

**SCHOOL- BASED MANAGEMENT PRACTICES IN SECONDARY
SCHOOLS OF BORENA ZONE, OROMIA REGIONAL STATE**

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March 2017

Haramaya University, Haramaya

**SCHOOL-BASED MANAGEMENT PRACTICES IN SECONDARY
SCHOOLS OF BORENA ZONE, OROMIA REGIONAL STATE**

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BY

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DEDICATION

I dedicate this thesis to my uncle **DARO DIDU** for her great contribution in the success of my life.

STATEMENT OF THE AUTHOR

First, I declare that this thesis is my confide work and that all sources of materials used in this thesis have been duly acknowledged. Thesis has been submitted in partial fulfillment of the requirements for M.A degree at the Haramaya University and is deposited at the University library to be made available to borrowers under rule of the library. I solemnly declare that this thesis is not submitted to any other institution anywhere for the award of any academic degree, diploma or certificate

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BIOGRAPHICAL SKETCH

The author was born on October 3, 1983 in Banko Ciga kebele, Kerca woreda west Guji zone, Oromia regional state. He attended his elementary education at Gadu-Jabasire and Gerba, Secondary school at Bulehora secondary school and preparatory at Yabelo preparatory school. He then joined Mekelle University and graduated with Bachelor degree in Chemistry teaching in 2006. After his graduation, he has been teaching Chemistry in Gerba secondary school Borena zone Oromia regional state since 2006. From 2007 and up to now he serving as secondary and preparatory school principal. Then, he got the opportunity to follow his MA in school leadership at Haramaya University in 2013 since 2016.

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ACRONYMS AND ABBREVIATIONS

ESDP	Education Sector Development Program
GEQIP	General Education Quality Improvement Program
MDGs	Millennium Development Goals
MoE	Minister of Education
PISA	Program for Instructional Assessment
PTAs	Parent-Teacher Associations
SASA	South Africa schools Act
SBM	School-Based Management

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SCHOOL- BASED MANAGEMENT PRACTICES IN SECONDARY SCHOOLS OF BORENA ZONE.

DUBE BONEYA

ABSTRACT

The main purpose of this study was to examine the school based managements practices in Borena zone. In conducting this research, descriptive survey method was employed. Both the primary sources and secondary sources of data were employed. A simple random sampling technique was used to select 10 out of 19 secondary schools. 4 secondary schools arid and 6 from semi-arid were selected from 8 woredas out of 13. A systematic random sampling technique was employed to select teachers. Available sampling was used for principals, head departments and supervisor and purposive sampling was used for PTAs. 72 teachers and 121 school leaders were used as the subjects of the study to obtain necessary data. The instruments used to collect data were questionnaires, interview and documents. The collected data were analyzed quantitatively by using percentage, frequency, mean and t-test and qualitatively by using narration. The finding of the study show that, the school based managements did not play the various role expected of them. The practices of the school based management is influenced by factors such as; lack of qualified, trained and knowledgeable school leaders, lack of training to develop the capacity of school leaders, lack of guide line and materials, lack of commitment, lack of allocation budget, lack of planning, lack of on time decision-making and low participation of community have a great influence on the practices of school plan development. From the findings it can be concluded the problems were prevalent, like inefficiency leading, lack of clear procedures and absence of regular meeting. Based on the findings, conclusion are made and recommendations like facilitate and enhance in service training programs, allocation of enough budget, guidelines and materials, participatory decision-making and planning, give professional support to all stake holders and building collaborative culture among stake holders and participate actively in the woredas, zonal and regional education and the research continuously conducted to improve the practices of school-based managements in secondary schools of Borena zone.

1. INTRODUCTION

The introduction contains background of the study, statement of the problem, research questions, objectives of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of key terms and organization of the study.

1.1. Background of the study

The popularity of school-based management is evidenced by the large number of development agencies promoting it as a key component of the decentralization reforms and the growing number of countries that have adopted aspects of this approach. SBM reforms began in the 1970s in Australia. Since then, a wide range of countries have experimented with or introduced SBM in all regions of the world, including Hong Kong (China), Indonesia, El Salvador, Nicaragua, Kenya, Kyrgyz Republic, Nepal, Paraguay and Mexico (Wald Bank, 2010).

School-based management (SBM) is a management framework, which is school-based, student-centered and quality-focused. Through the devolution of responsibilities, schools are provided with enhanced flexibility and autonomy in managing their own operation and resources for school development so as to develop an environment that facilitates continuous improvement. At the same time, schools are also required to increase accountability in school management through the participation of key stakeholders in decision making under the SBM governance framework. The ultimate aim of SBM is to improve teaching standards and learning outcomes.

Mpokosa and Ndaruhutse (2008), who reviewed literature on school-based management in 13 developing countries, indicate that though education financing both in terms of aid and public spending has been improved in many countries, this is not accompanied by good and effective education management systems. They pointed out that in many developing countries poor education management results in overcrowded classrooms, high pupil-teacher ratios, and high student drop-out. The overall effect of this is a low quality of education. Writing about south Asia, Gottelmann-Duret (2000) discussed how poor school management leads to high levels of teaching staff turnover, teacher absenteeism and teacher dissatisfaction.

To form better school regarding to school-based management in education systems place extreme demands on the managerial, technical and financial capacity of governments; thus, education as a system is too complex to be produced and distributed efficiently in a centralized fashion (King and Cordeiro-Guerra, 2005). In many education systems, there has emerged recognition that school-based decision-making has potential to bring improvement in the quality of education.

SBM programs exist in many different forms, both in terms of who has the power to make decisions and in terms of the degree of decision making authority over school operations are transferred to principals, teachers, and parents and sometimes to students and other school community members.

To overcome the problems of school-based management many countries form to implement the school based management practices. When we come to Ethiopia, policy documents tend to focus mainly on education access and equity. For example, ESDP III focused on improving education management at the district and school levels so as to expand access to education (MoE, 2005). ESDP IV (MoE, 2010a) considered improvement in school management and administration as one of the tools for improving education decision-making at all levels. The Government also launched the General Education Quality Improvement Programmed (GEQIP), in which school management and administration are taken as one of the key education quality intervention areas (Ayalew, 2009).

The school-based management contributes for improvement of critical decision-making and improving the achievement the school in managing the school resource at school level. Financial management and fundraising at school level are also important parts of secondary school management. It also examines how school clubs, Parent–Teacher Associations (PTAs), and local government administration can work towards enhancing decision-making at school level. Furthermore, the role of community representation in the school management forms part of the analysis change in school with day to day activities (MoE, 2005)

In Oromia regional state, the problems of schools based management practices are different from schools to schools. From the researcher experience of yearly or monthly zonal meeting report the practices school-based management like PTA, principal, supervisors, head department, to schools are not sufficient. The practice of the school based managements with its hierarchy needs from secondary school to national government to contribute and share own responsibility. In school enhance the good results in student involves not only physical input such as classrooms, teachers and textbooks but also incentives that lead to better instruction and learning.

Bearing all above points in mind, the study tries to see the practices and problems of school based management, can make together, in case of managing the resource to solve problems, that starting from, decision making, community participation, planning, resource management, staff development, communication that implemented in case of school based-management practices in secondary schools of Borena zone.

1.2. Statement of the Problem

School-based management involves in school increasing students' achievements, managing resource, good governance and decision making through the world (Imber, 1990)

There are research done regarding to school-based management like A. Bandur (2008), in Indonesia the SBM reform policies and programs have created conflict of interests on the part of school principals and regional governments. At the district level, particular officials of the District Education Departments have interrupted the democratic process of decision-making in schools by forcing the school principals to approve the decisions made at the District Education Department. First of all, provincial and district government officials need to undergo more training on SBM policies to assist them in understanding the limitations of their power and authority.

De Grauwe (2004) SBM is a policy without value to developing societies, neither that it does not carry any promise for quality improvement. Rather its implementation will need to be accompanied by strategies to build capacities of schools, head teachers and communities, inspired by a clear focus on quality improvement and a concern for equity.

And also the South African Schools Act (SASA) calls for active involvement of all stakeholders in all aspects of school decision-making processes, research has shown that some principals, teachers, Parent-Teachers association allow little or no subordinate participation in school decision-making processes, administration, planning, and budgeting, because such involvement is perceived as unproductive in schools (Bush and Heystek, 2003; Mncube, 2007).

As South Africa Journal of education despite the efforts by various stakeholders in the education sector to reform education in Kenya, the current decentralization of education services has not been able to yield any worthwhile results with education quality being the major problem. The education sector faces management problems ranging from delays in decision making, ineffectiveness in implementing recommendations, lack of adequate resources, inadequate remuneration leading to low morale and lack of accountability at the district and school levels. The people who know what goes on in the school are never involved in decision making pertaining school management policies and this has hindered the improvement of services delivered by the education stakeholders particularly principals and teachers in secondary schools. It was against this back drop the study sought to investigate the perceptions of principals and teachers in regard to school-based management (Van Wyk, 2004).

The findings of Wubet Berhanu (2015) indicated that there is poor planning communication strategy for consultation and doing consultation with individuals and group of teachers and doing staff evaluation and performance appraisal. The communication with parents on student progress is low. Students do not attend the lessons offered by the teachers, and they do not do their homework and assignments. The students responsibility in executing directives and advises, handling textbooks and other teaching aids are low. Lack of sufficient instructional and professional material to building teachers' professional capacity, organizing short training and experience sharing programs was also another challenge affecting the school-based managements.

A challenging task and needs more effort to enhance school principals in Gambella Regional State. In some woredas, the principals dominate the decision-making processes, whereas in others, KETB or PTA members are dominant decision makers. Because of the complexity of the

nature of the work, the decision-making power of principals pertaining issues related to teachers' performance evaluation, resources allocation lacks consistence and varies from woreda to woreda and can be viewed as a hindering factor for school effectiveness (Abebe Hunde, 2012).

And also like Workineh (2012) from school-based management and in general, he conclude that, balancing the rights and responsibilities of all stakeholders is complex and further thought is needed, both by policy makers and by stakeholders themselves; however, devolving management to school level and increasing the participation of students and local communities is a step in the right direction. The function school- based management for gotten and less emphasis.

Depending on the above research findings and researchers experience from different yearly, quarterly or monthly meetings the challenge of school based management of the Borena zone are raised. Mostly, student enrollment, dropout, low achievement of student, low participation of parents or communities, repetition, planning and evaluation, lack of material resources violence of rule and regulation are the majors issues. The above reasons initiate the researcher to conduct the research of the practices of school-based management of Borena zone secondary schools. Therefore, the above gap attracted to researcher to carry out a study on practices and their problems of school based management of Borena zone secondary schools.

1.3. Research questions

The study attempted to answer the following key questions. These are:

1. To what extent school-based management is practiced in secondary schools of Borena zone?
2. To what extent school-based management is achieving the school objectives in secondary schools of Borena zone?
3. What are the factors hindering the practices of school-based management in secondary schools of Borena zone?

1.4. Objectives of the Study.

1.4.1. General objective

The general objective of the study was to examine the practices of school-based management in secondary schools of Borena zone by assessing the factors.

1.4.2. Specific objectives

With the above general objective, the study attempted to focus on the following specific objectives:

1. To assess the practices of school-based management in secondary schools of Borena zone.
2. To investigate the achievement of school objectives of school-based management practices in secondary schools of Borena zone.
3. To identify the factor hindering school-based management practices in secondary schools of Borena zone.

1.5. Significance of the Study

Any educational research is carried out to meet certain values in one way or other. Therefore, the finding is expected to improve the way of managing the school-base practices that makes the suitable condition in school environment uses to increase the achievement of students and it is hoped that the result may be significant in the view of the following facts. It may create awareness for schools communities regarding school-based management, for instance for principal, it may provide additional information way of planning, managing, implementing, giving feedback, decision making to assess their functions that would enable them to take the necessary measures. The students may benefit during assessing the schools environment to make suitable conditions for teaching-learning process to achieve better result. Teachers get information for better improving way of planning, decision-making, participating in different clubs and departments. Parent-Teacher Association gets evidential information that further helps to participate communities to the school to make conducive environment and for decision-

making. It may provide additional information to those interested in conducting further investigation in area of school-based management. And it may also help educational offers at, zone, district, and school level to envisage the effect of school-based management problems deterioration of education and hence, they would take responsive measures.

1.6. Delimitation of the Study

Oromia regional state is divided in to eighteen zones. Among these zones Borena is the one. The study was conducted in secondary schools of Borena zone, Oromia regional state. The study delimited in only eight out of thirteen districts and ten secondary schools out of twenty nine secondary schools. Because, to manage the study and to get relevant and sufficient information. The other reason, due to distance from one school to another school. Secondly, the study was also delimited in practices like, decision-making, planning, community participation, staff development, communication, curriculum and instruction and resource managing of secondary schools. But, other related variables like evaluation, conducive environment, continue assessment may be studied by other researcher due to time and money. Finally, the study was delimited under descriptive survey. This method helps to assess the current situation of phenomena. The method to analysis the collected data from questionnaires percentage, frequency and t-test were used. The responses from interview, open ended questionnaires and document were analyzed by interpretation and using narration.

1.7. Limitation of the study

The researcher encountered with different problems during the work of this thesis. One of the major problems during work of this study was the availability of adequate local references especially, woreda and zonal. The other challenge was absence of the permission from the woreda educational department for the researcher due to disturbance of students in school in time to time. But, the researcher overcomes these challenges after the period of schedule.

1.8. Operational Definitions of Key Terms

The following definitions describe important terminology which is related to this thesis.

Borena zone: One administrative zone southern part of Oromia regional state.

Management: A distinctive process of planning, organizing, actuating and controlling of performance to determined and accomplish objectives by use of human being and other resources.

Practices: The day to day activities of school-based management which occur at the school level.

Secondary school: In this research context an education level for grade 9-10.

School based management: A formal alteration of governance structures, as a form of decentralization that identifies the individual school as the primary unit of improvement and relies on the redistribution of decision-making authority as the primary means through which improvement might be stimulated and sustained (Malen et al., 1990).

Zone: One administrative class of Oromia regional state.

1.9. Organization of the Study

This study was organized into five chapters. Chapter one provides background pertaining of the study the problem and its approach. Chapter two deals review of related literature, chapter three research design and methodology, chapter four provide presentation and analysis of the data and chapter five summaries, conclusions and recommendation of the study.

2. REVIEW OF RELATED LITERATURE

2.1 The Concepts of Decentralization

Decentralization is a major governance theme in recent years that form an item in reform agenda. The concept of decentralization has too many definitions. However, common definition made by different writers is focused in this definition. Decentralization is the transfer of decision-making from the central government to field units or agencies, corporations, non-government and semi autonomous public authorities etc. This typically entails giving those offices increased autonomy in terms of plan, managing, raising and allocating resources (Hdned, 2005), promotion of school based management, sharing of responsibility of educational management of local schools with the local governments, parents, the community and other stakeholders, and the devolution of education functions (DepEd, 2006).

