisions made by the school is acceptable because of Rule, Regulation and policy based activities,9(56.3%) of respondents were Agree, and 7(43.8%) strongly agree. From this it is possible to conclude that about 100% Agree and strongly agree with the decisions made by the school are acceptable because of Rule, Regulation and policy based activities, so that most of the Government Secondary schools in west shoa zone were made acceptable decision due to respecting the rule, regulation and policy based activities.

Table 3 Item 5 in this table respondents were asked to give their opinion response on. In most case decisions-made in school are based on rule & regulation, and actual information,8(50%) respondents Agree and 8(50%) Strongly agree. From the discussion 100%of respondents Agree

and Strongly Agree concerning decisions made by the school are acceptable because of Rule, Regulation and policy based activities.

Table 3 Item 6 as can be seen from this table the respondents were asked to give their opinion response on Implementation and Evaluation process practices of Decision made in the school's timely feedback is given accordingly 1(6.3) respondent was Strongly disagree, 2(12.5) Disagree, and 13(81.3%) Agree. Conclusion 81% of respondents were Agree with that of Implementation and Evaluation process practices of Decision made in the school's timely feedback is given accordingly.

Table 4 The Role of Teachers in Decision making concerning School Planning

Key: Very Low (VL), Low (L), Moderate (M), High (H) and Very High VH)

No	Items	Level of Agreement								
	Participation of teachers in decision making concerning school planning	VL		L		M		H		VH
		F	%	F	%	F	%	F	%	F
1	Planning school activities(SIP,BPR,BSC...Etc	45	26.8	40	23.8	15	8.9	45	26.8	23
2	Setting school vision, Mission, Goal and Values	8	4.8	50	29.8	58	34.5	47	28	5
3	Determining the mechanism of controlling and supervising implementation of school plan.					12	7.14	67	39.9	89
	Total	168								

Source; Field survey, 2019

In the above Table 4 item 1 the respondents were asked to give their opinion response on Participation of teachers in decision making concerning school planning, Setting Goal, vision, mission and values, and determining the mechanism of controlling and supervising implementation of school plan, 56(33.3%) of respondents says very low, 90(53.6%) low, 159(94.6%) high, and 117(69.6%) respondents very high. From this table the researcher concludes above 86% of the respondents were say very low and low on the participation Teachers in decision making concerning school planning, setting goal, vision, mission and

values, determining the mechanism of controlling and supervising implementation of school plan. So that West shoa zone government secondary schools have major problem Participation of teachers in decision making concerning school planning.

Table 5 the Role of Teachers in Decision making about curriculum and instruction

Key: Very Low (VL), Low (L), Moderate (M), High (H) and Very High VH)

NO	Items	Level of Agreement									
	Participation of teachers in decision making concerning curriculum and instruction	VL		L		M		H		VH	
		F	%	F	%	F	%	F	%	F	%
1	Setting the learning objectives and deciding on the content and form of lesson plan	-		-		-		18	10.7	150	89.3
2	Evaluating how well the department and pedagogical center is operating	40	23.8	18	10.7	43	25.6	67	39.9	-	
3	Involving in developing teaching methodology	56	33.3	49	29.2	64	38				
4	Developing procedures for assessing student achievement					64	38	60	35.7	44	26.2
5	Determining when and how instructional supervision can be delivered.			12	7.14	29	17.3	73	43.5	54	32
	Total	168									

Source; Field Survey, 2019

In the above Table 5 item 1 the respondents were asked to give their opinion response on Participation of teachers in decision making concerning Setting the learning objectives and deciding on the content and form of lesson plan, 18(10.7%) of respondents say high, 150(89.3%) very high. The result of discussion shows that 100% of respondents were say high and very high on the Participation of teachers in decision making concerning curriculum and instruction, Setting the learning objectives and deciding on the content and form of lesson plan. More government secondary schools in west shoa zone give high Participation of teachers in decision

making concerning curriculum and instruction, Setting the learning objectives and deciding on the content and form of lesson plan.

In the above Table 5 item 2 the respondents were asked to give their opinion response on Participation of teachers in decision making concerning Evaluating how well the department and pedagogical center is operating, 40(23.8%) of respondents were say very low, 18(10.7%) low,43(25.6%), Moderate and 67(39.9%) high. From the discussion results 38% of the respondents say high Participation of teachers in decision making concerning Evaluating how well the department and pedagogical center is operating, 24%, 11%, and 26% of respondents say very low, Low and moderate. More percentages of the respondents were giving their opinion responses nearest to the negative effect of the Participation of teachers in decision making concerning curriculum and instruction.

In the above Table 5 item 3 the respondents were asked to give their opinion response on Participation of teachers in decision making concerning Involving in developing teaching methodology, 56(33.3%) of respondents were say very low, 49(29.2%) low, 64(38%) Moderate.

