



**COLLEGE OF EDUCATION DEPARTMENT OF EDUCATIONAL
PLANNING AND MANAGEMENT**

**ASSESSING THE DECISION MAKING PROCESS AND ITS
INFLUENCE ON SCHOOL EFFECTIVENESS AT SECONDARY
SCHOOLS OF NORTHERN SIDAMA ZONE**

BY

KIBRU JITIR GOWANA

DATE: NOV, 2024

HAWASSA, ETHIOPIA

**ASSESSING THE DECISION MAKING PROCESS AND ITS
INFLUENCE ON SCHOOL EFFECTIVENESS AT SECONDARY
SCHOOLS OF NORTHERN SIDAMA ZONE**

**BY
KIBRU JITIR GOWANA**

ADVISOR:

Dr. ADINEW ONTORO

**THIS THESIS PROPPASAL SUBMITTED TO THE SCHOOL OF
GRADUATE STUDIES AT HAWASSA UNIVERSITY, IN PARTIAL
FULFILMENT OF THE REQUIREMENT FOR THE DEGREE OF
MASTER OF ARTS IN EDUCATIONAL LEADERSHIP AND
MAMAGEMENT**

HAWASSA UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
INTERNAL EXAMINER’S APPROVAL SHEET

SUBMISSION SHEET

We understand as internal examiner read and evaluate the Thesis done by **Kibru Jitir Gowana** entitled, “**Assessing the Decision Making Process and its Influence on School Effectiveness at Secondary Schools of Northern Sidama Zone**” and approved the thesis edited after defense that it can be accept fulfilling the thesis requirement for the degree of Master of Arts (MA) therefore recommended that a student has fulfilled the requirements and complies with the regulation of the university. Hence, hereby can submit the thesis to the department.

Signed by

Internal Examiner

Signature

Date

Name of Department Head

Signature

Date

ACKNOWLEDGEMENT

I would like to devote a few lines in praising the almighty God for all what he has bestowed on me throughout the journey of my life because words are weak to express what I am feeling.

I would then like, to express my deepest and heartfelt gratitude to my advisor **Dr. Adinew Ontoro** for his insightful and constructive comments and unreserved guidance. His comments were valuable not only for this study but also in my future career as well.

I am particularly grateful to my family for their continuous encouragement and support in all my education life. They have been a constant source of energy to help me pursue my studies all the way through.

Finally, I am very much obliged to express my indebtedness to my entire best friends: **Shuri Samuel, Tsion Sitota** and **Haftamu Tegegn**. They have always been helpful and encouraging my endeavor to complete my studies.

ACRONYMS AND/ABBREVIATION

ESDP Education Sector Development Program

FDRE Federal Democratic Republic of Ethiopia

FGD Focus Group Discussion

GEQIP General Education Quality Improving Package

KETB Kebele Education Training Board

MoE Ministry of Education

OECD Organization for Economic Co-operation Development

PTA Parent Teachers Association

SBM School Based Management

SIP School Improvement plan

USAID United States Agency for International Development

WEO Woreda Education Office

Table of Contents

ACKNOWLEDGEMENT	iv
ACRONYMS AND/ABBREVIATION	v
ABSTRACT	xi
CHAPTER ONE	1
1. INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	3
Research Questions	6
1.3 Objectives of the Study	6
1.3.1 General Objective	6
1.3.2. Specific Objectives	6
1.4. Significance of the Study	7
1.5 Delimitation of the Study	7
1.6 Limitation of the Study	8
1.7 Operational Definitions of key Terms.....	8
1.8 Organization of the Study	8
CHAPTER TWO	9
REVIEW OF RELATED LITRATURE	9
2.1 Concepts of Decision Making.....	9
2.2 Models for Decision Making	10
2.2.1 The Rational Model.....	10
2.2.2 The Model of bounded rational	10
2.2.3 The incrementalist View.....	11
2.2.4 The Political View	11
2.2.5 The garbage can Model	11
2.2.6 The organizational Procedures view	12
2.2.7 The Multiple Perspectives Approach	12
2.3. Types of Decision Making	13
2.3.1 Programmed Decision Making:-	13

2.3.2 Non-programmed Decision Making:-	13
2.4 Factors Affecting Decision Making Process.....	13
2.4.1 Decision Making Approach.....	13
2.4.2. Incorrect Timing	13
2.4.3. Organizational Structure.....	14
2.4.4. Decision Making Confidence	14
2.4.5. Decision Making Skills	15
2.4.6. Incomplete Information	15
2.4.7 Un-supportive environment.....	15
2.4.8. Non-acceptance by Subordinates	16
2.4.9. Ineffective Communication	16
2.4.10. Lack of Accountability	16
2.4.11 Lack of Transparency	17
2.4.12 Organizational politics.....	17
2.5 Strategies to Improve Quality of Decision Making process	18
2.5.1 Understanding the Context.....	18
2.5.2 Packaging Information	18
2.5.3 Data Driven Decision	19
2.5.4 Commitment.....	19
2.6 School leadership and Decision Making.....	19
2.6.1The industrial model of schooling:.....	20
2.7 School Management and Decision-making in Ethiopian Government Schools	21
2.7.1 Decentralization of decision-making authority to schools	21
2.8 The role of teachers in promoting key decision-making process.....	23
2.8.1 Rational for Involving Teachers in Decision Making process.	23
2.9 The role of communities and parents in school decision-making process.....	25
2.10 Areas of stakeholders' Involvement in Decision–Making process.....	26
2.10.1 Favorable learning condition and environment process.	26
2.10.2 School Policies, Rules and Regulation In school organization.	27
2.10.3 Participation in School Improvement Program.	27

2.10.4 School Planning.....	28
2.10.5 Students' Affair and School Discipline.....	28
2.10.6 School leadership and Management.....	29
2.11. Variables of the study.....	29
2.11.1 Independent Variable.....	30
2.11.2 Dependent Variable.....	30
2.12. Conceptual Framework of decision making process	31
CHAPTER THREE	32
THE RESEARCH DESIGN AND METHODOLOGY	32
3.1 The Research Design.....	32
3.2 The Research Method	32
3.3 The Sources of Data.....	33
3.4 Population, Sample size and Sampling Techniques.....	33
3.4.1 Population.....	33
3.4.2 Sample size and sampling Techniques	33
3.5. Data collection tools.....	35
3.5.1. Questionnaires:-.....	35
3.5.2. Interview:-	36
3.5.3. Focus Group Discussions	36
3.6. Validity and Reliability of the Instruments.....	36
3.6.1. Validity of the Instruments.....	36
3.6.2. Reliability of the Instrument.....	37
3.7 Procedures for Data Collection	38
3.8 Method of Data Analysis	38
3.9 Ethical Consideration	38
CHAPTER FOUR.....	40
DATA ANALYSIS AND DISCUSSION	40
Introduction.....	40
4.1 Characteristics of Respondents	40
4.2 Analysis of Decision Making Practices of School Leaders	42

4.3 Analysis of the Role of the Teachers in the Decision making Practices in the school ...	56
4.4 Analysis the Roles of PTAs in Decision Making.....	60
4.6. Analysis of Strategies to improve Quality of Decision Making process.	66
CHAPTER FIVE	71
SUMMARY, RECOMMENDATIONS AND CONCLUSION.....	71
5.1 Summary	71
5.2 Conclusion.....	74
5.3 Recommendations	75
Recommendation for school leaders	75
Recommendations for Woreda Education Offices and Zone Education Department.	76
References.....	77
Appendix A.....	80
Appendix B.....	87

LIST OF TABLES

Table 1. Demographic characteristics of respondents	41
Table 2 Analysis of Decision Making Practices	43
Table 3. The response of Teachers on Decision making skills of school leaders	47
Table 4: The Responses of Respondents on Availability of Information and Data to Concerned Bodies	50
Table 5: The perception of the Respondent's on Timely Decision Practices	53
Table 6: The perception of Teachers on Clarity of decision practices	55
Table 7: Analysis of Decision Making roles of Teachers	57
Table 8: Analysis of Teacher's Response on the Role and PTAs in Decision making	60
Table 9: Analysis on the Challenge of Decision Making process in the school	63
Table 10: Analysis of respondent's views on Strategies to improve Quality of Decision Making	67