2.2 Level of Educational Decentralization

An effective decentralization strategy requires a balanced, power-sharing arrangement between the center setting policy and the periphery carrying it out. The power-sharing arrangement devised by reform planners must avoid the classic problem often encountered in Latin America where responsibility is decentralized but without the necessary authority, training or financing to carry out the tasks. Surprisingly, most decentralization reforms are initiated with very little previous study and a minimal amount of serious planning (Hanson, 1997). The advocates of decentralization base their reforms on the assumption that to ensure improvement in schools, those closest to the learners should be offered the authority to make key decisions (Parker & Leithwood 2000).

2.3. Decentralization of decision-making authority to schools

This sub-section attempts to discuss what international literature tells us about education management at school level and how it contributes to improving critical decision-making. Today, greater decentralization of educational decision-making is becoming the common aspiration of many developing countries (De Grauwe, et al., 2011). Some researchers argue that the

participation of communities and students in the day-to-day activities of the schools (for example, in supervision, monitoring and evaluation) is part of the decentralization of school management (Naidoo, 2005). In some Asian countries, like Malaysia, school management has improved because it involves students and communities in school decision-making (Luck, 2011).

The same is true in South Africa where the participation of communities and students in decision-making has played a role in the improved and expanded school-based management (Naidoo, 2005). Researchers have identified some benefits of decentralization for critical decision-making at school level. First, as Dunne, et al. (2007) has pointed out; education decentralization reduces inequities mainly when financial responsibility is delegated to local government. Sub-Saharan African countries, from Ethiopia to South Africa, have recently been engaged in administrative decentralization, and efforts have been made to increase school-level independence through the provision of direct financial support to schools in the form of school grants and by promoting community participation in school governance (Naidoo, 2005).

Therefore, decentralization facilitates responsiveness to local needs through community participation, transparency and accountability in school management. Second, decentralization leads to a change in school management. Many African countries, for example, regard decentralization as a means for management restructuring. In many developing countries the school administration is a combination of head teacher, teachers, school administrators, community representatives and local government authorities. The decentralization process has achieved important outcomes as school administration and communities play greater roles in building classrooms, recruiting contract teachers, and raising community contributions (Dunne et al., 2007). Moreover, the school administration are involved in the setting of staff qualifications, textbook development, monitoring and evaluation, teacher training, partial financial administration, designing school rules, and maintenance of school facilities (Naidoo, 2005).

2.4. The Importance of School-Based Management

Several reasons explain why SBM is widely supported by different police makers and even governments. One of the main reason s is that principals, teachers and parents are best people to

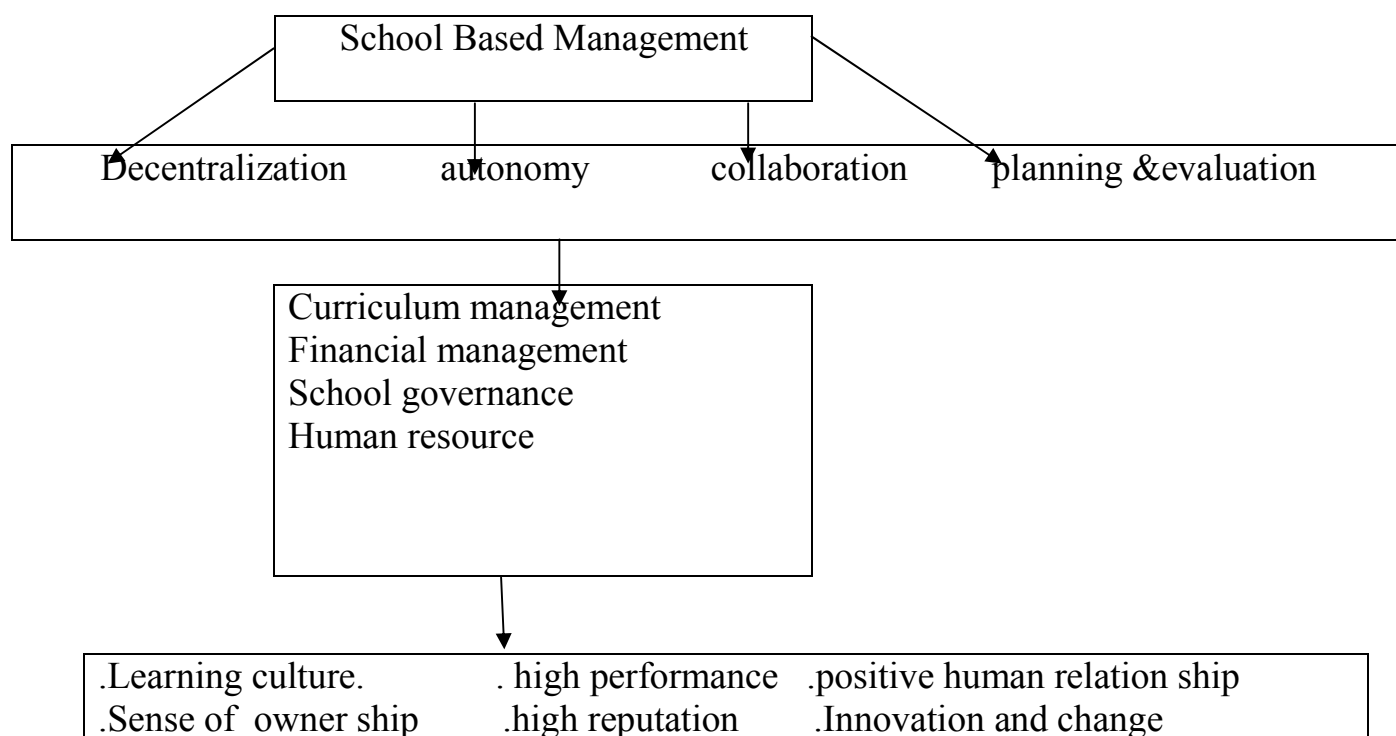
manage the resources available for education to meet the needs of the wider community .If there is strict regulation imposed up on schools, it limits its ability to make a full potential in meeting students needs. If organization is given importance, it will have a net effort on students' performance through increasing test scores and reduced dropout rates (Montreal Economic Institute, 2007). Although many other factors affect student performance such as influence of the family school autonomy has the strongest influence on the overall quality of school management and organization.

The implementation of SBM also results in “increased efficiency and innovation in the delivery of education, reduced education bureaucracy, increased arrangement with, and financial support for, school” (Montreal Economics Institute, 2007). In countries with developed system of education or high degree of autonomy, average performance in mathematics and literacy tends to be higher. But OECD report cautions that the relationship between school autonomy and academic performance is not causal. These include the attempt to reconcile the quest for equity with the resources the state is able to allocate to education; the move towards a more equitable distribution of resources among schools while maintaining the middle class within the public school system; the need to reconcile the rights and responsibilities of individual schools with the wider national interests; the quest for greater democratic rights for stakeholders while maintaining the professional integrity and accountability of school managers and the state employees (Department of Education(DE), 2004).

2.5. School-Based Management Model

The core components of SBM are decentralization of administration, participation by staff, parents and the community in the school, making schools more competitive, and using action research to make schools more effective. Delegation of power and authority is considered to be a significant factor in SBM model that leads to commitment, trust, and a sense of ownership (Panadham, 2002). SBM and shared decision-making fall under the umbrella of participative management. It has become an accepted belief that when people participate in decisions affecting them, they are more likely to have a sense of ownership and commitment to the decisions and situations that involve them (Glickman, 1993).

Figure 1: school based management model



(Panadham, 2002)

2.6. Strategies for Implementing School-based Management

These various arguments concerning the need to develop supportive strategies to accompany SBM lead to a seemingly more evident, yet, in practice, quite complex issues: not all schools have equal capacities, meaning that each school is an individual institute. The level of autonomy that can be offered to a school needs to take this into account. In other words, it is necessary to develop a flexible policy, which gives autonomy in function of the schools' strengths and needs (MoE, 1994).

2.6.1. Streamlining of Administrative Procedures and Devolution of Responsibilities

Schools are provided with enhanced flexibility and autonomy in managing their own operation and resources according to the needs of students, so as to facilitate the development of quality education with their own characteristics. The role of the Education and Manpower Bureau (EMB) changes from a controller to a working partner and a regulator (MoE, 1994). Identified

three different models of SBM. In the first Model, the community has most control over decision making and the objectives of the reform tend to focus on accountability to parents and choice; in the second model it is teachers who receive most of the authority and many of these reforms have teacher empowerment as a primary objective; lastly, the third model has the principal as the key decision maker and is intended to provide increased accountability to central or local authority and improve efficient use of resources (Wohlstetter, 1992).

2.6.2. Transparency and Accountability

According to Winkler and Gershberg (2003), one of the potential benefits of decentralization is the increased accountability to the citizen / beneficiary; resulting in improved efficiency in the use of school resources. A number of countries are looking at ways of exercising central control over increasingly decentralized and therefore autonomous schools. Procedures for setting a central curriculum, for inspecting schools or for assessing pupils and publishing results at a school level are all pressures that encourage school managers to conform to a well-defined set of norms (OECD, 2001). The participation of community helps to enhance transparency and accountability in school operations and the use of public funds. While additional autonomy is given, the schools have to be more accountable, both internally and externally, to ensure that the public is aware of the effectiveness of school operation (education department, 2002).

2.7. School-based Management and Decision-making

Both academic and policy documents indicate that poor school management and decision-making at local level are major challenges in creating equitable access to good-quality education in Ethiopia. In principle, educational provision can be improved through better management practices, transparency in the use of resources and accountability to all stakeholders (community, parents, students, teachers etc.) (MoE, 2005).

Among other things, the Ethiopian Education and Training Policy (MoE, 1994) gave a special attention and action priority to the change of educational organization and management of the country. The concept of the policy is the evolution of a decentralized, efficient and professional, coordinated participatory system with respect to administration and management of the

education system. Accordingly, the educational management of the school was set to a democratic leadership by School Board and Parent-Teacher Association committee consisting of members from the community, teachers and students. The implementation strategy of the policy created a mechanism by which teachers participate in preparation, implementation, evaluation and decision of the curriculum (MoE, 2010). However, various reports and policy documents prepared by the Federal Ministry of Education clearly indicate the extent to which the Government has been focusing on improving school management in recent years (MOE, 2005).

2.7.1. The principal's role in school- based management

It refers to the promotion of maintenance a good stand of work coordination of practice with police of administration, the assurance of an efficient and smoothing running office. Starting from planning, implementation, giving feedback, create conducive environment, participating the community to generate school resource. Generally, principal is a change agent to bring gradual change in school (MoE, 1994). The role of principals to encourage the teaching and non-teaching personnel to work together and to fully cooperate in the development and implementation of educational policies, directives and plan for effective and efficient management which ensure proper teaching learning process (Northouse, 2001). Regarding Creating Friendly School Environment, Educational leaders at all levels, particularly school management bodies should strive to create friendly relationship between and among students, teachers, administrative personnel and supportive staffs by raising the awareness of the school community (MoE, 2012).

Chapman (2000) explain that , school principals role is often to encourage community support of the school such as by gaining donations for facilities construction and maintenance or teacher subsidies. According to John (1985) the pace of change has increased and is accelerating and many people find it difficult to keep up. The ability of individuals and communities to cope with change depends to some extent upon their ability to adapt. The health of a school may be measured by the extent that is able to adapt successfully when major change is required. No organization can afford to be static and change must be managed so that it is effective.

2.7.2. The head teacher role in school- based management

The role of head teachers is one of the factors in the success or failure of the education system at school level. Head teachers play an important role in financial administration and staff management. In Malaysia, the head teacher and assistant head teachers play vital roles in the management and administration of financial and material resources (Kandasamy and Blaton, 2004). Head teachers are very important for improving teacher management and teacher motivation and for improving students' achievement (Mpoksa and Ndaruhutse 2008).

Hill (1990) describes this change as dramatic, especially for those head teachers who fail or refuse to comply with a managerial role. Bell and Rowley (2002) make clear that head teacher's duties in both managerial and educational role have increased and this has resulted in head teachers not having the time to carry out both giving them equal emphasis. After the reform head teachers report working longer hours (Levacic, 1995); spending more time on management, administration and financial issues; and being less in contact with the classroom and directly educational matters (Bullock and Thomas, 1997).

This shift in their responsibilities and working conditions has not been welcomed by some head teachers who find decentralization "a heavy burden" (Murphy and Beck, 1995) and do not enjoy increased financial autonomy (Arnott and Raab, 2000). When they encounter the conflict between the head teacher as a manager and the head teacher as a teacher, these head teachers lean clearly in favor of the latter. Gerald (1997) claims that "English head teachers have recognized that markets in education intensify the 'winner-loser' syndrome" and have sensed "the moral, ethical, and professional dilemmas which markets generate for school leaders". Other research findings contradict this pessimistic view and present data suggesting that delegation has been welcomed by head teachers.

2.7.3. The communities and parents role in school- based management

In this sub-section, the paper reviews literature on the role of communities and parents in School-based decision-making. It also provides some discussion of how community participation contributes to the further decentralization of critical decision-making at school level. One of the

advantages of involving communities in school decision-making is that it creates a greater sense of ownership, morale and commitment among the stakeholders. Decisions that are made at local level are arguably more responsive to specific issues related to school contexts (Dunne et al., 2007). An important achievement has been observed in South Africa in this regard, since school-based governance is often integrated with participatory decision-making (Naidoo, 2005).

Community participation has received increased attention in international and national educational policies in the recent years. Community participation in education is seen as a way to increase resources, improve accountability of schools to the community they serve. As a result, it intends to improve access, retention, quality and performance of schooling. The National Policy on Education, 1986 and the Program of Action, 1992 clearly recommended empowering the local community to participate in management decisions.

2.7.4. The Students club and parliaments role in school- based management

The last area of decision-making for this study was school discipline. Schools were created for the purpose of ensuring the education of students. The effectiveness with which this particular process is going on the standard by which we judge the quality of discipline and the relationship among the parties concerned (Kamat, 2008). This shows god discipline should be established and be maintained in the school besides the availabilities of the necessary input for the achievement of school objectives. In conclusion, clubs and the student parliaments were seen to play a crucial role in developing the capacity of students to make important decisions on issues concerning their lives, their schools and their communities. The participation of students in school affairs is an important step towards the improvement of decision-making and the strengthening of democratic participation at school level (IIEP, 2003).

2.8. School Program Management

2.8.1 Supervision

Beach and Reinhartz (2000) regarded supervision as a process that focuses on instruction and provides teachers with information about their teaching so as to develop instructional skills to

improve performance. The focus of this improvement, according to Sergiovanni and Starratt (1998), may be on a teacher's knowledge, skills, and ability to make more informal professional decisions or to solve problems better, or it may be to inquire into his or her teaching. Such a focus on teachers' instructional improvement permits to achieve higher quality of learning.