From this it is possible to say that the participation of teachers Involving in developing teaching methodology were relatively low.

In the above Table 5 item 4 the respondents were asked to give their opinion response on Participation of teachers in decision making concerning Developing procedures for assessing student achievement, 64(38%) of respondents were say moderate, 60(35.7%) high, and 44(26.2%) respondents very high. From this it is possible to say that the Participation of teachers in decision making concerning Developing procedures for assessing student achievement relatively moderate and high.

In the above Table 5 item 5 the respondents were asked to give their opinion response on Participation of teachers in decision making concerning determining when and how instructional supervision can be delivered,12(7.1%) of respondents were say low, 29(17.3%),73(43.5%), and 54(32%) very high. From this it is possible to conclude more Teachers determine when and how instructional supervision can be delivered were high.

Table 6 the Participation of Teachers in Decision making about school policy, Rules & Regulations

Key: Very Low (VL), Low (L), Moderate (M), High (H) and Very High VH)

NO	Items	Level of Agreement									
	Teacher's participation in decision making concerning school policy, Rules, and Regulations	VL		L		M		H		VH	
		F	%	F	%	F	%	F	%	F	%
1	Setting school Rules and Regulations	90	53.6	35	20.8	43	25.6				
2	Developing disciplinary policies of the school	88	52.4	50	29.8	25	14.9	5	3		
3	Establishing relationship between the principals and stakeholders.			25	14.9	80	47.6	63	37.5		
4	Deciding on the rules/procedures to be followed in evaluating school performance.	89	53	43	25.6	30	17.9	6	4		
5	Participation of teachers on the determination of promotion policy.	93	55.4	41	24.4	10	6	24	14.3		
	Total		168								

Source; field survey, 2019

Table 6 items 1 as can be seen from this table the respondents were asked to give their opinion response on Teacher's participation in decision making concerning school policy, Rules, and Regulations. Teachers setting school rules and regulations, 90(53.6%) of respondents say very low, 35(20.8%) low, and 43(25.6%) Moderate.

From this it is possible to say that Teacher's participation in decision making concerning school policy, Rules, and Regulations relatively very low.

Table 6 items 2 as can be seen from this table the respondents were asked to give their opinion response on Teacher's participation in decision making concerning school policy, Rules, and Regulations. Teachers Develop disciplinary policies of the school, 88(52.4%) of respondents were say Very agree, 50(29.8%) low, 25(14.9%) moderate and 5(3%) high.

Table 6 items 3 as can be seen from this table the respondents were asked to give their opinion response on Teacher's participation in decision making concerning school policy, Rules, and Regulations. Teachers Establish relationship between the principals and stakeholders, 25(14.9%) of respondents were say low, 80(47.6%) Moderate, and 63(37.5%) high

Table 6 items 4 as can be seen from this table the respondents were asked to give their opinion response on Teacher's participation in decision making concerning school policy, Rules, and Regulations. 43(2Teachers Decided on the rules/procedures to be followed in evaluating school performance, 89(53%) respondents say very low, 23(25.6%) Low, 30(17.9%) moderate, and 6(5%) high.

Table 6 items 5 as can be seen from this table the respondents were asked to give their opinion response on Teacher's participation in decision making concerning school policy, Rules, and Regulations. Teachers participated on the determination of promotion policy, 93(55.4%) of respondents say Very low, 41(24.4%) low, 10(6%) moderate, and 24(14.3%) high.

Generally, from these it's possible to say that deciding on the rules/procedures to be followed in evaluating school performance, Participation of teachers on the determination of promotion policy, and establishing relationship between the principals and stakeholders of Teachers were relatively Very high.

Table 7 Participation of Teachers in Decision making concerning school budget Utilization

Key: Very Low (VL), Low (L), Moderate (M), High (H) and Very High VH)

NO	Items	Level of Agreement									
	Participation of teachers in decision making concerning school budgeting and income generation	VL		L		M		H		VH	
		F	%	F	%	F	%	F	%	F	%
1	Planning school budget and determining school expenditure priorities.	98	58.3	50	29.8	20	11.9				
2	Deciding budget allocation for every school activities (Dep't, Pedagogical center...)	98	58.3	50	29.8	20	11.9				
3	Determining means of income generation.	23	13.7	21	12.5			124	73.8		
	Total		168								

Source; Field survey, 2019

Table 7 Item 1 in this table respondents were asked to give their opinion response on Participation of teachers in decision making concerning school budgeting and income generation, Teachers participated in decision making concerning school budgeting and income generation, 98(58.3%) of respondents say very low, 50(29.8%) low, and 20(11.9%) moderate.