ABSTRACT

The purpose of this study was to assess the decision making process and its influence on school effectiveness at secondary schools of northern sidama zone. To conduct this research mixed method was employed. In this study descriptive survey research design was employed to assess the decision making process and its influence on school effectiveness at Northern Sidana zone. The data were collected from five selected government secondary schools. From the total number of teachers 399, 199 (49.87) were selected using simple random sampling method and 14 /100%/ of school principals were selected through comprehensive sampling method, while 35 PTAs 4 supervisors were selected by comprehensive sampling techniques. Therefore, the total sample size of the study was 252. To collect data from the respondents questionnaires, semi-structured interview and focus group discussion (FGD) was employed. Questionnaires were used to collect data from the teachers and interview was held with the school principals. Furthermore, FGD was done with PTAs and supervisors of the schools. The quantitative data were analyzed using descriptive statistics such as frequency, percentage, mean and standard deviation while qualitative data were analyzed using content analysis approach. The result of the study showed that, the decision making process in secondary school of northern sidama zone is founded less effective to implement the activities of schools. Processes of decision making were individualistic and there was less delegation of power and authority to the subordinates or stakeholders. The study also indicated that PTAs have less involvement to decision making process in the school. There were several factors that made decision making process ineffective. Some of factors that influencing decision making process includes:- lack of transparency and fairness, problems of data provision and dissemination of information timely to concerned bodies, lack of effective communication skills of the school leaders, Weak linkage and collaboration between schools and community members as well as lack of awareness of PTAs on decision making process in the school were the major challenges that negatively affects decision making process in the school. To alleviate the above mentioned problems it is recommended that school leaders need to be focus on maintaining transparency and fairness in school activities to their subordinates, it would be wise if Woreda Education offices and school create awareness for PTAs and school communities on how they can play their roles in decision making process, Woreda Education offices and Zone Education Department are should provide information and data timely to concerned bodies in general and for school leaders particularly and the school leaders ought to make the school environment supportive and that motivate and encourage involvement of stakeholders in decision making process in the school. It was founded that school leaders were lack of skills of decision making in the school, it is also recommended that, WEO should give training for the school leaders that can empower them to make effective decision in the school.

CHAPTER ONE

1. INTRODUCTION

This chapter presents background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, operational definition of key terms and organization of the study.

1.1 Background of the Study

Decision making is one of the most important activity in which school administrators involve daily. The success of a school or school district is critically linked to effective decisions. Because decision making is so important and can have such significant effects on the operation of schools, it has been suggested that administration is decision making (March, 2010). It would be a mistake however, to conclude that only administrators make decisions. Increasingly, important decisions are being made in schools by non-administrative personnel. Thus, while decision making is an important administrative process, it is fundamentally a people process.

Decision making is a solution selected after examining several alternative choices because the deciders forces that the course of action he selects will be more than the others to further his goals and will be combined by the fewest possible unpleasant consequences (Ramaamy, 2003).

According to Bazerman (2007) decision making is response to a situation comprehend judgments, expectations and evaluation. It is the consequence and human process involving both individual and social phenomena based up on factual and value premise which conclude with a choice of one behavioral activity from among towards some desired state of affairs (Hamilton and Knoche, 2007). (Gamage and Pang (2003)) also defined decision making as the process through which individual, groups and organization choose courses of action to be acted up on including not only the decision, but also the implementation of that decision to take a particular course of action. They explained that decision making produce the policies which lead to established values and guidelines for organizational decision, for this reason, they point out that the

organizational structures that are created the purpose of empowering them to make decisions, relating to the areas or units that came under purview of that structure or position.

However, for Ramasamy (2003) decision making is a direction to others to do or not to do particular activities. Decision making is a key function of management and an essential task for the effectiveness and academic achievements of student's. The success of decider depend up on the quality of decision the act in work process which lead to attainment of organizational goals. Decisions are base for realization of the implementation of management objectives (Drucker, 2011,).Devolution to decision making authority to school led to involvement of parents, teachers, students and community representatives. This help to lower teacher's absenteeism, more teachers work hours, more homework assignment and better parents -teacher relationship (Degrauwe,2011).

In some Asian countries, like Malaysia, school management has improved because it involves all stakeholders 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 have played a role in improving students' achievement (Naidoo,(2005).Another advantages involving communities in school decision making is that it creates a great sense of ownership, moral and commitment among stakeholders. Decision that are made at context local level are debatably more responsive to specific issues related to school Dunne et al.(2007).

Currently, Ethiopia has shown a commitment to strengthening school leadership system. In both ESDPV and GEQIPE, School based management is one the pillars of program interventions to improve participatory decision making in both primary and secondary schools (MoE, 2008). The policy empowers the head teachers parents and community representatives (KETBs), Parent-Teacher Associations (PTAs) to participate in decision making on school performance and students achievements(MoE,2009).This helped to improve the relationship between school and communities. The kebele administration plays a vital role in making parents and communities aware of new education policies. In lines to ESDPV and GEQIP, School Improvement Program (SIP) also gives high

emphasizes on school based management and decision making which involves teachers, parents, communities representatives (MoE,2009).This enabled schools able to increase enrolment, reduce-dropout, increased parents and communities participation (MoE and USAID,2008b).

It was recognized that despite the increased attention given to devolving decision making process to local level, in practice, quality of decision making on school management in secondary schools in Sidama Regional state Northern Sidama Zone is remained ineffective and inefficient, (Sidama Regional State Education Bureau Annual report 2022).

The school managers were unable to implement the government program due to lack of clarity of deciders, inappropriate people sitting at the table, clear criteria for deterring the best decision making process. Therefore, the purposes of this study is to assess decision making process and its influence on school effectiveness in secondary schools of Northern Sidama Zone.

1.2 Statement of the Problem

In Ethiopia, the new education policy and its consecutive action plan give special attention for the necessity of decision making authority and power of school based management to various levels, comprising principals, teachers, supervisors, students' parents and representatives of local communities(MoE, 1994). Devolution of decision making authority to the Woreda level was expected to strengthen Woreda level educational institution, to offer better local governance, to promote accountability and to improve community participation (MoE, 2005).The involvement of teachers, administrative workers, students, parents and other stakeholders and the community at large in one or another way is very important to sustain the school as effectiveness and the success of students achievement. The principal must invite subordinates even to share control which provides them with inputs in decision making that will affect the way they perform their responsibility.

The parents, students and community should participate actively in school leadership through their representatives (MoE, 2006).

However, as to Huber and West(2008) the challenges for principals today is to move from bureaucratic system marked by shared problem solving and decision making. Brown (2010) proposed that the primary approach to current school leadership is still based on a technical-rational perspective that promote hierarchical structures with its clearly defined roles and communication channels that prevented substantive principals collaboration among school stakeholders. In supporting this statement the FDRE education and training policy and its implementation identified that leadership in secondary education is found to be less than satisfactory in performing technical management, building school culture and attractive school compound, instituting collaborative decision making process and school management for teachers, students and parents creating orderly school environment by clarifying duties, responsibilities and being skill full in human relation and communicating with different stakeholders (MoE,2008).

Moreover, secondary schools are greatly suffered by the absence of good organizational structure that invites stakeholders, poor management skill and capacity of leaders to implement quality decision making culture. Harris and Muijs (2002) state that, “one of the main barriers to teacher leadership concern the ‘top down’ leadership model that still dominates in many schools. For example Clear (2005) from his research identified the following challenges of school leaders and managers regarding decision making process on school :- lack of clarity between teachers and school leaders, lack data and information handling skills , decision practices was highly dominated by school principals, norms or expectations to collaborative decision are not developed organizational structures inhibits involvement, the type of design and scale of particular innovation creates for more costs than benefit in the eye of teachers all these led them to resist change.

Regarding Ethiopia, there are some evidences that indicate decision making process in school was not effective. Various studies,(example, Berhe,2009 and Workneh, 2011) have been conducted nationally on issues related practices and challenges of decision making on school based management, however most of them are different in numerous ways from the current study. For example, a study by Berhe, (2009) entitled as practices and

challenges of collaborative decision making on school based management in selected private secondary schools of Addis Ababa and by Workneh, (2011) entitled as practices and challenges of decision making of principals in some selected primary schools of Bale Zone are two prominent studies in two different regions, Oromia and Addis Ababa respectively. They concluded that the practices of decision making were not effective.

The above studies identified the following four factors that influence decision making quality of school leaders, namely, lack of clarity about core role of school leadership and limited management capacity of principals, shortage of human, material and financial resource poor data and information management and poor school organization. However, they were different from this study in three ways, firstly, their sample of study was school principals only, second the methodology they emphasized was qualitative ,whereas this study will include principals, teachers, supervisors, and PTAs as sample of study and the methodology that will be employed to this study is mixed method, thirdly, the previous study focus area was private second cycle school, whereas this study focus on secondary schools of government in Sidama Regional state of Northern Sidama Zone.

In addition, 2022, Sidama Regional State Education bureau Annual report, indicated that, teacher's dissatisfaction and turn over, students discipline problem, conflict between teachers and teachers, student with teachers, teachers with governance and staff with members of management caused by due to inefficient and ineffective decision made by school leaders.

These indicate that the process of decision making is now becoming the critical problem of most secondary schools of the Sidama Regional state. Moreover, the researcher have long work experience around this area in teaching. There was the problem of making decisions on over all the school issues, there was unfair decision and ineffective decision making process. Due to this there was conflict between staffs and the school community. Thus, the researcher interested to conduct the study on title called assessing the decision making process and its influence on school effectiveness in secondary schools of Sidama Regional state Northern Sidama Zone.