The supervisor of institution has many responsibilities in working with teachers in improving the curriculum in decentralization system. A knowledgeable supervisor who is reflective, caring and cooperative is needed to work effectively with teachers. Continuous growth and development is necessary for each supervisor to function effectively in working with teachers in curriculum improvement. The effects of working with teachers' quality program of supervision should be reflected with in pupils in the classroom setting Bahaskara et al., (2003). When working with groups of teachers, it will require decisive thinking to determine which approach is most suitable for each situation. These approaches range in nature from nondirective, to collaborative, to directive informational, to the strongest - directive control (Chemers, M. et al., 2000).

2.8.2 Developing Plans to Manage and Lead

According to Department of Education, South Africa (2008) School improvement plans, or development plans, generally include a sequence of activities beginning with a needs assessment or situational analysis, followed by planning, implementation or action, and evaluation, leading to a further development cycle. Any process of development or improvement could not be ensured unless people the ultimate beneficiaries; participate in planning and implementation of such programs. Every institution must establish a formalized framework for planning through planning bodies/councils, regular meetings and action plans (Camillus, 1999).

2.8.3 Improving school Administration

In education decentralization system, the school supervisor of the school must study trends and issues in the curriculum continuously. He/she needs to stay well-informed of what the role of a true professional is in the school setting. Supervisors have to talk with teachers about innovative ideas in teaching. The supervisor and the teacher must learn from each other in improving the curriculum; visit classrooms to guide in curriculum improvement; red current literature on trends

and development in the curriculum; meet with other supervisors in the district and conduct research to improve the curriculum (Bahaskara et al., 2003).

2.8.4 Collaboration Teaching and Learning

Bahaskara (2003) state that, numerous situations whereby collaboration is possible in the school setting. Working together collectively for the good of institution is a must. Thus teachers, students, and principals need to have a common agenda in curriculum improvement in terms of school cooperation to develop professional schools and PTA cooperation to change from what is to what should be in terms of objective, learning opportunities and evaluation procedures for students According to, Ebmeier and Nicklaus (1999) says teachers have to be ready to take the challenge of peer coaching, choose the partners for the teams, and commit to learning and growing professionally and this process of programs reduced the time burden on principals of both regular and collaborative supervision while increasing collaboration among teachers.

2.8.5 Staff Development

It is seen as a means of funding and helping schools to improve by supporting and enhancing the work of teachers. In education decentralization reforms, it ensures that attention is focused on effective teaching and school leadership which in turn, benefits students, teachers and schools, and thus should become an integral part of the school's culture. Thus works through a three-stage of cycle: Planning: team leaders (head teachers, deputy head teachers and senior teachers with management responsibilities) meet with individual teachers to discuss the latter's proprieties. These priorities are to include both the needs of pupils, but also the professional priorities of teachers and the objective are to be agreed for the coming year. Monitoring: the teacher and the team leader keep progress under review and take supportive action when it is needed. Reviewing: this is undertaken at the end of the year and aims at recognize achievements and identify area for improvement and professional development (Coleman and Glover, 2010).

2.8.6 Curriculum and Instruction

School-based management should exercise their professional autonomy on curriculum and instructional decision making which enhance the effectiveness of learning and teaching process during implementation. Hecht, et al. (cited in Carl, 1995) contends "... change cannot be successful if the teacher focuses on the classroom only" rather it needs facilities of teaching learning process. According to Lammessa (2010) the way for school professional to interact with each other is to participate in management decision at building level that affect schools' curriculum and instruction. And school based management initiate teachers in involvement in the area of creating the curriculum or using externally prepared materials; teachers always act as "curriculum makers". That is because curriculum development and implementation are depends on teacher thinking and actions (Ben-peretz, 1994).

2.8.7 School climate and Culture

Moral and motivation of school personal must be appraised continuously to develop and maintain teacher enthusiasm and purpose for teaching is also important element in education decentralization. (Bahaskara Rao and Ediger, 2003,) stressed the following broad goals of school administrators; quality human relations in working with teachers, knowledge of the curriculum, including multi-cultural education working with the lay public, working with support personnel, and working effectively with work crew in the school setting.

2.9 School Resources Management

This section contains: human resource capacity, financing, continuous teacher professional development and resource allocation at school

2.9.1 Human Resources Capacity

The term capacity defined as the process of identifying and developing the management skills that help to address policy problems; attracting, absorbing, and managing financial, human and information resources; and operating programs effectively, including evaluating program outcomes to guide future activities. Decentralization is not only about devolution of power and enhancing the accountability fillings of staffs. Decentralization, without capacity enhancement

and staff career development efforts will not result much. Institutional capacity building has various dimensions. Some institutions consider that staff training is adequate for performance improvement. For sustainable and long term efficiency enhancement, capacity building efforts should consider systemic level capacity, financial level capacity, networking, monitoring, and evaluation capacities. An integrated and comprehensive capacity building design will result greater accountability, sustainability, improved governance, transparency, reduction in bureaucratic chains, etc. (Wudu, 2005).

2.9.2 Financing

Some institutions do not have the responsibility to manage finance. Financial management is handled at higher level and lower level institutions are told to do what decentralization is all about focus on (Workneh, 2012). According to (Oumer, 2009) schools can generate resources from income-generating activities, through government, families, the community and non-governmental organizations (NGOs). Schools may also benefit from resources (cash, in kind or in labor) used for activities and inputs. The general theory behind school-based budgeting and management is that greater autonomy at the school level can promote equity because staffing and resource decisions are more productively tailored to meet the specific needs of the students in the school (Ouchi, 2004).

2.9.3 Continuous Teacher Professional Development

The Continuous Professional Development (CPD) program is important to raise the achievement of students in schools and higher education institutions in decentralized education system. Like any development, school performance is a function of improving the quality of teachers and the school teaching community through continuous professional development. Knowledge and skills are not static but improve continuously through further training and experience. Career development is a longer term exercise. Through career development teacher skill enhancement programs, teachers – students and parents relationship and accountability feeling will improve with ultimate result of school quality improvement. According to MOE (2009) all teachers must be actively engaged in their own learning process, working with their colleagues, identifying their own needs and the wide range of activities, formal and informal, that will bring about improvement of their own practice and the practice of others.

2.9.4 Resource Allocation at the School Level

It is at the school that resources from the sources interact in order to achieve the educational goals and objectives outlined in the curriculum. The school head must recruit qualified and competent teachers. The deployment of these teachers to subject areas and classes is one form of allocating resources at the school level. The school heads should allocate the time, material and human resources at their disposal for the benefit of all. Failure to competently allocate these resources may result in failure to achieve the curriculum goals and objectives the school is set up to achieve (SADC, 2000). The Organization for Economic Co-operation and Development (OECD) Programme for International Student Assessment (PISA) shows that resource shortages hinder instruction and lower student performance (OECD, 2007).

2.10 Communication to School Discipline

According to Hape (2005) the principle, effective involvement of communities in school management organs depends on effective communication within and between all stakeholders of education institution. Too often, schools fail to understand that maintaining safety, including the correction of misbehavior, is a prerequisite for developing self-discipline, but it is not sufficient. Schools and other institutions that are effective in establishing and maintaining order and safety are not necessarily effective in developing self-discipline or in preventing future behavior problems. A comprehensive school-wide plan consists of a full range of evidence-based strategies and techniques to achieve four important goals: developing self-discipline, preventing misbehavior, correcting misbehavior, and remediating and responding to serious and chronic behavior problems (Bear; 2010).

2.11. Challenges of School-Based Management

Some of the challenges of SBM include: lack of involving parents and teachers in school management and lack of skills on operations of SBM by stakeholders of schools. However, in SBM principals, teachers and parents' involvement create a positive development for their schools (South worth, 1999); improves efficiency in the operation of educational systems (Abu-Duhou, 1999); and promotes concepts like increased school autonomy, accountability, democratization, legitimacy, flexibility and responsiveness, redistribution of decision power, and

participatory planning (Brown, 1990; Abu-Duhou, 1999; Briggs and Wohlstetter, 1999; Caldwell, 2005).

The Ethiopian school system has passed through various challenges and this has greatly affected the teaching outcomes. Most schools did not have proper school management systems and there was no proper system for management enhancement program both at policy and strategic level. Management is a basic tool for any institutional performance improvement. Well-developed management clearly shows roles and responsibilities among all stakeholders in those institutions. Proper school management shows the roles of teachers, school managers, student and parents and the wider community (Workneh, 2012). In fact, identifying difficulties, assessing needs and providing supports on early are important in order to prevent repetition, dropout and other related disabling conditions. Due to the lack of assessment, identification and support, children with disabilities are likely to repeat and dropout MoE (2005).

3. RESEARCH DESIGN AND METHODOLOGY

Under this chapter research design of the study, research site, source of data, population, sample size, sampling techniques, data collection instruments like questionnaires, interviews, procedure of data collection, method of data analysis and ethical consideration are discussed.

3.1. Description of the Research Site

The study was conducted in Borena zone regional state, southern part of Ethiopia which contains 13 districts. The populations live in zone mostly Oromo Borena and Guji and many others nations and nationalities. The total populations are around one million. Yabello, the center of administration of the zone, is found on 567 km far from capital city of the country, Addis Ababa. The Borena administrative zone is a lowland area situated in the south (between 3°36'- 6°38' North latitude and 39°43'-39°03' East longitude) of Oromia Regional State in Ethiopia (Riche et al., 2009).

The zone is predominantly arid and semi-arid rangelands dominated by tropical savannah vegetation with open grassland and perennial woody vegetation. Pastoralist is the predominant livelihood activity and most people in the Borena zone are pastoralists or agro-pastoralists, with livestock holdings determining levels of household wealth. The main livestock kept in the area are cattle, sheep, goats and camels. The main agricultural crops are maize, teff, sorghum and haricot beans. In the high lands people predominantly grow (cash) crops with some livestock for additional income. The people in the low lands keep livestock as major economic activity, based on traditional pastoralist system. The Geda system has great contribution to govern the population and for decision- making to regulates social, economic and political conditions of the people. The average range of annual rain falls between 350-900mm (Riche et al., 2009).

3.2. Research Design

Research needs a design or structure before data collection or analysis. The descriptive survey design was used in this study. Because, this method helps to assess the current situation of phenomena. Elliott (2000) reported that, descriptive survey method is important to test

hypothesis or answer questions related to current situations of the problems. Depending on the above scholar's point of views and research questions, the researcher used the descriptive research design. In order to conduct this study, the qualitative data and quantitative data were used. Quantitative data were used because it is helpful to show situation as they currently exist. Moreover, it is economical and rapid, and turns around the data collection and identification attributes of the large population from small group of individuals. Qualitative data also were collected in this study which helps to understand the major practices and problems that affect school-based management. Based on qualitative data researcher study things in their natural setting to make sense or interpret phenomenon in term of meanings people attach to them. So, in this research the researcher used the mixed research method.

3.3. Sources of data

To state the basic question, from relevant documents and related to study such as statical data, officials document and annual report in all the basic information was gathered from selected secondary schools of Borena zone. To get vast information both the primary and secondary source of data were used.

3.3.1. Primary sources of data

To answer the stated basic question, relevant data were collected from supervisors, principals and vice principals, head departments and teachers as a primary source of data.

3.3.2. Secondary sources of data

Secondary data were obtained through documents like strategic plan, student's record, ratio of text books and teacher guide, minute of PTAs, head teacher, student councils. For this purpose, synthesized information was collected from sample schools recorders and reports.

3.4. Populations, Sample size and sample techniques.

In Borena zone there were thirteen woredas and twenty nine secondary schools. For this research, the sample size used eight woredas; three from pastoral and five from semi-pastoral

areas. From pastoral Yabelo, Dugda Dawa and Malka Soda were selected and Killenso Mokonisa, Bule Hora town, Tore, Gerba and Abaya were from semi-pastoral. A stratified random sampling technique was used to group into depend up on location and climate that the zone divided for political administration before as preferable appropriate. Because of that the numbers of schools are varies among the district to distinct due to climate conditions and locations to give all equal opportunity for them and also hope to consume the time and finance. These eight woredas have nighteen secondary schools which were used as target population. From 19, 10(52.6 %) secondary schools from pastoral and semi-pastoral were selected in simple random sampling.

The total target populations which were selected from eight secondary schools are 193. From these principals and vice principals, 23 (100%), supervisors 12 (100%) and head department 76 (100%) were taken by available sampling. From 70 PTA, 10 (14.3%) purposive sampling because predetermined PTA is the most experienced or leader of them that can give vast information about his school and teachers 138, 72(52.2%) by simple random sampling were selected.

Table 1: The Sample of Population, Sample Size and Sample Techniques.

Item	Population size	Sample size	% of sample size	Sample techniques	Remark
Secondary school	19	10	52.6%	Simple random sampling	
Directors	23	23	100%	Available sampling	
PTA	70	10	14.3%	purposive sampling	
Head departments	76	76	100%	Available sampling	
Teachers	138	72	52.2%	Simple random sampling	
Supervisor	12	12	100%	Available sampling	

Source: Secondary school of Borena Zone

3.5. Data collection instruments

Data for this study were collected on the basis of quantitative and qualitative data type. Data collecting instruments used for this study were questionnaires, interview and document analysis. Quantitative data was collected by using questionnaire and qualitative data was collected by using interview and document analysis.

3.5.1. Questionnaire

Questionnaire is used to gather data sufficiently from large respondents. Two and forty seven items open ended and close ended questionnaires were prepared for principals, supervisor, head departments and teachers. According to Broad head and Cuckle (2002) questionnaire “offer a considered and objective view of the issue since the respondent can consult their file and since many subjects prefer to write rather than about certain issue”. The questionnaire were prepare in English. In this case, Likert type scales that strongly agree (5), agree (4), undecided (3), disagree (2) and strongly disagree (1) were prepared to find out practices , problems and possible solution of school-based management were used for open and close ended questions.

3.5.2. Interview

In qualitative study, interview is one of the major tools used for data collection. In this study, interview was undertaken in the form of person to person encounter by arranging the program in school. Using semi-structured questions enabling respondents to address matters in their own terms and the idea was put in written form. Because, interview has great potential to release more in-depth information to provide opportunities, to observe non verbal behavior of respondents to give opportunities for cleaning up misunderstandings and to meet many diverse situations (Abiyi, 2009) Therefore, in this study, in order to get view and opinion about practices and problems of school based management, interview was prepared for 10 PTAs for the purpose of cross checking and substantiates the result of the questionnaires. In case of questionnaires and interview the main themes coverage to illustrate the practices and problems of school-based management of secondary schools of Borena Zone.