Table 7 item 2 in this table respondents were asked to give their opinion response on Participation of teachers in decision making concerning school budgeting and income generation, Teachers participated in Deciding budget allocation for every school activity (Dep't, Pedagogical center...), 98(58.3%) of respondents were say very low, 50(29.8%) low, and 20(11.9%) moderate.

Table 7 item 3 in this table respondents were asked to give their opinion response on Participation of teachers in decision making concerning school budgeting and income generation, Teachers participated in Determining means of income generation, 23(13.7%) of respondents were say very low, 21(12.5%) low, 124(73.8%) high.

From the above1, 2 &3 Items it is possible to say that Participation of teachers in decision making concerning school budgeting and income generation, Planning school budget and determining school expenditure priorities, deciding budget allocation for every school activity (Dep't, Pedagogical center...), and determining means of income generation relatively high.

Table 8 Participation of Teachers Decision making on students Disciplinary

Key: Very Low (VL), Low (L), Moderate (M), High (H) and Very High VH)

NO	Items	Level of Agreement									
	Teacher's participation in Decision Making on student's affairs and disciplinary problems.	VL		L		M		H		VH	
		F	%	F	%	F	%	F	%	F	%
1	Determining students right and welfare	18	10.7	23	13.7	52	31	70	41.7	5	3
2	Participating in solving student's problem with stakeholders.	5	3	12	7.1	54	32.1	45	26.8	52	31
3	Determine disciplinary measures on students with misconduct.	4	2.4	6	4	59	35	90	53.6	9	5.4
	Total		168								

Source; Field survey, 2019

Table 8 item 1 in this table respondents were asked to give their opinion response on Teacher's participation in Decision Making concerning student's affairs and disciplinary problems, Teachers Determining students right and welfare, 18(10.7%) of respondents say very low, 23(13.7%) low, 52(31%) moderate, 70(41.7%) high, and 5(3%) very high.

Table 8 item 2 in this table respondents were asked to give their opinion response on Teacher's participation in Decision Making concerning student's affairs and disciplinary problems, Teachers Participating in solving student's problem with stakeholders, 5(3%) of respondents say very low, 12(7.1%) low, 54(32.1%) moderate, 45(26.8%) high, and 52(31%) very high.

Table 8 item in this table respondents were asked to give their opinion response on Teacher's participation in Decision Making concerning student's affairs and disciplinary problems, Teachers Determine disciplinary measures on students with misconduct,4(2.4%) of respondents say very low, 6(4%) low, 59(35%) moderate, 90(53.6%) high, and 9(5.4%) very high.

General conclusion of items 1, 2, & 3 from the above table more respondent's response concerning the Teacher's participation in Decision Making on student's affairs and disciplinary problems in west shoa zone government secondary schools were relatively very high.

Table 9 Role of Teachers Decision making concerning school Building

Key: Very Low (VL), Low (L), Moderate (M), High (H) and Very High (VH)

NO	Items	Level of Agreement									
	Teacher's participation in Decision making concerning school building.	VL		L		M		H		VH	
		F	%	F	%	F	%	F	%	F	%
1	Deciding and assigning on the expansion of school buildings	90	53.6	62	36.9	16	9.5				
2	Deciding on maintenance of school building	78	46.4	70	41.7	20	11.9				
3	Deciding on the construction of new class buildings.	80	47.6	48	28.7	40	23.8				
	Total	168									

Source; Field survey, 2019

Table 9 items 1 as can be seen from this table the respondents were asked to give their opinion response on Teacher's participation in Decision making concerning school building, therefore Teachers Deciding and assigning on the expansion of school buildings, 90(53.6%) of respondents say very low, 62(36.9%) low, 16(9.5%) and moderate.

Table 9 items 2 as can be seen from this table the respondents were asked to give their opinion response on Teacher's participation in Decision making concerning school building, therefore Teachers Deciding on maintenance of school building, 78(46.4%) of respondents say very low, 70(41.7%) low, and 20(11.9%) moderate.

Table 9 items 3 as can be seen from this table the respondents were asked to give their opinion response on Teacher's participation in Decision making concerning school building, therefore Teachers Deciding on the construction of new class buildings,80(47.6%) of respondents say very low, 48(28.7%) low, and 40(23.8%) moderate.

From the above data analyzed it is possible to say that the Teacher's participation in Decision making concerning school building in cases of Deciding and assigning on the expansion of school buildings, deciding on maintenance of school building, and Deciding on the construction of new class buildings were very low.