Research Questions

To achieve the mentioned purposes, the following research questions were stated in secondary schools of Northern Sidama Zone.

1. What were the existing decision making process in secondary school of Northern Sidama Zone?
2. How do the stakeholders play their roles in improving school based decision making process in secondary schools of Northern Sidama zone?
3. What are the challenges of decision making process in Secondary schools of Northern Sidama Zone?
4. What strategies should be employed to overcome such challenges of decision making process in secondary schools of Northern Sidama zone?

1.3 Objectives of the Study

This study had both general and specific objectives.

1.3.1 General Objective

The general objective of this study is to assess decision making process and its influence on school effectiveness in the secondary schools of Northern Sidama Zone.

1.3.2. Specific Objectives

1. To explore the existing decision making process in secondary schools of Northern Sidama Zone.
2. To describe stakeholders play their roles in improving decision making process in secondary schools of Northern Sidama zone.
3. To examine the challenges of decision making process in secondary schools of Northern Sidama Zone.
4. To suggest possible strategies to be employed to overcome challenges of decision making process in secondary schools of Northern Sidama zone.

1.4. Significance of the Study

The researcher believes that conducting research successfully on the problem under study may help those who are working for school improvement. Therefore, this study may:-

- Serve as a feedback for principals and other members of the school to minimize the problems of quality decision process of school based management.
- Help the Woreda education offices by providing inputs for their effort to reduce the problem of school based decision making process in school.
- The finding of this research may help Northern Sidama Zone Education Department to scale up good decision making process and it helps to understand a challenge that resists the effectiveness of the decisions.
- Contribute to the body of knowledge as empirical evidences for other researcher to serve as an input on this topic.

1.5 Delimitation of the Study

Geographically the study was delimited to public secondary schools in Sidama Regional state of Northern Sidama Zone.

The researcher's long year services as teacher and principal in the zone, and thereby his better experience of its socio -cultural and geographical setting is another reason to select it for the study.

The conceptual delimitation of this study was, the study emphasis only on assessing decision making process and its influence on school effectiveness. The other issues were not included.

Methodologically this study is utilized mixed method.

The time delimitation of this study was from November 2023 to November 2024.

1.6 Limitation of the Study

Any study cannot be free of a limitation and this study is also not exceptional. The following are the major limitations encountered. Reliance of respondents to participate in study was one limitation. However, to minimize that limitation, the researcher properly ensured the respondents' confidentiality. Another limitation was some of the principals, teachers and PTA members were busy and had no enough time to fill the questionnaires, interview and taking part in focus group discussion; and they were creating delaying tactics by giving appointment for various reason. The condition made the researcher consume more time than previously allocated for data collection. Moreover, another limitation to the study was scarcity of resources, shortage of budget.

1.7 Operational Definitions of key Terms

Collaboration: is the culture of working together by school governance.

Decision making:- is decision making the process of consciously selecting the most suitable way of action to solve or handle particular problem after various alternatives course of action have been considered at achieving the set goal.

Secondary schools: - Government schools established to deliver the secondary education of grade 9-12.

Parent-Student Teacher Association in this study refers to governing body that manages the school on behalf of parents.

1.8 Organization of the Study

The study was organized into five chapters. The first chapter dealt with introduction, covering background of the study, statement of the problem, objectives, scope limitations and significance of the study. The second chapter reviews relevant literature formulate the conceptual frameworks of this study, while the third chapter explains research methodology and design of the study. The fourth chapter addressed the presentation, analysis and interpretation of data and the last chapter dealt with the summary, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction: This chapter provides a comprehensive review of the related literature on different aspect on decision-making process. It comprises concepts, nature and obstacles that hinder decision making process in school.

2.1 Concepts of Decision Making

Different educational Practitioners and scholars were defined the concepts of decision making in different perspectives. According to Johnson and Kruse (2009) decision making is a conscious choice made between two or more competing alternatives to achieve particular set of goal. Supporting this views point Brown (2005) defined decision making as conscious and human process involving both individuals and social phenomena based upon factual premises which concluded with choice of one behavioral activity from desired states of affaires. According to these authors decision making is a choice one best action to achieve particular set of goals. However as Byrnes (2011) decision making is a response to a situation comprehending judgments, expectation and evaluations. Similarly, Brook over cited in (Bazerman, 2007) defined decision making as a well-balanced judgments and commitment and intellectual process which involves selection of one course out of many alternatives. As to this author decision making can be judgments and commitment used to select one course of action to achieve particular goal. According to Simon (1950) decision making is the heart of administration and the task of the deciding pervades enter administrative organizational work.

As to this author decision making is the process of determining the whole administrative systems. In general, decision making is all about the process of selection and a choice of suitable course action to solve or handle particular problems after various alternatives has been considered to achieve specific goal and objective. While decision is made at all level of organization, school principals are paid to be a leader of school decision making process. The decision making process of the school principals affects performance of a

school and the welfares of its stakeholders, parents, students and community as whole (Lunenbourg,(2010).

2.2 Models for Decision Making

2.2.1 The Rational Model

The rational manager view assumes a rational and completely informed decision maker (“economic man”) as described by new classical micro economic theory around the middle of the previous century. The process of rational decision making comprises a number of steps such as intelligence or finding occasion for making decision, designing course of action, choosing a particular course of action from those available and review or assessing past choices Simon (1997).

In classical or perfect rationality methods of decision analysis are used to attach numerical values or utilities to each of the alternatives the “choice” phase.

The alternative with the highest utility (or maximum subjective expected utility) is selected. When using the rational model in this fashion, it is assumed that managers “know of all possible alternatives, know the consequences of implementing each alternatives, have a well1-organized set of reference for this consequences and have the computational ability to compare consequences and to determine which preferred.”

2.2.2 The Model of bounded rational

The “satisfying” process oriented view is based primarily on Simon's (1979) work on bounded rationality, admitting that the rational manager does not always have complete information, and that choices are not always required. According to Chase, (2005) "human rational behavior is shaped by scissors to blends are the structures of task environments and the computational capabilities of the actor”. These scissors cut the problem space in to a much small area that is feasible to search. Hounded rationality is characterized by the activities of searching and satisficing. Alternatives are searched for and evaluate sequentially. If an alternative satisfies certain implicitly

or explicitly stated minimum criteria, it is said to “satisfice” and the search is terminated. The process of searching might be made easier by the identification of regularity in the task environment (Ibid). Also Simon has been highly acclaimed for the theory of bounded rationality, it still describes (albeit constrained) rational behavior. For this reason, a number of researchers, such as Humber (2004). Das and Teng (2007) do not distinguish, between perfect and bounded rationality in their classification of decision making models.

2.2.3 The incrementalist View

The logical incrementalist view involves step by step process of incremental actions and keep the strategy open to adjustment under Lindbloms (2008).

Disjointed incrementalism (“muddling through”) marginal, feasible changes are made, working from status quo to solve existing problems rather than towards goals.

2.2.4 The Political View

The political view sees decision making process as a personalized bargaining process, driven by the agendas of participants rather than rational processes people differ on the organization's goals, values and the relevance of information. The decision making process never ends, but remains a continuous battle between different coalitions. After one group wins a round of the battle, other parties might regroup or even more determined to win the next round. Influence and power is wielded in a deliberate manner and to further self-interest. The goals the coalitions are defined by self- interest rather than by what is good for the organization as whole.

2.2.5 The garbage can Model

The garbage can model view describes decision making in an “organized anarchy” and is based on the work of Cohen. March and Olsen (2001). Like the political view it assumes a pluralist environment with multiple actors, goals and views.

The garbage can model emphasizes the fragmentedness and chaotic nature of decision

making in organizations, rather than deliberate manipulations implied by political view. In the garbage can model, “a decision is an outcome or interpretation of several relatively independent streams in an organization. The streams of problems (looking for solution and opportunities to be), of solutions looking for issues to which they might provide answer (whose attention is divided and who come and go). Meet each other at a choice opportunity, symbolized as a garbage can. When a decision is made the garbage can is removed. This might happen without having solved all or some of the associated problems in the garbage can. Since the participants are the ones generating the garbage, or problems and solutions, the decision made is total dependent on the make-up of the team of participants in the can.

2.2.6 The organizational Procedures view

The organizational procedure view seeks to understand decision as the output of standard operating procedures invoked by organizational subunits (March. 2007). Huber (2004) names this view the "program model" indicating that the decisions are pre-programmed in existing procedures as well as the routinized thinking of people involved. On the other hand, Krabuanrat and Phelp (1998) regard this view a positive light namely as the use of codified organizational experience

2.2.7 The Multiple Perspectives Approach

Mitroff and Linstone (2008) propose the multiple perspectives approach to decision-making as an attempt to sweep in all possible perspectives on a problem.