Pilot test

Before the actual data collection, pilot test was conducted. Accordingly, a pilot test was conducted by distributing the questionnaires to the respondents who were not participated in the actual sample population. The question given for 22 experienced teachers in Soyama Suro secondary school. The main purpose of the pilot test was to see the readability of the items, the consistency and content of the items. A thorough editing was done with the researcher, advisors and other language experts. Based on the comment given, sequences and format of the items, vague question and confusing items were modified and restructured to make the questionnaire clear and ready for the final study. The reliability of questionnaires was measured by using cronbach alpha method by the help of SPSS version 20.

Consequently, the alpha result was 0.84 which indicate the questions constructed were measuring similar concept highly. As suggested by Cohen, Manion and Marrison (2007), the reliability coefficient above 0.7 are generally found to be internally consistent. Then, the questionnaires were administered to the research respondents for actual data collection of the study.

Table 2: Reliability Test

	Item								
	2.1	2.2	2.3	2.4	3.1	3.2	3.3	4	Average
Number of item	4	5	5	5	5	5	5	6	40
Crombach alpha value	0.89	0.84	0.87	0.79	0.85	0.78	0.86	0.83	0.84

3.5.3. Document

In addition to questionnaire and interview, the document analysis reliable information were assessed from documents like strategic plan, annual and weakly lesson plan, teachers attendance, text book and teachers guide, students result recorded, minute documents of teachers, PTA, students council and head teacher. This helps to fill the gap and get additional which in reached the data obtained by the questionnaire and enabled verify the data.

3.6. Procedures of data collection

To answer the research questions the researcher by having the letter authorized from Haramaya University conducted all ten secondary schools and introduced the aim of research and familiarize with target population. To increase the quality of the responses and the rate of return, the time convection for the respondents were arranged. The researcher makes the study clear and simple to all respondents in order to avoid confusion. After that, within arranged manner the questionnaire were distributed to supervisors, principals and vice, department heads and teachers. Interview conducts for PTAs. After the questionnaires filled from the respondents it was collected from each school with in arranged manner. During the interview conducted the responses of respondents taken in written notes of researcher from each secondary school. In all causes, during the data collection the researcher was gave full attention and follow up all respondents.

3.7. Method of Data Analysis

In method of data analysis both qualitative and quantitative data analysis were used. After the collection of data through questionnaire, the raw data were classified and tabulated depending on kind of question to make it easily manageable and understandable. After it was tabulated, the issues were analyzed and interpreted based up on the kind of question by using different analytical methods. In such a way that it described the characteristics of respondent and percentage of response to the given item. The researcher believes that this method of data analysis could be easily understood and readable by everyone. In all cases the statically difference (percentage, frequency, mean) for closed ended questionnaires were analyzed. The response obtain from open ended questionnaires, interview and document is transcribed and summarized as part of the main analysis and interpretation part of this study (Cuckle and Broad Head, 2003).

The data that were collected through questionnaires are analyzed by using percentage, mean, t-test. T-test used to compare two groups responses that is, responses of leaders (principals, PTAs and head departments) and non-leaders (teachers). The analysis of the quantitative data were done using SPSS version 20. Because, this is more scientific method helps to state out statically

differences. The data that were gathered from respondents through questionnaires open ended, interview, documents of secondary school analyzed by interpretation and using narration.

3.8. Ethical Consideration

Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. Ethical considerations play a role in all research studies and all researchers were awarded off and attended to the ethical considerations related to their studies. Therefore, the student researcher would communicate all secondary schools legally and smoothly. The purpose of the study would make clear and understandable for all participants. Any communication with the concerned bodies would accomplished at their voluntarily agreement without harming and threatening the personal and institutional well being. The identities of the respondents were kept confidential.

4. RESULTS AND DISCUSSION

This section deals with analysis of data and interpretation of findings. The points included in the chapter are: characteristics of respondents, the major role of school-based management, teacher expected role in management activities; views on major problems or challenges that affect management practices and potential effort to improve school based management practices. The data was presented tables that are accompanied by textual discussions. In this study all the data were gathered through the questionnaires, interviews and document analysis. The necessary data involved in the study were obtained from teachers, school leaders, interview and document school based management. The questionnaires were distributed for 78 teachers. But 72(92.3%) were filled the questionnaires and returned them. Furthermore, the questionnaire were distributed for 116 school leaders (supervisors, principals and head departments) from these 111(95.7%) filled the questionnaires and returned them. According to Punch (2003), a low response rate can raise question according to whether the responses received were representative of the sample or where in some ways biased. The interview conducted to 10 PTAs. The data were collected and then tabulated, analyzed and interpreted.

4.1. Background of the respondents

The respondents were asked to indicate their background information through questionnaires. Responses on their sex, age, work experience, academic qualification, and field of studies were summarized below in table 3.

Table 3: Percentage Values of Respondents

Variables	Categorical Variables	Respondents			
		School leaders		Teachers	
		N	%	N	%
Sex	Male	92	76	49	68
	Female	28	24	23	32
	Total	121	100%	72	100%
Age	21-25	46	38	10	13.8
	26-30	45	37	38	52.8
	31-35	24	20	20	27.8
	≥36	6	5	4	5.6
	Total	121	100%	72	100%
Work experience	1-5 years	41	34	11	15.3
	6-10 years	32	26	27	37.5
	11-15 years	27	22	19	26.4
	16-20 years	12	10	9	12.5
	≥21	9	8	6	8.3
	Total	121	100%	72	100%
Academic qualification	Diploma	-	-	-	-
	Degree	110	91	72	100
	MA/MSc	1	.8	-	-
	None	10	8.2	-	-g
Total	121				
Receiving training in management	Yes	18	14.8	-	-
	No	103	85.2		
	Total	121	100%		
Field of study	Related to educational planning and management	1	0.8	-	-
	Other field	120	99.2	72	100

As table 3 shows, the sex of respondent indicates that 32% of teachers were female and 68% of teachers were male. 24% school leaders were female and 76% of school leaders were male. This indicates that female participation in teachers and school leaders in secondary schools not comparable with male.

Concerning the work experience of the respondents, the 34 % of school leaders are less than 5 years and above 66% of respondents have 6 and above years of work experience. This implies that they have detailed information about the practices of school management of their school. However, school principals 16 out of 23 have the rating 1-5 years which related to other less experience than the rest. This shows that the school leaders have less experience about the concept of management. This less experience of the principals may affect the effectiveness of school based management in secondary school.

Regarding the educational qualification 110(91%) of the school leaders and 72 (100%) of the teachers have B.A/ BSC respondent degree and 1(1%) of school based management has only MA degree. Especially when we see PTAs (8%) from school leaders their education level less than grade ten. In this cause may they are not confidential to lead the society of the school. This may causes less practices of school based managements in secondary school

With regard to training in management, table 3 shows, 85.2 % of the school management and also teachers did not take training in management. This implies that most of the school-based management assigned without getting any concept or training of school management. Therefore, we can conclude that school based management who were assigned to be school management were without know-how or concepts on school based management. This implies that, the lack of the training may affect the activity of practices in school.

With regards to the field of study, table 3 illustrates that, 99.2 % of the school leaders and 100% of teachers of the subject areas have studied in other specific field of study. Whereas 1 (1%) of the school supervisor did specialize in educational planning and management. Therefore, absence of unspecialized in educational planning and management may affect the management process in way of planning decision making and instruction.

In relation to respondents background and all the interviewed PTAs of respondents argued that even the qualification teachers and SBM were high, the low experience of the school managements and lack of training of related managements did constraint the improvement of management activity practices in the school.

4.2. The role of school based management in planning

The respondents asked to indicate their agreements with the statement about the planning.

Responses were measured on five point Likert scale with 1-1.49 = strongly disagree, 1.50 -2.49 = disagree, 2.50 - 3.49 = undecided, 3.50 - 4.49 = agree, 4.50-5= strongly agree. The following standard was set for the interpretation of results if the average indicates above 3, appositve response was assumed such that the respondents tend to agree with the given statements while if it below 3,was assumed such that a negative response and show that the respondents opposed the idea of the given statements.

$$\text{The average mean of range} = \frac{2.5 + 3.49}{2} = 2.995 = 3$$

Table 4: The role of school based management in planning

N	Items 2.1	Gro up	Respondents										mean	P	T
			Strongly agree		Agree		Undecided		Disagree		Strongly disagree				
			F	%	F	%	F	%	F	%	F	%			
1	Formulating a common vision with most of this concerned school environment.	L	1	.9	4	3.6	1	.9	66	59	39	35	1.75	.06	-2.80
		T	4	5.5	5	7	6	8	39	54	18	25			
2	Share the vision developed for the school with all staff in school.	L	4	3.6	4	3.4	10	9	42	37.8	51	45.9	1.81	.95	-.05
		T	-	0	6	8	10	13	21	29	35	48.6			
3	The school managements plan from strong belief that all students can achieve academic success.	L	-	0	3	2.7	10	9	50	45	40	36	1.71	.001	-3.29
		T	3	4	6	8	11	15	31	43	21	29			
4	The school leaders develop annual school goals that focus on student learning.	L	2	1.8	5	4.5	7	6	47	42	50	45	1.75	.30	1.02
		T	-	0	3	4	4	5.5	28	38	37	51			
5	The apportionment of resources is fairly made according to the established priorities for implementing program plans.	L	2	1.8	3	2.7	4	3.6	52	46.8	50	45	1.69	.73	.34
		T	1	1.4	1	1.4	2	2.7	36	50	32	44			

Key: f =Frequency, t=t-test, p=sig (2-tailed), P-value was calculated at $\alpha=0.05$ levels. Agreement level: 1-1.49 = strongly disagree, 1.50 -2.49 = disagree, 2.50 - 3.49 = undecided, 3.50 - 4.49 = agree, 4.50-5= strongly agree. L=leaders and T=teachers

In table four the first item was concerned with to see the formulating a common vision with most of this concerned school environment. The respondents responses their views in following manner. The majority of teachers 39(54%) and school leaders 66(59%) argued with disagree. While teachers 18(25%) and 39(35%) were agreed with strongly disagree. This implied that teachers and school leaders were responses in similar manner, with mean value 2.12 teachers and 1.75 school leaders. These mean values are less than the ideal mean value ($M=3$). This indicates that there was less common vision to share for schools society. The calculated value of t-test (at $t=-2.80$, $p> 0.05$) which shows no significant differences between the respondents. The interview made PTAs shows:

Developing the school plan accordingly to school real situation in line with vision of the sector, to bring changes is not habit of the school leaders. Most of the time PTAs member implement what school leaders plan to be done and we look highlight, we need much discussion as to how we participate in assuring the practices of school based managements.

Likely the second item from table 4 tries to investigate whether the sharing vision among their all staff of school or not. Accordingly, teachers 35(48.6%) and school leaders 51(45.9%) argued with strongly disagree. And also teachers 21(29%) and 42(37.8%) were agreed with disagree. Hence, it may be deduced that this role was not performed as expected. Teachers and school leaders were responses in similar manner, with mean value 1.81 teachers and 1.81 school leaders. These mean values are less than the ideal mean value ($M=3$). This indicates that there are low of the culture of sharing vision among their all staff of school. The calculated value of t-test (at $t=-.05$, $p> 0.05$) this shows that there is no significant differences between the respondents response.

From third item, in table 4, aims at getting information about the academic achievement of students from school managements plan not indicate success at school level. Accordingly, teachers 31(43%) and school leaders 50(45%) argued with disagree. and 21(29%) teachers and 40(36) school leaders were agreed with strongly disagree. This shows that the school leaders repel the agreement of the statements, with mean value 2.15teachers and 1.71 school leaders. These mean values are less than the ideal mean value ($M=3$). Thus, it might be concluded that there is no sufficient and frequent achievement of students.

The fourth item in table 4 concerned with the school leaders develop annual school goals that focus on student learning. The majority of teachers 37(51%) and school leaders 50(45%) argued with strongly disagree. This in turn, partly shows that inappropriate practices in target area.

One PTA said *“Most of the time school leaders were not used their plan properly; they are working in routine activities which ordered from administration and educational bureau.”*

Lastly, in table in four the fifth item was concerned with the appropriate utilization of resources according to the planned program .The respondents' responses their views in following manner. The majority of teachers 36(50%) and school leaders 52(46.8%) argued with disagree and teachers 32(44%) and school leaders 50(45%) were agreed with strongly disagree. This implied that teachers and school leaders were responses in similar manner, with mean value 1.65 teachers and 1.69 school leaders. These mean values are less than the ideal mean value (M=3). This indicates that there was less appropriate utilization of resources according to the planned program. The calculated value of t-test (at $t = .34$, $p > 0.05$) this shows that there is no significant differences between the respondents response.

Hence, it can be concluded that the school based management in planning of school activities do not play the role expected from them. According to the responses of interviews and documents analysis the school based management was not clearly planned with its contents. As date indicates from back ground in table 3 this may be lack of experience, absence of related educational planning and managements and training. Even the teachers' open ended responses assure that the schools plan prepared with alone without participation of stake holders. This implies that if the stake holders do not involved in the practice of school plan development they are not actively participate to implement the planned activities and the school would in efficient. So the researcher conclude that all stake holders should have to be give argent response for this complex factors for school plan development. A distinctive process of planning, to determined and accomplish objectives (Terry and Franklin, 2001).

4.3. The practices of school based management in decision making

Responses were measured on five point Likert scale with 4.5- 5.0= always, 3.5- 4.49=Often, 2.5- 3.49= some times, 1.5-2.49= rarely, 1-1.49= not at all. The following standard was set for the interpretation of results if the average indicates above 3, a positive response was assumed such that the respondents tend to agree with the given statements while if it is below 3 is assumed that a negative response and show that the respondents opposed the idea of the given statements.

Table 5: The practices of school based management in decision making

N	Items 2.2	Gro up	Respondents										Mea	P	T
			Always		Often		Sometimes		Rarely		Not at all				
			F	%	F	%	F	%	F	%	F	%			
1	There are participatory decisions making in schools.	L	6	5.4	20	18	12	10.8	63	56.7	10	9	2.54	.25	1.13
		T	5	6.9	7	9.7	4	5.5	49	68	7	9.7			
2	Decision-making given in school are clear and brief	L	6	5.4	12	10.8	20	18	62	55.6	11	10	2.45	.15	1.44
		T	1	1.4	8	11	10	13.8	42	58	11	15			
3	Decision making given from the school is time oriented.	L	4	3.6	10	9	20	18	60	54	15	13.5	2.35	.006	2.80
		T	1	1.3	1	1.3	14	19	40	55.5	17	23.6			
4	There are very clear grievance procedures for decision making.	L	1	.9	2	1.8	3	2.7	40	36	65	58.5	1.50	.15	-1.44
		T	2	2.7	1	1.4	7	9.7	24	33	38	52.7			

Key: f =Frequency, t=t-test, p=sig (2-tailed), P-value was calculated at $\alpha=0.05$ levels. Agreement level: 1-1.49 = not at all, 1.50-2.49 = rarely, 2.50-3.49 = sometime, 3.50-4.49 = often, 4.50-5= always. L=leaders and T=teachers

The respondents asked to indicate their agreement with the statement about participatory decision making in their school. Item 1 in table 5 the majority of teachers 49(68%) and school leaders 63(56.7%) argued with rarely and 7(9.7%) and 10(9%) were agreed with not at all. This shows that teachers and school leaders seem to have a common view on the issue, with mean value 2.36 teachers and 2.54 school leaders. These mean values are less than the ideal mean value (M=3). This suggests that the participatory decision making in school were not properly implemented. The calculated value of t-test (at $t=1.13$, $p> 0.05$) which shows that there is no significant differences between the respondents response. Barrena (2009) put in continuum

school based management are regards the degree to which decision making in school. And also school based management is often integrated with participatory decision making (Naidoo, 2005).