Table 10 Teachers Role in Decision making about School Staff Development

Key: Very Low (VL), Low (L), Moderate (M), High (H) and Very High (VH)

NO	Items	Level of Agreement									
	Teacher's participation in decision making concerning staff development	VL		L		M		H		VH	
		F	%	F	%	F	%	F	%	F	%
1	Planning on staff development program & deciding on staff promotion	30	17.8	32	19	51	30.6	55	32.7		
2	Participating in staff performance appraisal			7	4.2	78	46.4	69	41	14	8
3	Establishing staff evaluation criteria.	90	53.6	65	38.7	13	7.7				
	Total	168									

Source; Field survey, 2019

In the above Table 10 item 1 the respondents were asked to give their opinion response on Teacher's participation in decision making concerning staff development, therefore Teachers Planning on staff development program & deciding on staff,30(17.8%) respondents say very low, 32(19%) low, 51(30.6%) moderate, and 55(32.7%) high.

In the above Table 10 item 2 the respondents were asked to give their opinion response on Teacher's participation in decision making concerning staff development, therefore Teachers Participating in staff performance appraisal, 7(4.2%) of respondents say low, 78(46.4%) moderate, 69(41%) high, and 14(8%) very high.

In the above Table 10 item 3 the respondents were asked to give their opinion response on Teacher's participation in decision making concerning staff development, therefore Teachers Establishing staff evaluation criteria, 90(53.6%) of respondents say very low, 65(38.7%) low, and 13(7.7%) moderate.

All in all, from this anybody can conclude that Teacher's participation in decision making concerning staff development, planning on staff development program & deciding on staff promotion, Participating Establishing staff evaluation criteria in staff performance appraisal, more respondents say that relatively moderate. Teacher participation in Decision making concerning for any staff developments is the major responsibility of Teachers. More of west shoa zone government secondary schools Teachers participation in decision making concerning staff developments has its impacts. The concerned body, School principals, Teachers, and others were not give attentions to it.

Table 11 Major Factors that affect the practices of decision making in Government schools

Key: Strongly Disagree (SD), Disagree (DA), Undecided (UD), Agree (A) and Strongly Agree (SA)

NO	Items	Level of agreement									
		SD		DA		UD		A		SA	
	Major Factors that affect the practices of decision making in your school	F	%	F	%	F	%	F	%	F	%
1	Lack of vision					76	31.1	98	40	70	28.7
2	Lack of transparency			43	17.6	28	11.5	123	50.4	50	20.5
3	Lack of clear guide line in schools	56	23	128	52.5	19	7.8	41	16.8		
4	Lack of stakeholders' participations	12	5	30	12.3	8	3.3	90	36.9	104	42.6
5	Lack of leaders' knowledge and awareness on school Rule, Regulations, and policy	13	5.3	11	4.5	27	11	105	43	88	36
6	Lack of self-confidence	20	8.2	20	8.2	23	9.4	102	41.8	79	32.4
7	Shortage of general resources,(capitals, Human, Time,..)							186	76.2	58	23.8
8	Interference of political authorities	43	17.6	32	13.1			87	35.7	82	33.6
	Total	244									

Source; field survey, 2019

In the above Table 11 item 1 the respondents were asked to give their opinion response on the Major Factors that affect the practices of decision making in your school were Lack of vision, 76(31.1%) of respondents say Undecided, 98(40%) Agree, and 70(28.7%) Strongly agree

From this it is possible to summarize Major Factors that affect the practices of decision making in West shoa zone Government secondary schools, above 68% of respondents were say Lack of vision.

In the above Table 11 item 2 the respondents were asked to give their opinion response on the Major Factors that affect the practices of decision making in your school were Lack of transparency, 43(17.6%) of respondents Disagree, 28(11.5%) Undecided, 123(50.4%) Agree, and 50(20.5%) Strongly agree.

The discussion shows that about 70% of respondents relatively agree with that that Major Factors that affect the practices of decision making in west shoa zone government secondary schools have lack of transparency.

In the above Table 11 item 3 the respondents were asked to give their opinion response on the Major Factors that affect the practices of decision making in your school was Lack of clear guide line in schools, 56(23%) of respondents strongly disagree, 128(52.5%)disagree, 19(7.8%) undecided, and 41(16.8%) agree.

From this it is possible to say Major Factors that affect the practices of decision making in west shoa zone government secondary schools use about 56% of respondents say that no Lack of clear guide line in schools.

In the above Table 11 item 4 the respondents were asked to give their opinion response on the Major Factors that affect the practices of decision making in your school was Lack of stakeholders' participations, 12(5%) of respondents were strongly disagree, 30(12.3) disagree, 8(3.3%) undecided, 90(36.9%) agree, and 104(42.6%) strongly agree.

As the results show about 80% of respondents were relatively Agree and Strongly Agree with that of Major Factors that affect the practices of decision making in school was Lack of stakeholders' participations.

In the above Table 11 item 5 the respondents were asked to give their opinion response on the Major Factors that affect the practices of decision making in your school were Lack of leaders' knowledge and awareness on school Rule, Regulations, and policy, 13(5.3%) of respondents were strongly disagree, 11(4.5%) disagree, 27(11%) undecided, 105(43%) Agree, and 88(36%) strongly agree.