The multiple perspectives view classifies perspectives as either being technical, organizational, or individual in nature. Analytic models that collect data as a basis of understanding the system would all fall under technical perspective. Apart from the technical, organizational and individual views, Mitroff and Linstone (2008) advice that ethical and aesthetical perspectives should also be kept in mind .Even if a decision makes sense from technical perspective or if a particular group of organizations endorses it, the decision might not be ethical.

2.3. Types of Decision Making

2.3.1 Programmed Decision Making:-

Programmed decisions are made in routine, repetitive, well-structured situations with predetermined decisions rule. These may be based on habit or established policies, rules and procedures and stem from prior experience or technical knowledge about what works or does not work in a given situation. Programmed decisions are best in highly structured environments with established goals and channels of information. Because of the high structure, it's possible to set up a rule that states an action will take place once a certain condition has been reached. This streamlines general, repetitive, and frequent decisions (Nooraie, (2006).

2.3.2 Non-programmed Decision Making:-

Non-programmed decision making applies to specific concerns and infrequent decision so that no rule can guide decisions. Non-programmed decision making is reactive rather than proactive. Because the problems are more difficult to anticipate, each problem has to be dealt with as it occurs (Latif, (2010).

2.4 Factors Affecting Decision Making Process

2.4.1 Decision Making Approach

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

2.4.2. Incorrect Timing

In decision making, the problem is not merely of taking a correct decision. It is also of selecting appropriate time for taking the decision. If the decision is correct but the time is inopportune, it will not serve any purpose. For instance, if the manager wants to decide

about introducing a new product in the market, he should take the decision at a correct time. Otherwise, he may lose the market to his competitors (Saaksh, 2008).

The concept of time management and decision making cannot be separated. They work interwoven. Its practice execution in all level of management varies to from one individual to the other as well as from one organization to another. It is a fundamental asset and an important factor in decision making (Ibid).

2.4.3. Organizational Structure

Organizational structure came about to simplify decision-making process. The typical organizational chart depicts a hierarchy of authority. Every manager cannot able to function effectively without proper authority. It is genesis of organizational framework. It is an essential accompaniment of the job of management.

Without authority, a manager ceases to be a manager, because he cannot get his policies carried out through others. Authority is one founding stone of informal and formal organization. An organization cannot survive without authority. It is indicates the right and power of making decisions giving orders and instructions to the subordinates (Harvard Business Essential series,(2011).

2.4.4. Decision Making Confidence

Decision making confidence is relevant to the relationship between manager's uncertainty and information seeking within organization. Manager seeks information before deciding is to raise the confidence level and reduce uncertainty to concerning their managerial decisions (Hansen, (2009).

The more uncertainty or the lower confidence level the individual exhibits, the more likely they will be to seek out more information. The empirical research indicated that decision making confidence affects perception, interpretation, use of data, and ultimately the outcome decision (Lanzetta, 2009).

2.4.5. Decision Making Skills

Decision making skills should accelerate gaining knowledge that will make our choice more effective Skills include using a decision making process that provides consistent set of steps leading to decision outcome while avoiding common decision traps and thinking errors, approaches for values and needs identification such as stakeholders analysis candid self-reflection; discovery and creativity skills that can help identify or generate decision's alternatives, imagination and visualization and used to envision possible future consequences of alternatives solutions; information, data gathering and observation methods that enable evaluation of solution options; Assessment of risk, uncertainty and application of probabilistic analysis to the likelihood of outcomes collaboration, communication, cooperative learning, negotiation, and active listening needed for effective group decision making, manage emotion and perception issues helps to increasing objectivity in stressful decision situations(Kiwan,2013).

2.4.6. Incomplete Information

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

2.4.7 Un-supportive environment

According to March (2010) the environment physically and organizational that prevails in an enterprise affects both the nature of decisions and their implementation. If there is all round goodwill and trusts and if the employees are properly motivated the manager

encouraged to take decisions with confidence. On the other hand, under the opposite circumstances he avoid decision making. In the decision to trust, Hurley (2007) explains how this new culture of cynicism and distrust creates many problems, and why it is almost impossible to manage an organization well if its people do not trust one another. Without this illusive, important ingredient organization cannot attract or retain top talent (Saakish, 2008).

2.4.8. Non-acceptance by Subordinates

In subordinates have a stake in the decision or are likely to be strongly affected by it, acceptance will probably be necessary for implementation. On the other hand, subordinates may not really care what decision is reached. In such situations, acceptance is not an issue. Democratic leadership style which encourages subordinates to suggest, criticize, make recommendations or decide up on policies or projects is an effective device for gaining their acceptance and commitment (George, 2013).

2.4.9. Ineffective Communication

Another important problem in decision making process is the reflective communication of a decision. This makes implementation difficult. The manager should therefore, take care to communicate all decision to subordinates in clear, precise and simple language. Effective communication skills are essential for success especially when a decision has to be made. Every manager should be looking to improve their decision making skills and communication skills (Fong and Kwok, 2005).

2.4.10. Lack of Accountability

Every subordinates manager is accountable for the job assigned to him. He is supposed to complete the job as per the expectations and inform his superior accordingly. Accountability is the liability created for the use of authority. It is answerability for performance of the assigned duties. Accountability is the obligation of an individual to report formally to his superior about the work has done to discharge the responsibility (Nooraie, 2006). When authority is delegate to a subordinate the person is accountable to the superior for performance in relation to assigned duties. If the respondent does a poor

job, the superior cannot evade the responsibility by stating that poor performance is the fault of the subordinate. A superior is normally responsible for all actions of group under his supervision even if there are several layers down in the hierarchy. Simple stated accountability means that the subordinate should explain factors responsible for non-performance or lack of performance. They need proper consideration while introducing delegation of authority within an organization (Javoilehto, 2015).

2.4.11 Lack of Transparency

Decision making process should be open, transparent "trust to relationship is like water to the roots of a plant". Lack of transparency in organization leads to uninformed and poor decision making. This generate doubt and uncertainty, leading to loss of faith and trust, damaging everyone involved ultimately sub optimizing outcomes (Gordon, 2013)

Lashway (2010) suggested that deciders need to focus on creating and maintaining transparency in their actions and decision making.

Leadership transparency is the term denotes the challenge of creating interactions that are open, obvious, manifest, frank, and sincere, straightforward, undisguised, self-explanatory and candid. The degree of opaqueness versus transparency in the interactions of leaders and institution can be taken as a measure of the degree of the enterprise's level of disease versus healthy, brittleness versus resiliency, fragility versus robustness and doubt-generation versus trust. The level of transparency then becomes a barometer for health and vitality in management's leadership and business (Vegas, 2007). To create leadership transparency requires a number of critical elements. One of the most significant is working to make the decision making process open and minimizing any form of opaqueness. This requires communicating to key stake holders the decision making criteria to arrive at conclusions (Lanzetta, 2009).

2.4.12 Organizational politics

Decision-making in any organization has to a political process. This is true because any leaders have to have the support of his subordinates if a policy is to be carried out properly. Individuals make decisions that impact other people inevitable have to engage

in politics and the calculation that follow. One group of the people benefit and other group do not. This makes the process of decision-making as a political one as those in the position of power have to navigate between which groups make sense to highlight and which to feel not as empowered (Lunbeburg, 2011). Perhaps, this is deliberate on the part of those who make the decisions or a side effect that has to be balanced out with the next decision to be made. Politics play a huge role in organization from governing how decisions are made to and how employees interacting one another. In organization big and small, impact of politics depend on whether employees use positive or negative power to influence others in the work place.

2.5 Strategies to Improve Quality of Decision Making process

2.5.1 Understanding the Context

Firstly one needs to understand one's environment, or decision making context. Successful approaches include a deliberate classification of people, situation or organizational processes into existing frameworks, being sensitive to people's systems, a sensing organism that attempts to respond to what is inside a manager's head, and the use of gut feel or intuition (Russo and Schoemaker, 2011).

2.5.2 Packaging Information

Decision makers are typically over loaded with information needed to be guided towards the message one wants to communicate.

The decision makers may be requested a thick report, but this is not necessarily to base decision on Packaging information in more visually appealing and digestible can assists in getting across a written message. Verbal communication process should also receive attention. Communication is two ways in this context, decision maker should keep the following questions in mind: Am I listening and responding to subordinates real need or Am I focusing on what I have to decide? How do deciders attract people's need and interest? (Burn, 2010).

2.5.3 Data Driven Decision

According to Gupton (2003), data driven decisions and research based strategies must be more than the stuff about which articles are written if school leadership is ever to be instructionally focused. Instructional leaders must understand what data is important, the multiple sources of relevant data alternative methods of assessing and analyzing data as well as using the results to make sound decisions which are all important aspects of maximizing data to improve teaching and learning (Ibid). The concept of data based decision making has been transformed into complex and endeavor suggesting the need for a certain level of expertise to engage in the process" (Cramer, Little, and McHatton, (2014). Cramer et al (2014) further states that data-based decision making is a foundation skill to school decision making process.