As it is also depicted in table 5 item 2 about the clarity and briefness of decision-making of teachers 42(58%) and school leaders 62(55.6%) argued with rarely. This shows that teachers and school leaders seem to have a common view on the issue, with mean value 2.25 teachers and 2.45 school leaders. These mean values are less than the ideal mean value (M=3). This shows that the clarity and briefness decision- making in school were not properly practiced. The calculated value of t-test (at $t= 1.44$, $p> 0.05$) which shows that there is no significant differences between the respondents of the two groups.

Regarding item 3 in table 5, asked to give their view about the decision making given from the school is time oriented. The majority of teachers, 40(55.5%) and school leaders 60(54%) argued with rarely. While teachers 1(1.3%) and 10(9%) often, 14(19%) and 20(18%) sometimes, 17(23.6%) and 15(13.5) were agreed with not at all. The mean value 1.98 teachers and 2.35 school leaders. These mean values are less than the ideal mean value (M=3). This shows that the decision- making in schools were not properly time oriented. The calculated value of t-test (at $t= 2.80$, $p< 0.05$) which shows that there is significant differences between the respondents response. The responses of teachers were not rating in range of always but school leaders 3.6 % rating with the range of always.

“One PTA members raised this idea, in school the regarding body to decide any decision-making the do not present it time oriented during the meeting of the members. This makes the decision making partial participatory”.

Item 4 of same table, respondents asked to give their views about the clear grievance procedures for decision making in their school. The majority of teachers, 38(52.7%) and school leaders 65(58.5%) argued with not at all. While teachers 24(33%) and school leaders 40(36%) were agreed with rarely. This implied that responses of teachers and school leaders have similarity, with mean value 1.68 and 1.50 respectively. These mean values are less than the ideal mean value (M=3). This indicates that there were low clear grievance procedures for decision making on their schools issue. The calculated value of t-test (at $t=-1.44$, $p> 0.05$) this shows that there is no significant differences between the respondents response.

Hence, it can be concluded that the school based management in decision making do not play the role expected from them. According to documents analysis from the school based management the minute of the head department, PTAs not much indicated on time decision making, there was one or two times in a year in most schools. The decision making very important to solve the problems, to identify the truth and for directive the way things implemented. Robbins (2003) make certain the criteria on how decisions are made, explain the rational for your decision, and fully disclose relevant information; speak your feelings: if you share you feeling, other will see you as real and human. They will know who you are and their respect for you will increase and tell the truth.

4.4. Community participation

The respondents asked to indicate their agreements with the statement about the community participation.

Responses were measured on five point scales with 1-1.49 = strongly disagree, 1.50 -2.49 = disagree, 2.50 - 3.49 = undecided, 3.50 - 4.49 = agree, 4.50-5.0= strongly agree. The following standard was set for the interpretation of results if the average indicates above 3, appositve response was assumed such that the respondents tend to agree with the given statements while if it below 3,was assumed such that a negative response and show that the respondents opposed the idea of the given statements.

Table 6: The role of school based management in Community participation

N	Items 2.3	Gro up	Respondents										Mean	P	T
			Strongly agree		Agree		Undecided		Disagree		Strongly disagree				
			F	%	F	%	F	%	F	%	F	%			
1	Encourage positive relation between the schools and parents	L	10	9	6	5.4	10	9	66	59.5	19	17.1	2.29	.83	1.71
		T	2	2.7	4	5.5	2	2.7	49	68	15	20			
2	See to it that parent participates in fund raising for the school.	L	6	5.4	10	9	9	8	68	61.	18	16.	2.26	.06	1.85
		T	2	2.7	2	2.7	4	5.5	50	69	14	19			
3	Make insure that community participates in the effort to promote effective teaching- learning process.	L	6	5.4	10	9	2	1.8	48	43.2	45	40.5	1.95	.20	-1.27
		T	7	9.7	4	5.5	8	11	29	40	24	33			
4	The school management work together with community to reduce students drop-out.	L	4	3.6	6	5.4	1	.9	44	39.6	56	50.5	1.72	.08	-
		T	4	5.5	7	9.7	8	11	20	27.7	33	45.8			
5	The school management work together with community to reduce detained rate especial for female students.	L	3	2.7	5	4.5	-	0	57	51.3	46	41.4	1.75	.44	-2.02
		T	5	7	6	8	3	4	34	47	24	33			

Key: f=Frequency, t=t-test, p=sig (2-tailed), P-value was calculated at $\alpha=0.05$ level. Agreement level: 1-1.49 = strongly disagree, 1.50 -2.49 = disagree, 2.50 - 3.49 = undecided, 3.50 - 4.49 = agree, 4.50-5= strongly agree. L= leaders and T=teachers.

Item 1 from table 6 shows that 15(20%) of respondents of the teachers strongly disagreed with the statements encourage positive relation between the schools and parents and 49 (68%) disagreed with the mean value of teacher response 2.02 which is below ideal value indicate they have negative response toward the statements. But, from MoE (2005) the participation of

community toward the school have a big advantage for change of school and students achievement. The parents' negative attitude and lack of participation in school activities (Schooling) may create negative impact on the learning of their children Thomas (Tirussew, 2005).

Out of the total respondents, from the some table item 2 shows that the majority of the respondents of 50(69%) of teacher disagree with statement; that see to it that parent participates in fund raising for the school. The mean score of teachers is 2.00. This show that, the majority of respondents were reacting negative with item. The calculated value of t-test (at $t=1.85$ $p> 0.05$) which shows that there is no significant differences between the respondents response. Communities have significant responsibilities in creating, construction, financing, and managing the school, recruiting and paying teachers' salaries and procuring school materials (Rugh and Bossert, 1998).

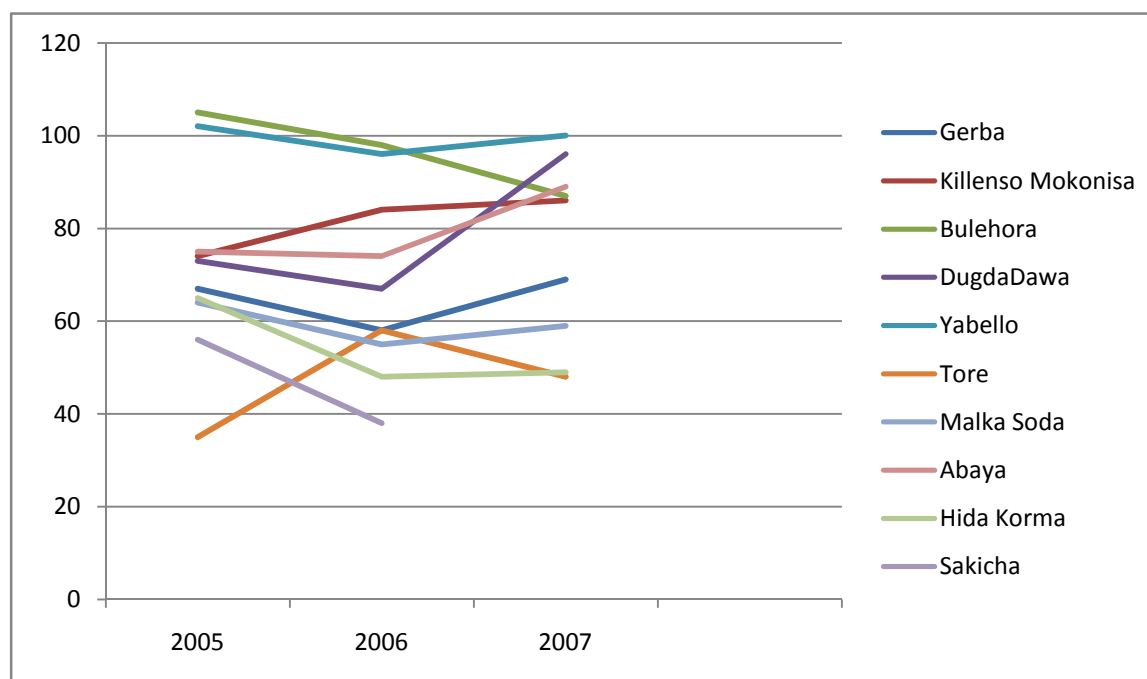
PTAs members argued that school leaders have been made effort in relation to school and community but regarding to this due to lack of awareness of the community towards education it was not satisfactory. As we are the representative in the school we engaged ourselves in management team meeting as much as possible.

The respondents were asked in table below to indicate their agreement with the statement to insure that community participates in the effort to promote effective teaching-learning process. Teachers and school leaders in table 6 in number 3 show that their mean values were 2.18 and 1.95 respectively are below the ideal mean. The calculated value of t-test (at $t=-1.27$ $p> 0.05$) which shows that there is no significant differences between the respondents response.

The respondents asked to respond their level of agreement about the school management work together with other stakeholders to reduce students drop-out. Item 4 of some table show that drop out of the school no reduced. As shown the table the majority 33(45%) and 56(50%) teachers and school leaders respectively were strongly disagree with mean value 2.00 and 1.72 which were all less than ideal mean. The calculated value of t-test (at $t=1.72$ $p> 0.05$) which shows that there is no significant differences between the respondents response.

In figure below the data which taken from school record indicate that there are many students who dropped out from the schools by different causes. According to the plan of minister of education, the number of drop out in each school must be one digit. But in below table it was more than one digit. This implies that there was less policy implementation of practices regarding to drop out minimization.

Figure 2: students drop out

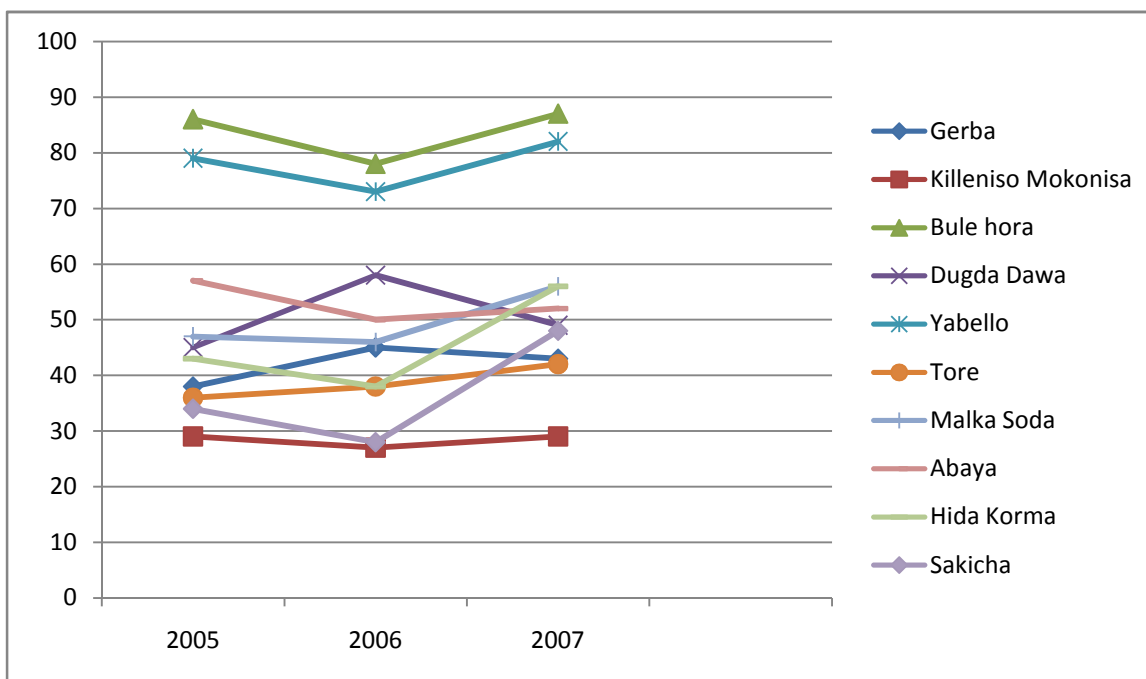


Similarly in table 6 item 5 respondents asked to give their views about the school management work together with community to reduce detained rate especial for female students. The majority 34(47%) and 57(513%) teachers and school leaders respectively were disagreed. The mean value teachers and school leaders 2.05 and 1.75 respectively, which less than ideal mean. This indicate the practices of school management reduce the detained rate were unsatisfied. The calculated value of t-test (at $t=-2.02$ $p> 0.05$) which shows that there is no significant differences between the respondents response.

The interview from the PTAs shows that the most of community low participate in school purpose. And even to comes school look like time of wastage and have attitude school

needs money we send with our students rather than go there. But few community have positive towards to the school participation.

Figure 3: detained rate of the students



Finally, as it shown above, the practices of school based management with regarding to community participation in Oromia regional state Borena zone do not better linkage with schools to improve students' academic achievement. These indicate that their school should change way to participate community participation.

4.5. Area of staff development

The respondents were asked to indicate their arrangement with the statement about the area of staff development by using five points Likert: with 1-1.49 = strongly disagree, 1.50 -2.49 = disagree, 2.50 - 3.49 = undecided, 3.50 - 4.49 = agree, 4.50-5.0= strongly agree.