To conclude more than 75% of the respondents relatively agree and strongly agree with the major factors that affect the practices of decision making in west shoa zone government

secondary schools were Lack of leaders' knowledge and awareness on school Rule, Regulations, and policy.

In the above Table 11 item 6 the respondents were asked to give their opinion response on the Major Factors that affect the practices of decision making in your school Lack of self-confidence, 20(8.2%) of respondents were strongly disagree, and disagree respectively, 23(9.4%) undecided, 102(41.8%) agree, and 79(32.4%) strongly agree. from this it is possible to summarize above 70% of respondents were Agree and Strongly agree with lack of self-confidence of school principals, Teachers, PTA, and other concerned body of west shoa zone Secondary government schools.

In the above Table 11 item 7 the respondents were asked to give their opinion response on the Major Factors that affect the practices of decision making in your school were Shortage of general resources, (capitals, Human, Time,), 186(76.2%) of respondents were agree and 58(23.8%) strongly agree. It is possible to conclude that above 76% of respondents were Agree with the major factors that affect practices of decision making in West Shoa Zone government secondary schools were shortage of general resources allocated from the government capital budget.

In the above Table 11 item 8 the respondents were asked to give their opinion response on the Major Factors that affect the practices of decision making in your school was interference of political authorities, 43(17.6%) of respondents were strongly disagree, 32(13.1%) disagree, 87(35.7%) agree, and 82(33.6%) strongly agree.

It is possible to say that 69% of respondents were relatively agree and strongly agree with the major factors that affect practices of decision making in West Shoa Zone government secondary schools was interference of political authorities.

3. Factors that affect PTA's Participation in school Decision making

Accordingly, to a number of finding that were obtained from interview concerning factors that affect the participation of PTA'S currently in secondary school of west shoa zone.

The interviews conducted with PTA'S, responses on the issue were some factors to PTA's involvement were identified. These include the following are some of the factor raised by PTA's respondents.

Majority of the PTAs response were lack of enough training and understanding as a factor. These ideas further strengthen by (Rondinelli and Cheema, 1983) describe that essential for the success of decentralization is filling the local institutions with the right person who could be able to lead and administer the institutions effectively. School management and style and implementation of past decisions, lack of motivation, recognition concerning internal and external of school leaders like school principals, woreda and Zonal Education Officials, work and time constraints due to the majority of PTAs have other responsibilities were another factors.

Accordingly lack of commitment and reluctance of PTA's to participate in school decision making; unfair assignment of principals were factors. That means, principals were assigned not based on their performances, but on their political affiliation, lack of enough encouragement of PTAs participation in school decisions.

Lack of proper supervision, monitoring and evaluation from woreda officials and above level concerning bodies, lack of school leadership skills of principals, and high rate of principals turn over, especially those who have good managerial skills.

Another that affect PTAs participation in decision making unwillingness of giving towards motivating and rewarding PTAs according to their effort by concerned leaders or administrative body; most of the PTA do not concern for school problems, lack of transparency between PTAs and Principals, lack of financial incentive. This indicates that there is a poor rewarding system to PTAs. In addition to the above ideas factors that affect PTAs participation in school decision making were the school leaders commenting at distance rather than clearly discussing face to face; uncertainty of PTAs about the decisions they involve; low attention given to PTAs by school principals; announcing ideas for informal groups under school leaders before discussing on the issues with PTAs.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter of the thesis deals with the summary of the major findings, Conclusion and Recommendation of the study. Then based on these major findings, conclusions are drawn and recommendations which can be implemented are suggested.

The Practices of Decision Making in schools enables schools to provide quality education for their students, effectively managing any school's resources, assigning the right persons for the right position. However, in implementing the practices difficulties may prevail and ultimately influences students, school stakeholders and another concerned bodies achievement and success. Therefore, the role of leadership to school effectiveness is unquestionable.

Therefore, this study was conducted to assess the practices of Decision making challenges of Government secondary schools so as to investigate how the school principals, Teachers, PTA, and Students affect Practices of decision making in selected secondary schools of west shoa zone.

5.1. Summary of major findings

The major findings are summarized and presented in the following sections. The major findings are presented in two parts: the first part summarizes back ground information of the respondents and the second part is the outcome of the field research.