2.5.4 Commitment

Organizational decision commitment refers to an attitude that reflects the strength of the decision linkage between deciders and school performance. The level of commitment has implications as to whether a person would make effective decision with an organization (Latif, (2010). It is decision makers feeling in a sense of integration to the organization and commitment level towards the objectives of organization. This reflects the relative strengths of an individual's identification and involvement with an organization and to act in a way to meet the organizational goal and interests. It is commonly believed that committed leaders will work harder be more likely to go the extra mile to achieve organization objective (Abu-Hussain, (2011).

2.6 School leadership and Decision Making

The organizational arrangements for schools have changed significantly over time due to profound changes within the societies they serve. While school context and system level differences have differential implications for the exercise of school leadership across countries, a number of global trends have impacted on schools across OECD countries. Very broadly, over the past decades, school leaders in OECD countries have evolved from practicing teachers with added responsibilities, to head teachers and bureaucratic administrators, to professional managers and, in some countries, to leaders of learning.

This section gives a short overview of the major trends in educational governance which have shaped school leadership over time.

2.6.1 The industrial model of schooling:

Bureaucratic administration before the advent of mass primary and secondary education, schools had most commonly been run by a teacher with added supervisory responsibilities for buildings, students and staff (OECD, 2001b). The position of principal emerged with the development of public schooling as an essential social service in industrializing economies in the second half of the 19th century. Increased industrialization and the accelerated need for workers with basic education required more systematic school organization, which resulted in the appointment of a part-time or full time administrator at the school level. In the early 20th century, schools were designed to fit industrial models of efficient production.

According to OECD (2001b) “the organization and content of schooling in many ways reflected industrial development. Just as factories were organized as branches of a larger enterprise conforming to predetermined common standards, so public education came to follow a supervisory style with anticipated outcomes and the principal in the role of branch manager. In the bureaucratic management systems predominant throughout most of the 20th century, the principal held overall responsibility for the operation of an individual school within a wider system run by the central bureaucracy (Aalst, 2002).

The roles within the school were quite clearly delimited. Teachers operated in relative isolation from each other and the principal’s role was most commonly conceived of in terms of bureaucratic administrator or head teacher, or some combination of the two. The bureaucratic administrator was seen as responsible for the overall operation of the school or implementation of the school project. This individual was responsible for overseeing compliance with national, state, or municipal legislation, regulations and guidelines and was accountable for the use of resources. The head teacher was seen as *primus inter pares*, first among equals. This person retained a greater or lesser degree of teaching responsibilities and handled the nonteaching tasks of managing resources and communicating with parents and other elements of the education system. Collegial

relationships were prized, in the sense that teachers were considered the instructional experts and left to their own, rarely disturbed in there.

2.7 School Management and Decision-making in Ethiopian Government Schools

This section reviews general literature on the significance of management for improving decision-making process at school level. It highlights the extent to which devolution of decision making authority to schools helps in the further decentralization of school management.

2.7.1 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 (J. 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 (J. Naidoo, (2005).

Researchers have identified some benefits of decentralization for critical decision-making at school level. First, as Dunne et al. (2007) have 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 (Dunn, et. al. (2007).Second, decentralization leads to a change in school management. Many African countries, for example, regard decentralization as a means for management restructuring (Dunne, et al. (2007).

In many developing countries the school administration is a combination of Head teacher, teachers, school administrator, 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). Third, the decentralization of school management can make decision-making more democratic and lead to improved efficiency and effectiveness. The expansion of good governance and democracy to schools requires the involvement of stakeholders such as policymakers, teachers, students, parents and community members (Naidoo, (2005). Vegas, (2007) describe the effects of devolution of decision-making authority to schools as follows:

School-based management reforms that devolve 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. Devolution of decision-making authority to schools in Central America has, in many cases, led to lower teacher absenteeism, more teacher work hours, more homework assignments, and better parent-teacher relationships. However, while decentralization may be a goal of many education reforms, research from many developing countries indicates that decentralization policy does not necessarily produce the expected outcomes (Dunne et al. 2007).

Some of this challenge is discussed below. On the one hand, decentralization has not devolved power and control over education management, financial administration and teacher management to the school level. Studies in some African countries, for example, indicate that decentralization is loaded with bureaucratic bottlenecks (De Grauwe et al. 2011).

Furthermore, in many developing countries, the shift to decentralization as a way of improving service delivery has been initiated because of pressure from international organizations. It is not an internally driven force that will bring realistic outcomes in the system (De Grauwe et al. 2011). Another challenge is that problems such as poverty, difficult sociopolitical situations and limited economic opportunities have prevented decentralization from bringing about the desired outcomes in local contexts (Dunne et al. 2007).

2.8 The role of teachers in promoting key decision-making process

In this sub-section, the paper discusses literature on the contribution of teachers to the strengthening of school-based management. It provides an account of how teachers play a part in the further decentralization of decision-making at school level. The role of teachers is one of the factors in the success or failure of the education system at school level. Teachers play an important role in financial administration and staff management. In Malaysia, the teacher and assistant teachers play vital roles in the management and administration of financial and material resources (Kandasamy and Blaton,(2004: 17 46–7). Teachers are very important for improving teacher management and teacher motivation and for improving students’ achievement (Mpoksa and Ndaruhutse, (2008: 11). It is argued that the important elements in the teachers’ managerial skills include a good educational background, ability to create a good work environment, public relations skills and the ability to communicate well with stakeholders. These elements can be considered as the essence of educational management (Luck 2011; J. Naidoo, (2005). Effective management of schools may lead to improved performance and productivity. Therefore, head teachers can make a key contribution to the creation of a conducive environment for the staff to achieve these things (Luck, (2011: 3). The growing interest in strengthening education management at school level can support this process (Gottelmann-Duret 2000: 42).

2.8.1 Rational for Involving Teachers in Decision Making process

Teacher involvement in decision-making has been advanced for a variety of reason. Most often, participation is thought to enhance communication among teachers and

administrators and improve the quality of educational decision making, it also thought that participation may contribute to the quality of teachers “work life” (Algoush, 2010 p.18) Furthermore, because teachers have an opportunity to be involved in and to exert influence on decision –making processes, their participation is believed to increase willingness to implement them in class, hence to promote educational productivity (Griffin, cited in Somech, 2010). Participative decision–Making has been identified as an important contributor to successful educational management. It is not only facilitating implementation of decision but also leads teacher to feel respected and empowered. Moreover, such participation builds trust, helps teachers acquires new skills, increase school effectiveness and strengthens staff morale, commitment and team work (Lashway 1996, cited in Gardian and Rathore. 2010). The participation of teachers in decision –making was perceived as forgoing links between administrators and teachers (Sergiovani, 1992, p.345). The important decision–making in educational organizations has been recognized as a key function required by administrators. In school where a clear commitment in students learning is apparent, made teacher participatory decision making is crucial to the overall effective operation of the school (Pashiardis, 1994). Mangunda (2003) also state that “participative leader ensures that members in organization take ownership of the decision, and are willing to defend decision take through collaborative means” (p.48). This means that participative management results in a great sense of commitment and ownership of decisions. In most cases the responsibility for obtain school objectives depends on teachers. In this regard Mohrman et al. (1992) states that, participation of teachers in making decision enables higher quality products and services, less absenteeism, less turn over, better problem solving and less management over head- in short, greater organization effectiveness (p.347). In addition, Pashiardis (1994) suggest that, “increasing amount of teacher participation in making decisions and extending their involvement in the overall decision process in order to make school policy and management more responsive to societal needs” (p.14). Moreover, it has been noted that the relationships which increased teacher participation in decision –making may have with a number of important school variables. These relationships have been studied in terms of teachers“ affect work out comes including their job satisfaction, organizational commitment, and role conflict and role ambiguity. Hoy and miskel, (1990) found that,

participation of teacher in decision-making is positively related to individual teacher's satisfaction with the profession of teaching. Ivancevich et al, (1990) also noted that teachers' participation in decision-making process may lead to higher level outcomes satisfaction and efficiency while decision made unilaterally do not contribute to the development or change of the school performance group is preferable than one individuals. As argued by McEwan, (1997), group decision can bring more resource to many decisions than a single individual. Different people bring a variety of information, ideas, and viewpoints. Moreover, group decision helps to facilitate the identification of creative and innovative solution to the problems through participating staff members.

2.9 The role of communities and parents in school decision-making process

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 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: 20). An important achievement has been observed in South Africa in this regard, since school-based governance is often integrated with participatory decisionmaking (J. Naidoo (2005: 41). Another advantage is that decentralization empowers communities to mobilize resources (Dunne et al. 2007). In Ghana, for example, decentralization helps to enhance the efficiency of school management and accountability (Dunne et al. (2007: 9). Third, decentralization motivates parents to show greater interest in their children's education. In some cases, the functioning of local education offices was financed by communities (Dunne et al. (2007: 11). According to De Grauwe et al. (2011), the involvement of parents, teachers, local councilors and education officials in school management can help to promote decision-making at school level, which improves the quality of schooling and students' achievement. However, the implementation of decision-making through the full participation of parents and communities entails challenges. When compared with

teachers and head teachers, community groups do not focus on education matters and this often creates conflict (J. Naidoo (2005: 41).