Table 7: The practice of school based management Area of staff development

N	Items 2.4	Gro up	Respondents										Mean	P	T
			Strongly agree		Agree		Undecided		Disagree		Strongly disagree				
			F	%	F	%	F	%	F	%	F	%			
1	Assessing the need base training of teachers.	L	17	15	18	16	16	14	43	38	17	15	2.75	.36	0.09
		T	3	4	2	2.7	3	4	50	69	14	19			
2	Give reward and recognition for the staff that perform best.	L	5	13	16	14	20	18	40	36	20	18	2.77	.40	.83
		T	2	2.7	2	2.7	4	5.5	44	61	20	27.7			
3	Staffs have the opportunity to share experience	L	11	10	12	11	16	14	46	41	26	23	2.42	.18	1.34
		T	-	0	2	2.7	4	5.5	40	55.5	26	36			
4	Giving the latest information on teaching learning strategies that enhance teacher profession.	L	0	9	11	10	15	13.5	54	48.6	21	19	2.41	.39	-.85
		T	-	0	2	2.7	2	2.7	49	68	19	26			
5	Setting standards for model teachers of professional development.	L	5	4.5	6	5.4	10	9	55	49.5	35	31.5	2.01	.21	1.25
		T	2	2.7	3	4	3	4	36	50	27	3.57			
6	Staff have opportunity to have short term training	L	2	1.8	3	2.7	7	6.3	41	37	58	52	2.27	.17	1.24
		T	1	1.4	2	2.7	2	2.7	30	41.6	37	51.4			

Key: f =Frequency, t=t-test, p=sig (2-tailed), P-value was calculated at $\alpha=0.05$ levels. Agreement level: 1-1.49 = strongly disagree, 1.50 -2.49 = disagree, 2.50 - 3.49 = undecided, 3.50 - 4.49 = agree, 4.50-5= strongly agree. L=leaders and T=teachers.

The respondents asked to indicate their argument with the statement that assessing the need base training of teachers. Accordingly, majority of respondent 50(69%) teachers and school leaders 43(38%) agreed in disagree with the statement of assessing the need base training of teachers. These mean values are less than the ideal mean value (M=3). This indicates that, the respondents in case of assessing the need base training of teachers was unsatisfied. The calculated value of t-test (at $t=.09$ $p > 0.05$) which shows that there is no significant differences between the respondents response.

As can be seen in table 7, item 2, out of 72 teachers and 111 leaders 44(61%) and 40(36%) respectively rate on disagree column regarding to give reward and recognition for the staff that perform best. The mean value 1.99 of the teachers and 2.77 of school leaders shows, the negative support on the responded issue. The calculated value of t-test (at $t=.83$ $p> 0.05$) which shows that there is no significant differences between the respondents response. Poor school management leads to high level of teaching staff turnover (Gottelmann-Duret, 2000).

As indicated item 3, on the same table, the majority respondents, that is 40(55.5%) teachers and 46(41%) and also 26(36%) teachers and 26(23%) school leaders rated as disagree and strongly agree respectively on opportunities of staff express their views with the mean values of 1.75 teachers and 2.42 school leaders. Even, Bell and Rowley (2002) make clear that teacher's duty in both managerial and educational role. Hill (1990) describes this change as dramatics, especially for the head teachers who fail or refuse to comply with managerial role.

With regarding to item 4, in table 7 the majority respondents which are 49(68%) teachers and 54(48.6%) rated disagree on giving the latest information on teaching learning strategies that enhance teacher profession. The mean value 1.81of teachers and 2.41 of school leaders show the negatively idea. From this one confirmed that there was information gap between teachers and their schools.

As indicated in table 7, item 5 the respondents' view regarding setting standards for model teachers of professional development. The majority respondents that 50 % teachers and 55 (49.5%) of school leaders are agreed with the scale strongly agree but, 2.7% of teachers and 4.5 % of school leader were responded to strongly agree. The mean of the teachers 1.83 and school leaders 2.01 but both of mean less than ideal value (=3). The calculated value of t-test (at $t=1.25$ $p> 0.05$) which shows that there is no significant differences between the respondents response.

“As one PTA members said due to lack of budget allocation in our school our staff members do not participated in training in expressing their need in time to time”.

In response to the statement in item 6, 58(52 %) from respondents school leaders and 37(51.4%) of teachers believed that the opportunity staff has for short term training in school agreed with strongly agree. This shows that teachers and school leaders seem to have a common view on the issue, with mean value 2.33 teachers and 2.27 school leaders. These mean values are less than the ideal mean value ($M=3$). This shows that, low practices of opportunity staff has for short term training in secondary schools of Borena zone. The calculated value of t-test (at $t=1.24$, $p>0.05$) which shows that there is no significant differences between the respondents. All teachers must be actively engaged in training process, working with their colleagues, identifying their own needs and the wide range of activities, formal and informal, that will bring about improvement of their own practice and the practice of others (MoE, 2009).

Finally, it can be concluded that the practices of school-based management regarding to staff development of the school starting from assessing the need of training, sharing experience, giving reward and recognition, identify model teachers and giving latest information on time as discussed above it needs improvement. Monitoring the teacher and the team leader keep progress under review and take supportive action when it is needed. Reviewing: this is undertaken at the end of the year and aims at recognize achievements and identify area for improvement and professional development Coleman and Glover (2010) and also Moral and motivation of school personal must be appraised continuously to develop and maintain teacher enthusiasm and purpose for teaching is also important element in education decentralization. (Bahaskara, 2003).

4.6. The practices of school based management in area of communication

The respondents were asked to indicate their agreements with the statement about the area of communication.

Table 8: The practices of school based management area of communication

N	Items 3.1	Gro up	Respondents										Mean	P	T
			Always		Often		Sometimes		Rarely		Not at all				
			F	%	F	%	F	%	F	%	F	%			
1	Communicate to students' school guide lines governing student conduct.	L	3	2.7	6	5.4	7	6	65	58.5	30	27	1.98	.09	1.68
		T	-	0	2	2.7	2	2.7	46	63	22	30.5			
2	Conduct regular conferences with students.	L	4	3.6	2	1.8	7	6	37	33	61	54.9	1.65	.16	1.38
		T	2	2.7	-	0	2	2.7	29	40	39	54			
3	The school managements provide students assessment result for school communities.	L	7	6	11	9.9	12	10.8	37	33	44	39.6	2.09	.17	1.36
		T	3	4	4	5.5	5	7	28	39	32	44			
4	The school management discuss with teachers about assessment results of students.	L	6	5.4	10	9	10	9	43	38.7	42	37.8	2.05	.37	.89
		T	3	4	5	7	4	5	30	41	30	41			
5	The school management identified students who need special treatments.	L	5	4.5	11	9.9	8	7	39	35	48	43	1.97	.10	1.65
		T	4	5.5	2	2.7	2	2.7	24	33	40	55.5			
6	The school management have regular meeting with staff	L	4	3.6	10	9	7	6.3	40	36	50	45	2.25	1.3	.65
		T	3	4.2	4	5.5	3	4.2	30	41.6	32	44			
7	The school management have regular meeting with a school community.	L	3	2.7	7	6.3	9	8	41	37	51	46	1.87	.61	.89
		T	1	1.4	2	2.7	1	1.4	33	45.8	35	48			
8	The school management have a program to invite educational office.	L	2	1.8	7	6.3	8	7	41	37	52	47	2.02	.73	1.13
		T	-	-	-	-	1	1.4	34	47	37	51			

Key: f =Frequency, t=t-test, p=sig (2-tailed), P-value was calculated at $\alpha=0.05$ levels. Agreement level:

1-1.49 = not at all, 1.50-2.49 = rarely, 2.50-3.49 = sometime, 3.50-4.49 = often, 4.50-5= always

L = leaders and T = teachers.

In table 8 item 1 respondents asked to give their view about communication to students' school guide lines governing student conduct. The majority of teachers, 46(63%) and school leaders 65(58.5%) argued rarely. While teachers 22(30.5%) and 30(27) were agreed with not at all. This shows that teachers and school leaders seem to have a common view on the issue, with mean value 1.77 teachers and 1.98 school leaders. These mean values are less than the ideal mean value (M=3). This shows that, low communication with conduct of students. The calculated

value of t-test (at $t=1.68$, $p> 0.05$) which shows that there is no significant differences between the respondents response.

Hence again, item 2 in same table 8 describes about conducting regular conferences with students. The majority of teachers, 39(54%) and school leaders 61(54.9%) argued not at all. While teachers 29(40%) and 37(33) were agreed with rarely. This shows that teachers and school leaders seem to have a common view on the issue, with mean value 1.48 teachers and 1.65 school leaders. These mean values are less than the ideal mean value ($M=3$). This shows that, low Conduct regular conferences with students. The calculated value of t-test (at $t=1.38$, $p> 0.05$) which shows that there is no significant differences between the respondents response.

Moreover, item three of the some table shows that the majority of respondents of teachers 32(44%) and school leaders 44(39.6%) not at all and 28(39%) and 37(33) were agreed with rarely. This shows that teachers and school leaders seem to have a common view on the issue, with mean value 1.86 teachers and 2.09 school leaders. These mean values are less than the ideal mean value ($M=3$). This shows that, there was low providing students result for school communities. The calculated value of t-test (at $t=1.36$, $p> 0.05$) which shows that there is no significant differences between the respondents response.

Similarly, item 4 in table 8 above respondents was asked to give their view about the school management discuss with teachers about assessment results of students. The majority of teachers 30(41%) and school leaders 42(38.7%) argued not at all. This shows that teachers and school leaders seem to have a common view on the issue, with mean value 1.90 teachers and 2.05 school leaders. These mean values are less than the ideal mean value ($M=3$). This shows that, the discussion of school management with teachers regarding to assessment results of students in school it needs improvement. The calculated value of t-test (at $t=.89$, $p> 0.05$) which shows that there is no significant differences between the respondents response.

The 5 item in table 8 above respondents was asked to give their view about the school management identified students who need special treatments. From the majority of teachers 40(55.5%) and school leaders 48(43%) agreed with not at all and teachers 24(33%) and 39(35) were agreed with rarely. This shows that teachers and school leaders seem to have a common view on the issue, with mean value 1.69 teachers and 1.97 school leaders. These mean values are

less than the ideal mean value ($M=3$). This shows that, low the school management identified students who need special treatments. The calculated value of t-test (at $t= 1.65$, $p> 0.05$) which shows that there is no significant differences between the respondents response

“One PTA members raised his idea, the PTAs our schools were mostly participate for individual daily activities. They have no any salary from the schools. As this result, the scheduled program of to conduct regular conferences with school communities do not implement”.

As it is also depicted in table 8 item 6 about the regular meeting school management with staff teachers 32(44%) and school leaders 50(45%) argued with not at all This shows that teachers and school leaders seem to have a common view on the issue, with mean value 2.15 teachers and 2.25 school leaders. These mean values are less than the ideal mean value ($M=3$). This shows that the regular meeting school management with staff in school was not properly practiced. The calculated value of t-test (at $t= 1.35$, $p> 0.05$) which shows that there is no significant differences between the respondents of the two groups.

Item 7 of the some table indicates that, out of total respondents, 35(48%) of teachers and 51(46%) of school leaders expressed their response not at all. The mean value of the responses of teachers and school leaders were 1.82 and 1.87 respectively. This show that the majority of respondents react negative with statement of regular meeting of school management of school community. The calculated value of t-test (0.61) less than t-table value (1.97) which shows there is no significant difference.

The statement in item 8 from table 8 talks about the inviting program of educational office by school management. The majority of teachers 37(51%) and school leaders 52(47%) were agreed with not at all. This shows that teachers and school leaders seem to have a common view on the issue, with mean value 1.85 teachers and 2.02 school leaders. These mean values are less than the ideal mean value ($M=3$). This shows that, low inviting program of educational office by school management. The calculated value of t-test (at $t=.73$, $p> 0.05$) which shows that there is no significant differences between the respondents response. The principle, effective

involvement of communities in school management organs depends on effective communication within and between all stakeholders of education institution (Hape, 2005).

4.7. Managing curriculum and instruction

The respondents were asked to indicate their agreements with the statement about the area of curriculum and instruction.

Table 9: The role of school based management in managing curriculum and instruction

N	Items 3.2	Group	Respondents										Mean	P	T
			Strongly agree		Agree		Undecided		Disagree		Strongly disagree				
			F	%	F	%	F	%	F	%	F	%			
1	The school managements use best practices in monitoring implementation of curriculum instruction.	L	-	0	2	1.8	11	9.9	48	43.2	58	52.3	1.68	.28	-1.06
		T	2	2.7	4	5.5	6	8	28	39	32	44			
2	Text books are available in a required amount.	L	1	9	11	9.9	20	18	36	32.4	34	30.6	2.25	.99	.01
		T	5	7	6	8	9	12.5	29	62	23	32			
3	Teacher guides are available in a required amount.	L	8	7.2	9	11	18	16.2	44	39.6	32	28.8	2.37	.77	-.28
		T	6	8	5	7	9	12.5	30	42	22	30.5			
4	The school management facilitates to use current instructional technology Plasma in class room.	L	5	4.5	4	3.6	16	14.4	56	50.4	30	27	2.08	.40	.83
		T	3	4	3	4	4	5.5	40	55.5	22	30.5			
5	The school management encourages teachers to use teaching aid.	L	8	7.2	8	7	11	9.9	64	57.6	20	18	2.27	.38	.87
		T	2	2.7	3	4	3	4	48	66.6	16	22			
6	The school management facilitates to use current instructional technology computer in school	L	6	5.4	7	6.3	10	9	53	47.7	35	31.5	1.78	.88	1.57
		T	5	7	4	5.5	8	11	30	41.6	25	34.7			

Key: f=Frequency, t=t-test, p=sig (2-tailed), P-value was calculated at $\alpha=0.05$ levels. Agreement level: 1-1.49 = strongly disagree, 1.50 -2.49 = disagree, 2.50 - 3.49 = undecided, 3.50 - 4.49 = agree, 4.50-5= strongly agree, T-table value=1.97. L= leaders and T= teachers

The first item in table 9 respondents asked to give their view about the school managements practices in monitoring implementation of curriculum instruction .The majority of teachers 32(44%) and school leaders 58(52.3%) with strongly disagree. While teachers 28(39%) and school leaders 48(43.2) agreed disagree. This shows that teachers and school leaders seem to have a common view on the issue, with mean value 1.81 teachers and 1.68 school leaders. These mean values are less than the ideal mean value ($M=3$). This shows that, low the practices in monitoring implementation of curriculum instruction .The calculated value of t-test (at $t= -1.06$, $p> 0.05$) which shows that there is no significant differences between the respondents response.

Responses to the statement in item 2 as it depicted in table 9, revealed that 65(35.5%) have agreed with disagree to the statements which talks about availability of text book. This shows that teachers and school leaders seem to have a common view on the issue, with mean value 2.25 teachers and 2.25 school leaders. These mean values are less than the ideal mean value ($M=3$). This shows that, insufficient amount of text books of the students. The calculated value of t-test (at $t=.01$, $p> 0.05$) which shows that there is no significant differences between the respondents response.

In response to the statement in item 3, 74(40.4 %) of the respondents believed that the amount of teacher guides responded rarely. 22(30.5%) teachers and 32(28.8%) school leaders were agreed with strongly disagree. This shows that teachers and school leaders seem to have a common view on the issue, with mean value 2.43 teachers and 2.37 school leaders. These mean values are less than the ideal mean value ($M=3$). This shows that, low amount of teacher guides in secondary schools of Borena zone. The calculated value of t-test (at $t=-.28$, $p> 0.05$) which shows that there is no significant differences between the respondents response.