Part One

Summary on back ground characteristics of the Respondents

- Regarding sex of the respondents 13(81.3%) principals, 95(56.2%) teachers, 36(42.4%) students parliamentary and 28(70%) PTA, were male and 3(18.7% principals, 74(43.8%) teachers, 49(57.6) students parliamentary, and 12(30%) were females.
- About age the of respondents 69(81.2%) student parliamentary committee representatives were between the ages 15-19, and the rest 16(18.8%) were the age of 20-25 ranges. whereas 5(3%) of teachers between the age 25-30, the age 31-35 teachers were 130(77%), 36-40 age 17(10%), the age 41-50 6(4 %), and the age 51-60, were 6(37.5%).
- Regarding the Principals Age 2(12.5) of principals was the age between, 26-30 were 4(25%), the age 36-40 was 1(6.3%), the ages 41-50 were 9(56.3%), and 51-60 age were 6(37.5%).

- Concerning the PTAs age intervals, 26-30 PTA 8(20%), 31-35 age were 6(15%), 36-40 age were 13(32.5%), 41-50 age were 8(20%), and 51-60 age were 5(12.5).
- Regarding the back ground education of the respondents 155 (91.7%) teachers were first degree holders and 14 (8.3%) teachers were MA/MSc holders, 12(%) principals were 1st degree and 4(%) principals were MA/MSc holders, and 40 (100%) of PTA were high school completed, 1st degree and MA/MSc holders.
- Area of school principal's educational qualification half of them involved from educational management 8(50%), and half academic subjects 2(12.5%) language, 2(12.5%) natural science and, 4 (25%) social science.
- Work experiences of the respondents 2(%) principal's respondents worked less than 5 years' experience, 9(%) between 6 and 10 years, and 5(%) 11 and 25 years' experience.
- PTA members 14(35%) worked 1-5 years, 23(57.5%) 6-10 years, and 3(%) of them had worked 11-15 years.

Part Two

5.2 Summary of the practices on decision making

- Half of the government secondary school's principals were professionally untrained and they may lack managerial skills in order to participate with stakeholders, (teachers, students, and PTA) in various issues of school decision making through applying effective management skills such as communication, delegation, level of participation, empowerment, and so on.
- More school principals were assigned to the position without having leadership qualification and Necessary training that would to allow stakeholders in school's decision making successfully.
- The respondents were more qualified and might recognize the decision made in the schools. Accordingly, this signifies the majority of the respondents were 1st Degree holders in terms of their educational level and the Woreda Educational Office ought to plan for the development of its staff teachers to Masters Level to increase their professional performance.
- There is a clear procedure of Decision making practices in schools, woreda Education office, School principals, and Different Department Heads. therefore, the concerned bodies should have to support by setting the rules and regulations to promoting the

principals those who make a good decision concerning participatory decision making of school principals

- Generally, more of the school principals had awareness creating training for stakeholders on Decision making accurately. Therefore, schools were giving a good awareness retaining training for school's stakeholders.
- More of the schools were used properly the school capitals and other resources, but as the rest result indicated the school budget, resources and others improperly utilized due to careless of woredas education office, school's principals and other stakeholders.
- The school's stakeholders have good attitude on every decision made by the schools, due to the settled schools clear policy, procedures of decision making, rules and regulations to facilitate the quality of education, reasonable decision making.
- 100% practices of decisions made by school's stakeholders were acceptable because of rule, regulation and policy based activities.
- No good Participation of teachers in decision making concerning school planning, curriculum and instruction, policy, Rules, and Regulations, school budgeting and income generation, school building, Staff developments, and student's affair decision making.
- More factors that affect the practices of decision making in schools were lack of vision, transparency, clear guide line in schools, stakeholders' participations, leaders' knowledge and awareness on school rule, regulations, and policy, self-confidence, shortage of general resources, (capitals, human, time), and interference of political authorities of the concerned bodies.

5.3 Conclusion

From all the results obtained from this study the following major conclusions were made;

- Regarding practice of making decision on secondary schools were lacks participatory decision making, there were less involvement of school stakeholders, lack of clear procedures on decision making, problem of transparency, less awareness and training in effective and inefficient practices of decision making and skill gap of school principals were the major problems concluded under decision making on selected secondary school on practices and challenges of decision-making.
- As presented in findings on perception of stakeholders towards the decision making practice regarding the issues of school is very low. The average mean score of the respondents lied below average. The researcher concluded that the attitude of school stakeholders on decision made in most schools were negative, most of school stakeholders were not participated decision made on school planning, curriculum and instruction, policy, rules, and regulations, school budgeting and income generation, school building, staff developments, and student's affair decision making.
- More of the decisions made by school principals were less valued by school stake holders; most school's decision making process on any school issues was misinformed and unable to use actual information.
- Regarding school stakeholder's participation in practices of decision making of selected secondary schools were low involvement of stakeholders, lack of knowledge on decision making guide line and lack of transparency on decision making process were identified in most schools. In addition, communication between school and stakeholders were poor flow.
- From the result, was found that there were several major factors that hinder school leaders' decision making practices. These include absence of vision, transparency, clear guideline, stakeholders' participation, leaders' knowledge and awareness on school policy, self-confidence, and influence of political authorities that negatively affect quality decision making activities in

secondary schools. Those mentioned factors are mainly decreases the quality of decisions made by school.