2.10 Areas of stakeholders' Involvement in Decision-Making process

For the purpose of this sub-heading, the researcher had identified different potential decisional areas for stakeholders to participate. These areas are participation in school external disturbance of teaching learning process (favorable learning condition), school policy, rules and regulations, school improvement programs, school planning, School budget and income generation and students' affair and school discipline.

2.10.1 Favorable learning condition and environment process

This domain mainly focus on two elements: creating conducive conditions to improve school facilities and empowerment of students. The implementation of these issues in the school results in creation of favorable condition and environment of students and the missing parts will be addressed step by step whereby developing their interest for education and improving their capacity of acceptance (MoE, (2011). School learning environment has a physical as well as a relationship dimension (Wilson, (1996). Physically, it refers to all material resources available in the school which a child can see, hear, touch, smell, taste, feel and respond to. Examples are teachers, school children, school buildings, school compound, classrooms, other workers in the school, games and sporting equipment, facilities and fields, recreational facilities, teaching and learning materials, the arrangement of seats and desks in the classroom, ventilation, the nature and position of the chalkboard. The relationship dimension refers to the rapport that should be created among the school administrators and teachers, between teachers and teachers and between teachers and students, as well as between students and students that affects students' affective and cognitive outcomes based on students' perception of classroom learning environments (Howes, (2000). These listed resources comprise the school environment and they influence the physical, mental, social, and emotional and personality, development of school children. Data richness in the school is an important component of effective and improving schools. It is recently found that this factor is strongly related to improvement. However, being data rich does not just mean the

collection of large amounts of data, but also their effective use, so that data can be turned into information as a basis for creating conducive school environment and classroom decision-making (Potter et al., (2002). Schools should collect and consolidate a wide variety of data, including exam results, standardized and teacher made test results, questionnaires and qualitative data. The organization of useful data can be done by leaders and teachers of the school. To sum up, schools principals and vice principals should facilitate the conditions that teachers take part in the creation of conducive learning school environment that improves students learning and the learning outcome.

2.10.2 School Policies, Rules and Regulation In school organization

Policies, rules and regulations are usually set by school members. Because they are the one who carried out the designed policy, rules and regulation. There for the school principals should take in to account while they designed all these. Melaku (2011) states that rather, the school principal relies on a problem decision, of which there are three types; a procedure, rules or policies. A procedure is a series of interrelated sequential steps that principal can use to respond to a structured problem. The only real difficulty is in identifying the problem. Once it is clear, so is the procedure. A rule is explicit statement that tells a school principal what he/she can or cannot do. Rules are frequently used because they are simple to follow and ensure consistency. A policy is a guide line for making a decision. In contrast to rule, a policy establishes general parameter for a decision-maker rather than specifically stating what should or should not be done. Policy typically contains ambiguous term that leaves interpretation up to the decision maker (p.17).

2.10.3 Participation in School Improvement Program

Teachers are the core human resources in the school for the attainment of school improvement goals: students' behavior and learning outcome improvement. They are the real source to weaken or strengthen students learning and changing. So, the true school improvement key is in the hands of teachers. School improvement guideline underline that teachers have to participate in planning, implementation and evaluation processes. So, this part mainly focuses on four school domains and their elements: Learning and

teaching; favorable learning condition and environment; school leadership and management and community participation.

2.10.4 School Planning

An effective planning process is an essential feature of every successful organization. In the case of schools, planning is one of the basic school activities that teachers should involve and be concerned with during implementation. “Planning mean building a mental bridge from where you are to where you want to be when you have achieved the objective before you” (Adaire, (2010, p.27). Teachers’ participation in planning can increase the creativity and information available for planning. It can also increase the understanding acceptance and, commitment of people.

2.10.5 Students’ Affair and School Discipline

Students are the very reason for the establishment and existence of the school and Students’ personnel management is a crucial aspect of human resource management. The rationale why to investigate students’ affair and school discipline is that: create an orderly and healthy school environment; brings about total behavioral change of the student; build positive values within students; increase students’ involvement in management (MoE, (2004). Most students at the secondary school were at the adolescent stage because of this they are easily malleable. They can be affected by peers and real situation in and out of school environment. As a result, they can show some disciplinary problem. Students that exhibit problem not only hinder themselves but negatively affect the learning of other students as well. Therefore, the behavior must be addressed (Thomas, (2002). Same students show a disciplinary problem and that affect the learning and teaching Conditions of the school. Therefore, disciplinary measure used should helped to suppress, control, and redirect such misbehavior i.e. behavior that is aggressive, immoral or disruptive (Alemayehu, (2012) Learning is often hampered or even prevented because of students misbehaving in the class and school compound. In order to tackle such situations, schools have to provide different services. Among the various student personnel services, the ones that are relevant and applicable to our school situation may include: library services, guidance and counseling services, records and file care services.

Teachers play a major role in decreasing inappropriate behavior through the employment of effective instructional activities (Supaporn, (2000). Students born with different talents and have innate ideas and interests that appear in different opportunities. Cocurriculum program is one opportunity for students to demonstrate their talent in the school. Cocurricular activity is a program or out-of-class activity, supervised and/or financed by the school, which provides curriculum-related learning and character building experiences that contribute for the total development of learners (Rehel, (2012). Co-curricular activities are voluntary are recognized as a source of enrichment and vitalization of the school curriculum, these are mainly through the nurturing of hobbies, interests, and growing talents etc.

2.10.6 School leadership and Management

The school leadership and administration play an important role in the coordinating and managing phases due to its vitality for the improvement of student result in schools. As it was stated in governing guide line for the implementation of the School improvement Program (2012), the leadership and administration include the following: director and deputy Director, School leadership committees (drawn from teachers, students, parents and the local community) and Professionals and officials of education outside of the school. These organs are expected to play the forefront role in bringing continuous improvement in schools. In this regard, these organs are the primary responsible ones for the problems and weaknesses at schools and they also play appropriate role in bringing effective practice and experience to seek solution for the problems. In this respect, they should act jointly with the school improvement committee in the formulation of school vision and strategic plan.

2.11. Variables of the study

In research variable is a fundamental concept that refers to any characteristics, number or quantity that can be measured or counted. Variables are essential for conducting experiments and analyzing data, as they help researchers understand the relationships between different factors. (John.W,Sons, Inc.(2005))

2.11.1 Independent Variable

An independent variable is the variable you manipulate or vary in an experimental study to explore its effects. It is independent because it is not influenced by any other variables in the study.

2.11.2 Dependent Variable

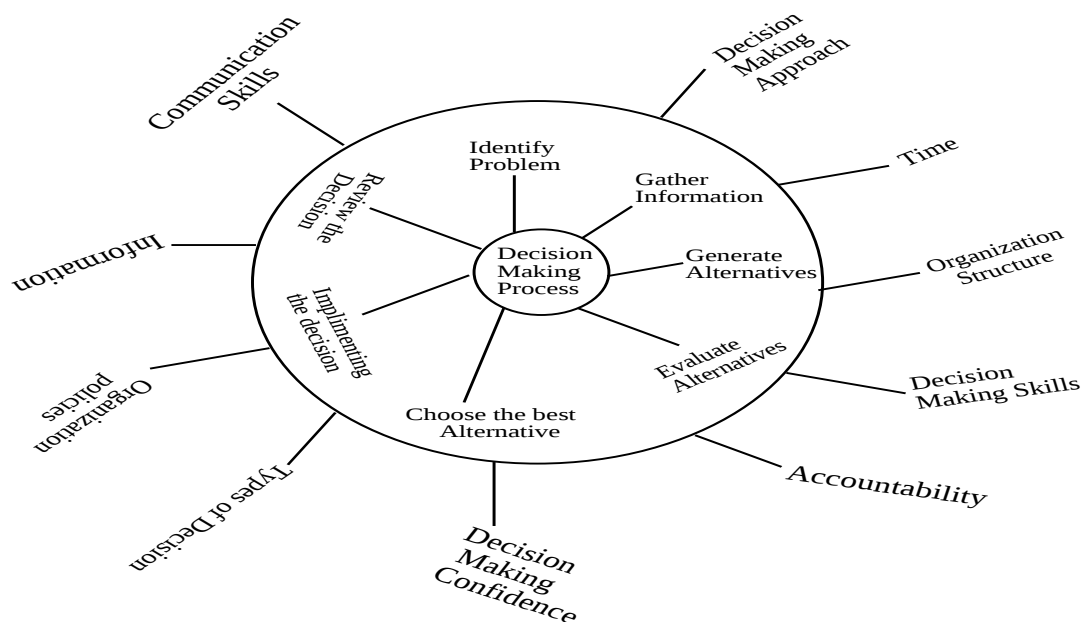
A dependent variable is the variable that changes as a result of the independent variable manipulation. It is outcome you were interested in measuring and it depends on your independent variable.