The statement in item 4 talks about facilities to use current instructional technology in class room to prepare students to their future progress. And responses, in table 7 indicate that majority of teachers 40(55.5%) and school leaders 56(50.4%) argued with disagree. While teachers 22(30.5%) and 30(27%) were agreed with strongly disagree.. This shows that teachers and school leaders seem to have a common view on the issue, with mean value 1.95 teachers and 2.08 school leaders. These mean values are less than the ideal mean value ($M=3$). This shows that, low facilitates to use current instructional technology in class room to prepare students to

their future. The calculated value of t-test (at $t=.83$, $p> 0.05$) which shows that there is no significant differences between the respondents response.

The 5 item in table 9 above respondents was asked to give their view about the school management encourages teachers to use teaching aid. The majority of teachers 48(66.6%) and school leader 64(57.6%) argued with disagree. While teachers 16(22%) and 20(18%) were agreed with strongly disagree. This shows that teachers and school leaders seem to have a common view on the issue, with mean value 2.13 teachers and 2.27 school leaders. These mean values are less than the ideal mean value ($M=3$). This shows that, low school management encourages teachers to use teaching aid. The calculated value of t-test (at $t=.87$ $p> 0.05$) which shows that there is no significant differences between the respondents response.

“The PTA members said in our school due to lack of text book ratio do not arrive 1:1 the conflict between teachers and students especial in case of home work and assignments mostly occur and the principals call us to solve the raised problems between them”.

In table 9 item 6 respondents asked to give their view about facilitates of current instructional technology computer in school. The majority of teachers, 30(41.6%) and school leaders 53(47.7%) agreed with disagree. While teachers 25(34.7%) and 35(31.5) of school leader were agreed with strongly disagree.. This shows that teachers and school leaders seem to have a common view on the issue, with mean value 1.67 teachers and 1.78 school leaders. These mean values are less than the ideal mean value ($M=3$). This shows that, low facilitates of current instructional technology computer in school. The calculated value of t-test (at $t=.88$, $p> 0.05$) which shows that there is no significant differences between the respondents response. But, It is seen that an increased use of technology in institution helps for achievement better the aimed goal (Jones, 1995).

4.8. Resource management

The respondents were asked to indicate their arrangement with the statement about the area of resource management.

The respondents asked to indicate their agreement with the statement that School is providing with enhance flexibility in managing their own resource according to the needs of students.

Table 10 item number 1 indicate that the majority respondents 46(64%) teachers and 44(39.6%) school leaders disagreed with the statements. The mean value of the teachers and school leaders 1.95 and 2.82 respectively. This reflect that the mean values both the respondents are less than ideal value (=3), which means that managing resource according to need of students unsatisfied.

Table 10: The role of school based management in resource management

N	Items 3.3	Gro up	Respondents										Mean	P	T
			Strongly agree		Agree		Undecided		Disagree		Strongly disagree				
			F	%	F	%	F	%	F	%	F	%			
1	School is providing with enhance flexibility and autonomy in managing their own resource according to the needs of students.	L	2	18	16	14	15	13.5	44	39.6	16	14.4	2.82	.49	1.98
		T	2	2.7	3	4	3	4	46	64	18	25			
2	The school head and senior staff are very effective in taking the lead to set goals, policies, priorities, plans and budgets.	L	2	1.8	4	3.6	10	9	72	65	23	20.7	2.25	.38	.88
		T	-	0	2	2.7	2	2.7	48	67	20	27.7			
3	The apportionment of resources is fairly made according to the established priorities for implementing program plans.	L	1	.9	4	3.6	-	0	70	63	36	32	1.77	.60	.51
		T	-	0	-	0	6	8	40	55.5	26	36			
4	Staff are very often involved and consulted in the preparation of budgets.	L	7	6	9	8	2	1.8	54	48.6	39	35	2.01	.20	1.26
		T	2	2.7	2	2.7	4	5.5	37	51	27	37.5			
5	There are guidelines and procedures for allocation of resources.	L	5	4.5	11	10	7	6	34	30	54	48	1.90	.42	.80
		T	5	7	5	7	5	7	10	13.8	47	65			
6	Our school works to minimize the wastage of resource by giving clarity for a society of school.	L	1	.9	3	2.7	1	.9	44	39.6	62	55.9	2.04	1.26	.97
		T	-		2	2.7	6	8	24	33	40	55.5			
7	Income and expenditure are very well monitored at both subject panel and school level.	L	2	1.8	5	4.5	7	6.3	39	35	58	52.3	1.98	1.15	1.96
		T	1	1.4	2	2.7	4	5.5	27	37.5	38	53			

Key: f=Frequency, t=t-test, p=sig (2-tailed), P-value was calculated at $\alpha=0.05$ levels. Agreement level:1-1.49 = strongly disagree, 1.50 -2.49 = disagree, 2.50 - 3.49 = undecided, 3.50 - 4.49 = agree, 4.50-5= strongly agree, T-table value=1.97. L= leaders and T=teachers.

Item number 2 of the table 10 shows the school head and senior staff are very effective in taking the lead to set goals, policies, priorities, plans and budgets. The large portion of respondents 48(67%) teachers and 72(65%) disagreed with the statement. The mean values show that 1.80 and 2.25 of teachers and school leaders respectively. The calculated value of t-test (0.88) less than t-table (1.97) value which shows there is no significant difference.

Item 3 of the some table indicates that, out of total respondents, 40(55.5%) of teachers and s 70 (63%) expressed their disagreement with statement. The mean value of the responses of teachers and school leaders were 1.72 and 1.77 respectively. This show that the majority of respondents were reacted negative with item. The calculated value of t-test (0.51) less than t-table value (1.97) which shows there is no significant difference. The PTAs suggest that:

School have shortage of budget, but instructional material and school activities which were no fulfill in the school were many in number. As school leaders we try to raise funds from community one in year which high challenges to have even minimum requirement amount from community.

Similarly from the above table item number 4 indicate that out of total respondents, 37(51%) teachers and 54(48.6%) school leader express their disagreement with statement. The mean value of the responses of teachers and school leaders were 1.81 and 2.01 respectively. This show that the majority of respondents were responded negative with item. The calculated value of t-test (1.26) less than t-table value (1.97) which shows there is no significant difference which shows that there is no significant difference between the respondents response.

From the above table item number 5 respondents was asked to give their view about the guidelines and procedures for allocation of resources. The majority of teachers 47(65%) and school leader 54(48%) argued strongly disagree and teachers 10(13.8%) and school leaders 30(54%) were disagreed. According, almost all of the respondents (teachers and school-leaders) replied no. This implies that the problems are still prevalent. The calculated value of t-test (0.80) less than t-table value (1.97) which shows there is no significant difference.

Moreover, item six of the in table 10 shows that the majority of respondents of teachers 40(55.5%) and school leaders 62(55.9%) poor and 24(33%) of teachers and 44(39.6%) of school leaders were agreed with average. This shows that teachers and school leaders seem to have a common view on the issue, with mean value 1.85 teachers and 2.04 school leaders. These mean values are less than the ideal mean value ($M=3$). This shows that, there was low works to minimize the wastage of resource by giving clarity for a society of school. The calculated value of t-test (at $t=1.26$, $p> 0.05$) which shows that there is no significant differences between the respondents response.

As indicated in table 10, item 7 the respondents' view regarding monitoring of income and expenditure at both subject panel and school levels. The majority respondents that 38 (53 %) teachers and 58 (52.3%) of school leaders are agreed with the scale poor and 37.5% of teachers and 35 % of school leader were responded to average. The mean of the teachers 1.86 and school leaders 1.98 but both of mean less than ideal value ($=3$). The calculated value of t-test (at $t=1.15$ $p> 0.05$) which shows that there is no significant differences between the respondents response.

Lastly, it can be concluded that the resources managements regarding to resource managements as mentioned from respondents above even if the practices were tried by the school managements the problems are still prevalent. In order to be competent, agencies must be well equipped with adequately trained personnel. The availability and full utilization of high trained and motivated staff are of paramount importance for achieving success in any institution building process (Assefa and Gebre-Egziabher, 2007).

4.9 Factors that influence effectiveness of school based managements.

The respondents asked to indicate their agreement with the statement about their reaction toward the factor influence effectiveness of school based management practiced in their school.

Table 11: views on managerial related problems

N	Items 4	Gro up	Respondents												Mean	P	T
			Strongly disagree		disagree		Undecided		agree		Strongly agree						
			F	%	F	%	F	%	F	%	F	%					
1	Using less participative management approach	L	5	4.5	1	.9	3	2.7	60	54	42	37.8	1.80 2.05	.08	-1.75		
		T	4	5.5	4	5.5	4	5.5	40	55.5	20	27.7					
2	Working less time for school activities	L	6	5.4	20	18	12	11	63	56.7	10	9	2.54	.93	.08		
		T	7	10	6	8	8	11	48	67	3	4					
3	Lack of initiation towards commitment of school practices.	L	4	3.6	1	.9	8	7	41	36	57	51	1.68 1.90	.13	-1.52		
		T	2	2.7	4	5.5	7	10	31	43	28	38.8					
4	Absence of clear guide-lines and materials	L	1	.9	2	1.8	12	11	48	43	48	43	1.73 1.81	.53	-.62		
		T	2	2.7	4	5.5	3	4	33	45.8	30	41.6					

Key: f =Frequency, t=t-test, p=sig (2-tailed), P-value was calculated at $\alpha=0.05$ levels. Agreement level: 1-1.49 = strongly disagree, 1.50 -2.49 = disagree, 2.50 - 3.49 = undecided, 3.50 - 4.49 = agree, 4.50-5= strongly agree, T-table value=1.97. L=leaders and T= teachers

The first item in table 11 respondents was asked to give their agreement about using less participative management approach. The large numbers of teachers 40(55.5%) and school leaders 60(54%) agreed with statements. The mean value 2.05 teachers and 1.18 school leaders less than the ideal mean value (M=3). This indicates that less using participative management approach. The calculated value of t-test less than t-table value which shows there is no significant difference between the respondents response.

Likely the second item from above table describes that the majority of teachers 48(67%) and school leaders 63(56.7%) agreed with statement. This suggests that in efficiency of school based managements. The ideal mean value of teachers and school leaders are less than ideal mean value. This indicates also that the practices in school no well done. The calculated value of t-test less than t-table value which shows there is no significant difference between the respondents response.

The third item in some table, asserts that the majority of respondents teachers 28(38.8%) and school leaders 57(51%) strongly agreed with statements. While secondly teachers 31(43%) and 41(36) were agreed with sometimes. This implied that teachers and school leaders were responses in similar manner, with mean value 1.90 teachers and 1.68 school leaders. These mean values are less than the ideal mean value ($M=3$). This indicates that lack of initiation towards commitment of school practices. The calculated value of t-test (-1.52) less than t-table value (1.97) which shows there is no significant difference.

From the above table the last item tended deviate towards the teachers 33(45.8%) and 48(43%) agreed and also 30(41.6%) and 48(43%) strongly agreed with the statement of absence of clear guide-lines and materials. It has indicate mean responses of rating 1.81 teachers and 1.73 school leaders which is less than ideal mean($=3$). The calculated value of t-test (-0.62) less than t-table value (1.97) which shows there is no significant difference.

“One the PTAs members said in our school due to the burden of the activities the managerial commitment to implement the activities related to teaching learning process to achieve students’ better result and reduce the drop rate are less practiced.”

Hence, it can be concluded that the factor influences the effectiveness of school based management which are related managerial problems which obtained from questionnaires lack of initiation towards commitment of school practices 51% school leaders by itself strongly agree with statement and also from interview to implement school activities the managerial not committed. This implies that if the managerial not committed the activities do not well implemented. Because of managerial is the change agent for the school.

4.9.1. The degree of factors that influence effectiveness of school based managements

Table 12: The degree of factors that influence the school based management practices

No.	Problem that influence to practices of school based management	Values of respondents		
		F	%	Rank
1	Lack of guide lines and material	17	9	6
2	Lack of training	26	14	1
3	Lack of good planning	22	12	3
4	Lack of resource managing	12	6.5	10
5	Lack of managing commitment	18	10	5
6	Absence of on time decision making	22	12	3
7	Allocation of budget	24	13	2
8	Lack communication	13	7	8
9	Low community participation	13	7	8
10	Low staff development	16	9	7

The above table 12 indicates that despite their degree of prevalence, all problems listed above were found to characterize the practice of the school either in isolation or in combination. However, while the combination of the absences of training was given relatively highest regard by the respondent which is 14% . This supports that the idea of Ivancevich (2004), even if the system is well designed, problems can arise if the implementers are not cooperative and well trained. The response from open ended question show that their lack of proper plan setting, overlapping of schedules of school activities, work burden, absence of critical follow up and feed on time, lack of budget that assign for training for each group of that involved in school-based management. The interview from PTAs mentioned that there are different kinds of factors which affect the proper implementation of school based management practices in school. As they gave their ideas:

lack of training, lack of experience, lack of guide lines and materials, lack of fiscal, lack of human resource, lack of community participate, lack of knowledge, lack of text book and references, lack of commitment were major problems. PTAs members argued that

we engage ourselves indifferent school issue due to individual problems sometimes we do not stay in school and follow up all activities.

So from the above one can conclude that the absence of training, lack of budget, absence of on time decision making, low community participation, lack of commitment, line guide and materials, lack of planning, lack of staff development, lack of communication were the problems for implementation of school based managements. With regard to the importance of financial school management it would be relevant to quote. In school sufficient amount financial resources need to implement the activities related to teaching-learning process, otherwise may the lack of materials and attaining may appear (Paisey,1992).

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter considers the summary, conclusions and recommendation part of the study. The primary objective of this chapter is to summarize the overall finding, draw conclusions based on the finding and forward certain recommendations based on the conclusions. In assessing the practices of school-based management was the aim of this study, it is necessary to examine to concept of the practices of school-based management in the selected secondary schools of Borena Zone.

5.1. Summary

The purpose of this study was to assess the practices of school-based management and to recommend possible solutions that help for proper implementation in secondary schools of Borena Zone.

The study attempted to answer the following key questions. These are:

1. To what extent is school-based management practiced in secondary schools of Borena zone?
2. To what extent school-based management is it achieving the school objectives in secondary schools of Borena zone?
3. What are the factors hindering the practices of school-based management in secondary schools of Borena zone?

In order to address questions specified above, a survey research was conducted in ten selected secondary schools: namely; Gerba, Killenso Mokonisa, BuleHora, Hida Korma Dugda Dawa, yabelo, Tore, Malka Soda, Sakicha and Abaya of Borena zone. Systematic random sampling technique was used to prove a fair representativeness of the sample schools found in Borena Zone. Moreover, 72 teachers and 111 school leaders (supervisors, Principals and department head) were selected from the selected schools to fill the questionnaire. Whereas, 10 PTAs from each selected secondary schools were available for the interview.