5.4 Recommendation

In view of the findings and conclusions reached, the following possible solutions are recommended so as to address the challenges related to effective practices of Decision making Challenges in some selected west shoa zone Government secondary schools.

- To solve absence of teacher's participatory decision making in schools, woreda and zonal education offices, another concerned bodies were should have to creating awareness through arranging on the rule, regulation, policy of the school, and education curriculum. Continuous discussion with teachers, providing sufficient practical training for teachers, and discuss regularly on practices of decision making challenges.
- Promoting the practical involvement of all school's stakeholders by creating adequate awareness to make real decision making practices in schools were the mandatory expected of school principals to mobilize stakeholders in order to be involved in practices of decision making procedures.
- School developments challenges of decision making to minimizes the challenges, the school principals, woreda, and zonal educational office should have to give attention through participatory decision making concerning school planning, curriculum and instruction, policy, rules, and regulations, school budgeting and income generation, on student's affairs and disciplinary problems, school building, and decision making staff development and to improve the school environment.
- Over utilization of the school's capital budget and other resources were the challenge makers of decision making in schools. All of the principals of the schools and the rest of school stakeholders should have follow the rules, regulation and budget utilization principles.
- Lacks of school's stakeholder capacity were affect practices of decision making in the schools. Therefore, all of the concerned bodies should have to providing training for school's stakeholders, (school principals, teachers, PTA, student's parliamentary representative).

- More of school's principals were professionally untrained, they were with lack of managerial skills in order to participate with stakeholders, in various issues of school decision making through applying effective management skills, (communication, delegation, level of participation, and empowerment). To solve the problems, woreda education office should have to assign the right person who trained in educational leadership, providing short-term capacity building training

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ADDIS ABABA UNIVERSTITY

COLLEG OF EDUCTION AND BEHAVIOURAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

PROGRAM MA SCHOOL LEADERSHIP

1. Questionnaires

Questionnaire to be filled by principals, Department heads, Teachers, and student's representatives

Dear respondents!

The purpose of this questionnaire is to collect information on practices and challenges of decision making in some selected secondary school of west Shoa zone, Oromia Regional state

The information you are going to give will be very significant to investigate the practices, identify the existing challenges, and forward possible recommendations to improve decision making in school. Be sure your responses will be confidential and used only for research purposes only. Therefore, you are kindly requested to be honest and frank in responding all the questions you will be asked.

In responding to the questionnaire, please note the following point.

- It is unnecessary to write your name on the questionnaire
- Read all instructions before attempting to answer the questions
- No need of discussing with other to fill the questionnaire
- Give your response by writing the Number which listed under the levels of agreement which most closely represents your opinion of agreement
- Give your answer for all questions.

Thank You in advance for your cooperation

Back ground Information's of the respondents

Answer the following questions by making tick (√) the appropriate box and write for the space provided.

1. Name of Woreda _____

2. Name of School _____

3. **Current position** in the school _____

4. **Sex:** 1 male ☐ 2, female ☐

5. **Age:** A, 20-25 ☐ B, 26-30 ☐ C, 31-40 ☐ D, 41-50☐ E, 51-60☐

5. **Level of education.**

A, High school complete ☐B, Diploma ☐ C, Degree☐ D, MA/Msc☐

6. Areas of Qualification

A, Language☐ B, Natural Science ☐ C, Social Science☐ D Educational Management ☐

E, Other specify_____-

7. Working Experience in Teaching Professional, A, 0- 5 ☐B, 6-10☐ C, 11-20☐ D, 21-25☐ E, above 25☐ years' experience.

Part one; General Questionnaires regarding practices of Decision making in some selected Governments secondary schools of West Shoa Zone.

Direction; write your real responses based on choose given under the levels of agreement starting from 1-5 through thankful.

Key: Strongly Disagree 1, Disagree 2, Undecided 3, Agree 4 and Strongly Agree 5

No	Items	Level of Agreement				
Part one	**The current Practices of decision making in your school**	1	2	3	4	5
1.1	There is a participatory decision making process on school					
1.2	There is a clear procedure by which decisions making practices in school					
1.3	The School makes transparent practices of decision making in any activities.					
1.4	The school gives awareness creating training for stakeholders on Decision making accurately					
1.5	The school effectively utilizes human & capital resources.					
1.6	School leaders facilitate collaborative decision making process on human& other resource management in school					
1.7	The school leaders are very knowledgeable on how to properly utilize human & other resources effectively.					
Part 2	**Perception of stakeholders towards the decision-making practice**					
2.1	People in the school have good attitude on decisions made by the schools					
2.2	Various types of decisions made in school are undertaken timely					
2.3	The school make believable decision made on any resource management					
2.4	Most decisions made by the school are acceptable because of Rule, Regulation and policy based activities.					
2.5	In most case decisions-made in school are based on rule & regulation, and actual information					
2.6	Implementation and Evaluation process practices of Decision made in the school's timely feedback is given accordingly.					