Independent Variables	Dependent Variables
1. Leadership style ➤ Transformational ➤ Transactional ➤ Servant leadership 2. Stakeholders Involvement ➤ Teacher participation ➤ Parent involvement ➤ Student feedback 3. Data utilization ➤ Use student performance data 4. Resource allocation ➤ Funding availability ➤ Staffing level 5. Professional development ➤ Teacher training program ➤ Continuous improvement 6. Communication skills ➤ Clarity of communication ➤ Frequency of meeting 7. School environment ➤ Collaborative environment ➤ Openness to change 8. External influence ➤ Policies from education authority ➤ Community support and engagement	1. Academic performance ➤ standardized test scores ➤ graduation rates ➤ collage admission rate 2. Teacher performance ➤ teacher retention rate ➤ teacher satisfaction ➤ professional development 3. School climate ➤ student and staff perception ➤ diversity measures 4. Leadership effectiveness ➤ principal evaluations 5. Student well-being

2.12. Conceptual Framework of decision making process

Deciders make decision on a daily basis, addressing everything from day to day operational to strategic issues. Deciders follow the six decision making process to make effective decision (Igram, 2009)). This can be broken down into six distinct steps i.e. identifying the problems, gathering information, generating the alternatives, evaluating the alternatives, choose the best alternatives implementing the decision and reviewing the decision or evaluate the outcomes. In decision making process, each step should be examined at length to practice good decision, but deciders often run through all of the steps quickly when making decision. Understanding the factors that affect decision making process positively or negatively such as, organizational structure, decision making approach, decision making time, types of decision, communication skills, lack of commitment and accountability. When they improperly organized, they will be obstacle to make effective decision. It has been suggested that becoming more aware of these obstacles, deciders able to anticipate and overcome them and make the better decisions.

Figure 1 indicates the relationship between decision making process and challenges that affect decision making process.



Source: Adopted from Saaksh (2008)

CHAPTER THREE

THE RESEARCH DESIGN AND METHODOLOGY

Introduction:- This chapter describes the research methodology that was used for this study. This includes the research design, the research method, data type and sources, population, sample size and sampling techniques, instruments and procedures of data collection and methods of data analysis and presentation.

3.1 The Research Design

A research design refers to the plan and schedule of work or process of creating an empirical test to support or reject a knowledge claim (Best, 2006). In this study, descriptive survey research design was employed. Because the major objective of this study is to assess decision making process and its influence on school effectiveness. It is also relevant to gather detailed information about decision making status of school leaders. Moreover, descriptive design is useful to describe answers to question, who, what, where and how (Burns, Alvin and Bush, 2009). Another reason researcher selected this design; it is relatively inexpensive and takes up little time to conduct.

For Creswell (2009) such design also used to obtain general overview of the subject and to generalize study finding from sample to population.

3.2 The Research Method

This study utilized mixed method. The researcher initially used quantitative data through survey questionnaires, he also used semi-structured interviews and FGDs to substantiate the quantitative data. There are some rationales to use mixed method for this study. First, using such method is advantageous to examine the same phenomena from multiple perspectives (Cohen et.al, 2007). Second, using mixed method is means to offset the weaknesses inherent within one method with the strengths of the other method. In this context, the quantitative and qualitative data collection is concurrent, happening in one phase of the research study. The strategy integrates the results of the two methods during the interpretation phase (Creswell, 2009).

3.3 The Sources of Data

The researcher used data from primary sources. The primary sources for this study were principals, supervisors, teachers, and Parent-Teacher Associations (PTAs). This is because they give firsthand information for the current study since they are direct participant with the problem under consideration.

3.4 Population, Sample size and Sampling Techniques

3.4.1 Population

Population of this study were secondary schools principals, teachers, supervisors, and Parent-Teacher Association (PTAs). In this study, researcher believed they are the right sources of information on the issue under investigation. In Northern Sidama Zone, there are 8 woredas and 2 administrative towns with total 22 secondary schools. For this study 5 woredas namely, Bilate Zuria, Shebedino, Hawela Lida, Boricha and Hawassa Zuria, were selected by using simple random sampling techniques. In selected Woreda there are 10 secondary schools, out of which 5 schools were selected by using simple random sampling techniques. This accounts 50% of schools in the selecting areas. These schools include: Belela, DilaAfarara, Lida, yirba and Shamena Kadida secondary schools are selected randomly.

3.4.2 Sample size and sampling Techniques

In these selected schools, there are 14 (100%) principals including vice principals, 4 (100%) supervisors, and 35 (100%) PTAs members were selected by comprehensive sampling method. The reason why the researcher wanted to use this method, because of the small number of respondents. So, using this method is the better to select all samples. Accordingly, 14 (100%) principals, 4 (100%) supervisors and 35 (100%) PTAs members were selected. The sample size of teachers in each selected school were proportional to the probability promotion of the total sample size. To determine sample size of teachers and to make it precise and manageable, Yemane (1967) formula was used.

To make the sample size determination technique more precise the researcher tried to show as follow.

$$n = N/1+N(e)^2$$

n= Sample size

N = Total population

e² = Marginal error

This is Yemane's formula.

$$n_1 = N/1+N(e)^2 = 132/1+399(0.05)^2 = 66$$

$$n_2 = N/1+N(e)^2 = 85/1+399(0.05)^2 = 42$$

$$n_3 = N/1+N(e)^2 = 84/1+399(0.05)^2 = 42$$

$$n_4 = N/1+N(e)^2 = 65/1+399(0.05)^2 = 33$$

$$n_5 = N/1+N(e)^2 = 33/1+399(0.05)^2 = 16$$

Thus, the total sample sizes of teachers for this study was 199.

To make the sample size determination techniques more precise and manageable, the researcher tried to indicate in the following way.

Table 1. Distribution of sample teachers, principals, supervisors and Parent Teacher Association

No	Name of woreda	Name of woreda	Category of respondents											
			Teachers			Principals			Supervisors			PTAs		
			N	n	%	N	n	%	N	N	%	N	N	%
1	Yirba	Yirba secondary school	132	66	50	3	3	100	1	1	100	7	7	100
2	Balela	Balela secondary school	85	42	49.41	3	3	100	1	1	100	7	7	100
3	Shebedino	Dila Afarara secondary school	84	42	50	3	3	100	1	1	100	7	7	100
4	Hawela Lida	Lida secondary school	65	33	50	2	2	100	-	-	-	7	7	100
5	Hawassa zuria	Shamena Kadida secondary school	33	16	50	3	3	100	1	1	100	7	7	100
Total			399	199	49.87	14	14	100	4	4	100	35	35	100

3.5. Data collection tools

This study was mainly employed questionnaires, semi-structured interview and Focus Group Discussion (FGD) as main data gathering tools.

3.5.1. Questionnaires:-

The researcher used both open and close ended Questionnaires to the selected sample teachers. Accordingly, 5 point Likert scale items were prepared for respondents. Because it is more suitable for large scale surveys as they are quick for respondents to answer and are easy to analyze statistical techniques. It also helps respondents to choose one option from the given scales that best aligns with their view and opinion (Bourke, 2005). A 5 Likert scales ranging from strongly agree to strongly disagree would be used to the sake of analysis and interpretation. For the purpose of analysis the respondents were rated as

0.05-1.49 as very ineffective, 1.50-2.49 as ineffective, 3-3.49 as medium, 3.50-4.49 as effective and 4.50-5. Very effective (Mertense,2005).

Implementation of items for the case of analysis, strongly agree and agree indicate the effectiveness of decision making process and its influence on school effectiveness and undecided represents neither negative nor positive ideas, where as strongly disagree and disagree indicate ineffectiveness of decision making process. In addition to this, opened ended questionnaires were employed in order to give opportunity to express their feelings, perceptions and intentions about issues under investigation.

3.5.2. Interview:-

The researcher organized semi-structured interview for the 14 selected school principals for 20 minutes with each respondents with assumption to collect deep information on issue related to the decision making process. Seidman (2013) affirms that an interview is a powerful way to gain insight into educational and other important social issues when used to understand the experience of individual whose issues raised in a study. In addition interviews help to probe deeply into the thoughts and responses of participants and to uncover previously unknown details since the participants are encouraged to talk freely (Dinama,2013).

3.5.3. Focus Group Discussions

Focus Group Discussion (FGD) was another tool that researcher used to collect data for this study. The researcher used this data collection tool for 4 supervisors and 35 selected parent teacher association (PTA). It gives too much information by creating co-operative effect where one comment on statement of others (Marshal, 2012). This co-operative effect helps to generate for more information than other research method.