Data were collected by means of questionnaire; interview and document analysis. The obtained quantitative data were analyzed using statistical package for social science (SPSS) software version 20. The data obtained were analyzed using different statistical tools such as percentage,

frequency, mean and t-test. A total of 183 questionnaires were distributed for the respondents and 10 PTAs were interviewed. Among 194, 183(94.3%) respondents returned the questionnaires. Lastly, as per the analysis made, the following major findings were obtained from the study:

The practices of school based management

- According to majority of respondents the practices of the school based management not effective to make on time participatory decision making in school. The respondents were asked to give their view about the participatory decision making in their school. The majority result obtained from teachers 49(68%) and school leaders 63(56.7%) which argued with rarely.
- The study revealed that school-based management which was practiced in secondary schools of Borena Zone in giving recognition and reward that perform best from teachers for the sack of developing staff relationship in school unsatisfied. The majority respondents that is 44 (61%) teachers and 40 (36%) of school leaders agreed with average in regarding with give reward and recognition for the staff that perform best.
- From the study the communication of school based managements of secondary schools starting from guide lines governing, encourage students for learning, forming regular conferences, identify the need the school community over all activities related to communication were shows as weakness. As an example, the majority respondents that is 63% teachers and 58.5% school leaders agreed with average communicate to students' school guide lines governing student conduct.
- As has been seen from study the school based managements have no facilitate and coordinate the teaching learning interlinked. As a zone, processing monitoring and evaluation the curriculum instruction either checking text book or teacher guide insufficient practices. Respondents were asked to give their view about the school management's practices in monitoring implementation of curriculum instruction. The responses majority of teachers 32(44%) and school leaders 58(52.3%) argued not at all.

Achievement of objectives of school-based managements

- The results from respondents shows the way of participating to prepare schools plan to achieve academics result of students most of respondents not satisfied. The majority of teachers 39(54%) and school leaders 66(59%) argued with rarely the participatory preparation of the plan to achieve the objectives of schools.
- The finding of the study shows that the school based managements by creating awareness for the community to form smooth relationship and to generate a fiscal that helps for conducive environment teaching learning process the practices were done insufficient. The majority of teachers and school leaders 40% and 43.2% respectively disagreed with the community participation in the effort to promote effective teaching-learning process.
- The result obtained from respondents regarding to resource management of the school; as the majority teachers 64% and school leaders 39.6 % about the providing with enhance flexibility and autonomy in managing their resource according to need of the students disagreed with the statement.

Factors that are hindering the practices of school-based management

- The finding of the study show that most of problems influencing the school based managements lack of training 14%, lack of participatory on time decision making 12%, lack of planning 12%, lack of managing commitment 10% and lack of community participation 7%.
- The results from the interviewees PTAs show that due to absence of guide lines and materials lack of training, lack of experience, lack of fiscal, lack of community participate, lack of knowledge and lack of text book and references the practices of school based management of secondary school not succeed.

5.2. Conclusions

Based on the findings, the following concluding remarks are made.

It is seen as a means of funding and helping schools to improve by supporting and enhancing the work of teachers. In education decentralization reforms, it ensures that attention is focused on effective teaching and school leaders which in turn, benefits students, teachers and schools, and thus should become an integral part of the school's culture. However, the study revealed that most school based management has given less attention to practices of reward and recognition, sharing experience and short term training that helps for staff development to enhance better students achievements in school. The Poor school management leads to high level of teaching staff turnover. As, this result it is possible to conclude that school based management is not practiced strongly to develop staff in most school.

In principle, educational provision can be improved through better management practices, transparency in the use of resources and accountability to all stakeholders (community, parents, students, teachers, etc.). The participation of communities and students in participatory decision-making has played a role in the improved and expanded school-based management. This study revealed on participatory decision-making in secondary schools of Borena zone the school-based management in decision making does not play the responsibilities that expected from them in decision making like to take time oriented decision making solve the problems that rise in school. If the issues need the solutions in short time, it does not get immediate solution this causes the problems during the things implemented. As this result, the decision-making practices of school-based management of Borena Zone not properly practiced.

Similarly the study revealed that the high degree of budget and supply delivery and delay in assigning substitutes and deployment of school management have significantly influenced to negatively. Majority respondents agreed that, they didn't seem to exist any attempt being made to improve the existing problems. Thus, the problems were prevalent, like inefficiency leading, lack of clear procedure, absence of regular meeting, common vision, and absence of fairly allocation of budget. And also problems in school based management arise from the improper planning, communication, lack of guide line and materials, guidance and counseling, linkage of staff and leaders, resource managing, community participation and absence of the commitment to managing the schools activities. Therefore, it is possible to conclude that the practices of school

based management in secondary schools of Borena zone is not properly practiced when it was assessed.

5.3 Recommendations

On the basis of the findings and conclusions researched, the following recommendations were forwarded to be looked critically by the concerned bodies in order to improve the practices of school based managements in secondary schools of Borena zone.

- To minimize the problems of participatory decision-making in secondary school of Borena zone, School-based management reforms decision-making authority to the schools, for example, have had important effects on teacher performance and student learning by making schools more accountable to their communities. The school based management can make decision-making more democratic, participatory, on time, using better alternative for solution and tangible evidence with majority participants.
- One the problems addressed in this study lack of school based management to develop staff development. But, Staff development can be viewed as the activities and programs that help staff members learn about responsibilities develop required skills and competencies necessary to accomplish institutional and divisional goals and objectives. So, to minimize this problems school based managements be directed towards; clarity expectation for the continued professional education for each staff member, assessing the need of training, forming the program of sharing experience, giving reward and recognition, setting model teachers and giving short-term training to enhance staff development.
- To overcome the problems seen in planning of secondary school, the school-based management should form; cooperative committee to develop school plan in participatory way by identifying school priorities. During developing improvements plan collaboratively with the representatives of school communities and school council they more likely stimulate a sense of shared responsibilities and shared commitment to bring about the required changes. The plan should prepared must contains all contents like;

aims, goals or objects, mission, vision of the school. The plan approach; determine where you are, identify what's important, define what you must achieve, determine who is accountable and review.

- To solve the problems of community participation like fund raising in school the school based managements should be open to the community on how much the government provide for them for school development in transparency. The school management should involve local people from decision-making implementation processes. The process of involving people and transparency create the sense of ownership of the school by community themselves. If the people believe that the school is belonging to them, they will likely to participate more in its development to solve the problems that rise in school in any direction by cooperation and commitment.
- The school based management to decrease the problems of drop out and the rate of detained in secondary school it better to work with supervisor, educational administration and political administration to link communities with the school by adjusting meeting and conferences to create the awareness. And also, Parent-teachers association more play role to identify the need of students in teaching learning process that may cause for drop out and detained by visit school, holding meeting students and teachers.
- Moreover, ministry of education and regional education bureau should give greater emphasis to school based managements practices in cause of supervision, guide lines and materials, preparing the long term and short term training for school based-management. The zonal education or woreda must be support school-based management by providing the necessary budget, giving training on prepared guide lines and materials, giving a feedback, recognitions and reward.
- For implementation school based management to identify their rights and responsibilities the module prepared in minister of education in 1994. This module to more detail criteria it needs specific for each sub-group.

- Lastly, research need to be conducted continuously on the issue of practices of school based managements to minimize mistakes and improve the schools practices better.

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7. APPENDICES

7.1 Appendix-A

HARAMAYA UNIVERSITY
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Educational Planning and Management

Questionnaire filled by supervisors, principals, vice principal, teachers and head departments.

Dear respondents, the aim of this questionnaire is to gather the necessary information in order to conduct a research entitled “the school based-management practices in secondary school of Borena zone Oromia regional state”.

Your genuine and valid responses have great have for reliability and validity of this study to identify the existing problem and suggest recommendations for future progress of school based management practices in the schools. Therefore, you are kindly and honestly requested to offer your kind and unreserved response with respect to your own feelings for the questions provide in below. Your response will be kept confidential.

Thank you in advance for your cooperation!!!

Dear respondent! Notice; to ensure the confidentiality and personal security of respondents, research forward the following directions.

- a) Writing respondent name is unnecessary.
- b) Writing personal information is not allowed unless required information by researcher.
- c) Questionnaires should fill individually rather than group.

Part II The major roles of school- based management

To what extent school-based management practiced in secondary schools?

Use the rating scale indicate; Excellent (5), very good (4), good (3), average (2), poor (1). Please put (√) sign for degree you agree on.

No	Items	5	4	3	2	1
2.1	Planning					
A	Formulating a common vision with most of this concerned school environment.					
B	Share the vision developed for the school with all staff in school.					
C	The school managements plan from strong belief that all students can achieve academic success.					
D	The school leaders develop annual school goals that focus on student learning.					
E	The apportionment of resources is fairly made according to the established priorities for implementing program plans.					

Use the rating scale indicate; Always (5), often (4), some time (3), rarely (2) not at all (1). Please put (√) sign for degree you agree on.

No	Items	5	4	3	2	1
2.2	In decision making					
A	There are participatory decisions making in schools.					
B	Decision-making given in school are clear and brief					
C	Decision making given from the school is time oriented.					
D	There are very clear grievance procedures for decision making.					

Use the rating scale indicate; strongly agree (5), agree (4), undecided (3), disagree (2), strongly disagree (1). Please put (√) sign for degree you agree on.

No	Items	5	4	3	2	1
2.3	Community participation					

A	Encourage positive relation between the schools and parents					
B	See to it that parent participates in fund raising for the school.					
C	Make insure that community participates in the effort to promote effective teaching-learning process.					
D	The school management work together with other stake holders to reduce students drop-out.					
E	The school management work together with other stake holders to reduce detained rate especial for female students.					

Use the rating scale indicate; Excellent (5), very good (4), good (3), average (2), poor (1). Please put (√) sign for degree you agree on.

No	Items	5	4	3	2	1
2.4	Area of staff development.					
A	Assessing the need base training of teachers.					
B	Give reward and recognition for the staff that perform best.					
C	Staffs have the opportunity to share the experience .					
D	Giving the latest information on teaching learning strategies that enhance teacher profession.					
E	Setting standards for model teachers of professional development.					
F	Staff has opportunity to get short term training.					

Part III To investigate achieving the school objectives of school-based management practices.

2 . To what extent school-based management is it achieving the school objectives in secondary schools of Borena

3 Use the rating scale indicate; Excellent (5), very good (4), good (3), average (2), poor (1). Please put (√) sign for degree you agree on.

No	Items	5	4	3	2	1
3.1	Area of communication					
A	Communicate to students' school guide lines governing student					

	conduct.					
B	Conduct regular conferences with students.					
C	The school managements provide students assessment result for school communities.					
D	The school management discuss with teachers about assessment results of students.					
E	The school management identified students who need special treatments.					
F	The school management have regular meeting with staff					
G	The school management have regular meeting with a school community.					
H	The school management have a program to invite educational office.					

Use the rating scale indicate; Excellent (5), very good (4), good (3), average (2), poor (1). Please put (√) sign for degree you agree on.

No	Items	5	4	3	2	1
3.2	Managing curriculum and instruction					
A	The school managements uses best practices in monitoring implementation of curriculum instruction and assessment.					
B	Text books are available in a required amount.					
C	Teacher guides are available in a required amount.					
D	The school management facilitates to use current instructional technology Plasma in class room.					
E	The school management encourages teachers to use teaching aid.					
F	The school management facilitates to use current instructional technology computer in school.					

Use the rating scale indicate; strongly agree (5), agree (4), undecided (3), disagree (2), strongly disagree (1). Please put (√) sign for degree you agree on.

No	Items	5	4	3	2	1
3.3	Resource management					
A	School is providing with enhance flexibility and autonomy in managing their own resource according to the needs of students.					
B	The school head and senior staff are very effective in taking the lead to set goals, policies, priorities, plans and budgets.					
C	The apportionment of resources is fairly made according to the established priorities for implementing program plans.					
D	Staff are very often involved and consulted in the preparation of budgets.					
E	There are guidelines and procedures for allocation of resources.					
F	Our school works to minimize the wastage of resource by giving clarity for a society of school.					
G	Income and expenditure are very well monitored at both subject panel school level.					

Part V To Identify the factors of school-based managements.

3. What are the factors hindering the practices of school-based management in secondary schools of Brena zone?

Use the rating scale indicate; strongly agree (5), agree (4), undecided (3), disagree (2), strongly agree (1). Please put (√) sign for degree you agree on. Guji

No	Items	5	4	3	2	1
4	Managerial related problems					
A	Using less participative management approach					
B	working less time for school activities.					
C	Having unclear procedure and techniques.					
D	Poor-awareness creates programs regarding purpose and objectives of					

	school-based management.					
E	Lack of initiation towards commitment of school practices.					
F	Absence of clear guide-lines and materials					

B: To Identify the degree factors of school-based managements.

Rank from the most to the least major factors of school-based management in your school. Use: 1 for the first major, 2 for the next, 3 for 3rd etc to the least factors.

Match the rank

- | | |
|--|---------|
| a. Lack of guide lines and material. | .1----- |
| b. Lack of training. | 2----- |
| c. Lack of good planning. | 3----- |
| d. Lack of resource managing. | 4----- |
| e. Lack of managing commitment. | 5----- |
| f. Absence of on time decision making. | 6----- |
| g. Allocation of budget. | 7----- |
| h. Lack of communication. | 8----- |
| i. Low community participation. | 9----- |
| j. Low staff development | 10----- |
| k. List if any_____ | |

What strengths and weakness of school based management in your school?

Strength _____

Weakness _____

What suggestion do you have to improve the problems of school-based management?

7.2 Appendix-B

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An interview guide prepared for secondary schools of PTAs

1. What is your academic qualification (education level)?
2. What is your field of study?
3. What is your current position?
4. What is your work experience in this position?
- 6 To what extent school based management practices like community participation, decision making, and resource management.
7. What are the three years of students drop out and repetition in percent?
8. Who are responsible persons for conducting and managing the school-based management activities in the school?
9. What are your points about the major problems that may hinder the effectiveness of school-based management?
- 10.Can list the problems of school based management from major to minor according to your school ?
11. According to your suggestion, what will be the appropriate direction help reduce the problems of school based managements practices.

7.3 Appendix-C

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Educational Planning and Management

Document Analysis Checklist

This check list is prepared to collect the relevant information from secondary schools of Borena Zone to assess the contribution of school based managements practices and challenges. The document analysis consists minutes of school leaders and recorded.

Name of the school _____

Is there schools improvement plan in each school based managements?

Does the prepared plans are participatory?

The data of students detained rate

The data of students drop out

The school leaders minute

The data of text books and references