Part three; the extent of Teachers participation in schools Decision Making

Key: Very Low =1, Low =2, Moderate=3, = High 4 and = Very High 5

Direction; Direction; write your real responses based on choose given under the levels of agreement starting from 1-5 through thankful

No.	Item	Level of agreement				
Part three	**Participation of teachers in decision making concerning school planning**	1	2	3	4	5
3.1	Planning school activities(SIP,BPR,BSC...Etc					
3.2	Setting school vision, Mission, Goal and Values					
3.3	Determining the mechanism of controlling and supervising implementation of school plan.					
Q11	**Participation of teachers in decision making concerning curriculum and instruction**					
Q1	Setting the learning objectives and deciding on the content and form of lesson plan					
Q2	Evaluating how well the department and pedagogical center is operating					
Q3	Involving in developing teaching methodology					
Q4	Developing procedures for assessing student achievement					
Q5	Determining when and how instructional supervision can be delivered.					
Q22	**Teacher's participation in decision making concerning school policy, Rules, and Regulations**.					
Q1	Setting school Rules and Regulations					
Q2	Developing disciplinary policies of the school					
Q3	Establishing relationship between the principals and stakeholders.					
Q4	Deciding on the rules/procedures to be followed in evaluating school performance.					
Q5	Participation of teachers on the determination of promotion policy.					
Q44	**Participation of teachers in decision making concerning school budgeting and income generation**					
Q1	Planning school budget and determining school expenditure priorities.					
Q2	Deciding budget allocation for every school activities (Dep't, Pedagogical center...)					
Q3	Determining means of income generation.					

Q55	**Teacher's participation in Decision Making on students affairs and disciplinary problems.**					
Q1	Determining students right and welfare					
Q2	Participating in solving student's problem with stakeholders.					
Q3	Determine disciplinary measures on students with misconduct.					
Q66	**Teacher's participation in Decision making concerning school building**.					
Q1	Deciding and assigning on the expansion of school buildings					
Q2	Deciding on maintenance of school building					
Q3	Deciding on the construction of new class buildings.					
Q77	**Teacher's participation in decision making concerning staff development.**					
Q1	Planning on staff development program & deciding on staff promotion					
Q2	Participating in staff performance appraisal					
Q3	Establishing staff evaluation criteria.					

Part Four: Major Factors that affect decision making in your secondary school

Please give your response by writing under the number which most closely represents your opinion of agreement.

Key: Strongly Disagree 1, Disagree 2, Undecided 3, Agree 4 and Strongly Agree 5

	Item	Level of Agreement				
Part Four	**Major Factors that affect the practices of decision making in your school**	1	2	3	4	5
4.1	Lack of vision					
4.2	Lack of transparency					
4.3	Lack of clear guide line in schools					
4.4	Lack of stakeholders' participations					
4.5	Lack of leaders' knowledge and awareness on school Rule, Regulations, and policy					
4.6	Lack of self-confidence					
4.7	Shortage of general resources,(capitals, Human, Time,..)					
4.8	Interference of political authorities					

ADDIS ABABA UNIVERSITY

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DEPARTMENT EDUCATIONAL PLANNING AND MANAGEMENT

2. Interview guides organized for PTA

The purpose of this questionnaire is to collect information of practices and challenges of decision making in some selected secondary schools of West Shoa Zone of Oromia Regional State.

Be sure that the information gathered will be used only for research purpose. Hence, you are kindly requested to provide the necessary information is very helpful to the quality of research.

Name of the school_____ Woreda _____Position_____

Educational qualification _____Sex _____Date_____

1. How do the school committee members actively participate in decision-making process in your school?

_____

2. How schools give immediate and fair decision concerning, Setting school Rules and Regulations? _____

3. How school motivate PTA members towards any decision-made in schools like, Deciding and assigning on the expansion of school buildings, and Maintenance?

_____

4. At What extent the PTA members positively accept the decision made in schools concerning school budgeting and income generation**?**

_____

5. At what extent the PTA members are well informed about decision making guide lines on school? _____

6. How PTA members monitor any decision made about school income generation, expenditures, and others? _____

7. What are the major factors affecting PTA Members in Practices of Decision making in your schools?

_____

8. What are the best measurements PTA Members are using in practices of Decision making in your schools? _____

9. At what extent the PTA Members know about the School plan, School Decision role, and Decision making procedures? _____