3.6. Validity and Reliability of the Instruments

3.6.1. Validity of the Instruments

In this study survey items and the items about the background information were reviewed for content and clarity by researcher's adviser to ensure that the instruments

comprehensively cover the domain or items that it needed to be covered. Feedback on the instruments was also solicited from researcher's advisor. Finally, all necessary comments and feedbacks were included in the final version of the instruments. Regarding trustworthiness of the study, since the participants of the study were principals, supervisors, teachers, and Parent-Teacher Association of Northern Sidama Zone. The researcher believed that depending on their response lend acceptance to the result of the study. Moreover, since participants were not be forced by anyone to involve in the study, such situation can increase the trustworthiness of the response.

3.6.2. Reliability of the Instrument

To ensure its reliability, the researcher used pilot tests all of the survey questionnaires that were designed for this study. Pallant (2005) affirms that validity and reliability of an instrument can influence the quality of data obtained. She clarify that no matter how good the reports are concerning the reliability and validity of the scales, it is necessary to pilot-test them.

The researcher conducted the pilot test in two secondary schools principals, supervisors and teachers. Hawassa Langano Secondary school and Jara Dado secondary schools were conveniently selected for pilot study that are not included in actual sample of the study. The pilot study not only provides an opportunity to identify confusion and ambiguous language, but also to obtain information about possible patterns of results (Mertens, 2007, Wiersam and Jurs, 2005). Ensuring their confidentiality and anonymity, the researcher asked the participants to complete the questionnaires and provide feedback, then after using data collected from the pilot study, the researcher checked reliability of instruments by using coefficient alpha also known as (Cronbach's alpha). The calculated value of coefficient alpha is 0.98, it indicates that there is reliability of instruments and it is acceptable. When the coefficient alpha ranges in values 0.7 up to 1 it indicates perfect reliability of instruments and it is acceptable (Gregory, 2000, cited in Manning and Munro, 2006).

3.7 Procedures for Data Collection

After including all comments to the survey questions, researcher used Pilot tests. Then, after getting permission letter from Hawassa University College of Education Department of Educational planning and Management then Northern Sidama Zone education office and selected woredas' education office, to conduct a study in schools of the Zone, the researcher made contact with principals, teachers, supervisors and Parent-Teacher Association and inform them about the purpose of the study and distribute the questionnaires in selected secondary schools in their respective Woreda.

-

The researcher personally distributed questionnaire for the sample teachers. Moreover, the researcher conducted interview with the selected principals in their respective schools by using 20 minutes for each of them and FGD dealt with PTAS and Supervisors in place where they choiced to meet.

3.8 Method of Data Analysis

In this study, data that is collected through survey questionnaires was processed by using statically package for the social sciences version (20(SPSS)) and analyzed by employing different statically tools. First the frequency distributions was used to obtain accurate description of the respondent's and their school background. Pallant (2005) explain that frequencies are used to obtain descriptive statistics for categorical variables and descriptive is used to present continuous variables. The researcher used mean and standard deviation to analyze quantitative data.

On the other hand, qualitative data that collected through interview, open ended questionnaires and focus group discussion were analyzed by grouping respondents' idea qualitatively describing them by using content analysis approach.

3.9 Ethical Consideration

Regarding ethical consideration participants guaranteed privacy and no personal identifiable data was used. Measures, such as secure storage of data and the use of a coding system used to protect identity of the individual during the process of data

analysis. The researcher provided a letter of consent for all participants included in the study. It helped them to decide whether they take part or not. The researcher used commonly understandable language based on the context of participants. The participants were told that researcher was not publishing their names, personal address & any issues than their opinions. Again the researcher told them that the data they provided not be used for any other purposes. Therefore, it is clear that an ethical issues discussed above were strictly followed by researcher.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

Introduction

This chapter deals with presentation, analysis and interpretation of the data. In the study, different groups of the participants were covered to obtain the necessary information. The groups, which are included in the study, were principals, teachers, Supervisors, and PTAs. The data were collected through questionnaires, semi-structured interview and Focus Group Discussion (FGD).

Questionnaires were distributed to teachers of selected schools and interview was held with school principals, while FGD was done with PTAs and school supervisors. The data gathered from questionnaire was organized in tabular form and analyzed using descriptive statistics such as percentage, mean and standard deviation. The information gathered through interview and FGD were used to provide qualitative analyses in order to give answer for the basic questions which were set in the study. In this study the main source of the data were five (5) secondary schools' principals 14, teachers 199, PTAs 35 and 4 supervisors. A total of 199 questionnaires were distributed and 199 (100%) were returned.

4.1 Characteristics of Respondents

By describing characteristics of the respondents, it is possible to know some background information about the sample population who participated in the study. The following tables show the general characteristics (sex, age, marital status, educational level, subject area and work experience) of the respondent's.

Table1. Demographic characteristics of respondents

S. No	Item	Characteristics	Frequency	Percent
1	Sex	Male	139	69.9
		Female	60	30.1
		Total	199	100
2	Age in year	Below 26	15	7.5
		26 – 40	137	68.8
		Above 40	47	23.6
		Total	199	100
3	Marital status	Married	145	72.8
		Single	54	27.1
		Total	199	100
4	Educational level	Diploma	22	11
		First degree	159	79.8
		Second degree	18	9
		Total	199	100
5	Subject in which respondents qualified or specialized	Natural science	87	43.7
		Social science	75	37.6
		Language	37	18.5
		Total	199	100
6	Work experience	Below 6 year	25	12.5
		6 – 10	79	39.6
		11 -15	61	30.6
		Above 15 year	34	17
		Total	199	100

Source: survey Data, 2023

In Table 1, item 1 shows sex of the respondents from total number of 199(100%) majority 139 (69.8%) of respondents were males and 60 (30.1%) of them were females. This show the number of male participates was greater than female in sampled schools. The government of Ethiopia is striving to empower female however, there is still the gap to achieve its policy it needed to give especially focus to make females competent with male in different work area and position level.

In Table 1, item 2 in terms of age of respondent, 15(7.5%) where below age of 26 years, 137(68.8%) of them found age interval between 26-40 years and remaining 47(23.6%) of respondent were found age interval of 40 and above years. Majority (68.8%) of the respondent were found in productive age groups and can be concluded that selected

school to have teachers who can play great roles to improve the school and students achievement.

In Table 1, item 3 indicate marital status of participants and majority 145 (72.8%) of them were married while, remaining 54 (27.1%) of respondents were single or unmarried.

In Table 1, item 4 indicates educational back ground of the respondents. Accordingly, 22 (11%) of the respondents were diploma holder and majority 159 (79.8%) of them were first degree graduates, whereas 18(9%) were second degree holders. Accordingly to MOE (2008) qualification standards for teachers to teach in secondary School must be first degree holders, but from the response of informants indicated that there were teachers who are teaching below the standards given to teach in secondary school. This can be one of the factors that affect quality of education in general and student's academic success in particularly

In Table 1, item 5 explains the subject area of respondents. Majority of informants 87 (43.7%) were qualified in natural science field of study and 75 (37.6%) of them qualified by social science. Remaining 37(18.5%) of participants were qualified in language subject. From this it can be judged that there was scarcity of language teachers in sampled Schools.

In Table 1, item 6 shows works experience of the respondents, majority 79 (39.6) of the respondents have work experience between 6-10 years in teaching, 61 (30.6%) of the information have experience of work 11-15 years, 34 (17%) have work experience and the remaining 25 (12.5%) of them have below 6 years work experience. The result shows that majority of respondents have adequate experience (6-10) years and can be judged as they can play great roles to improve the school.

4.2 Analysis of Decision Making Practices of School Leaders

School principals are required to be school's Managing directors, instructional leaders change agents, marketers, facilitators, mediators and key decision makers (Gamage, and Adams2009). Therefore, this subsection, seven items were formulated to evaluate perception of respondent's on decision making practices of school leaders.

Table 2 Analysis of Decision Making Practices

S. No	Item	categories	f	%	Mean	SD
1	The principals follow rules and established principles when making decisions.	Strongly Disagree	56	28.1	2.38	1.25
		Disagree	78	39.1		
		Neutral	6	3		
		Agree	50	25.1		
		Strongly Agree	9	4.5		
2	The school has clear procedures for deciders to make decisions in the school.	Strongly Disagree	87	43.7	2.04	1.22
		Disagree	61	30.6		
		Neutral	18	9		
		Agree	21	10.5		
		Strongly Agree	12	6		
3	The school stakeholders clearly know who is responsible to make decision on specific issues.	Strongly Disagree	79	39.6	2.77	1.27
		Disagree	59	29.6		
		Neutral	22	11		
		Agree	25	12.5		
		Strongly Agree	14	7		
4	Principals share the decision making power and authority to teachers and PTAs.	Strongly Disagree	76	38.1	2.19	1.24
		Disagree	55	27.6		
		Neutral	36	18		
		Agree	17	8.5		
		Strongly Agree	15	7.5		
5	School principals actively involve teachers PTAs in problem identification and planning of school.	Strongly Disagree	74	37.2	2.21	1.26
		Disagree	59	29.6		
		Neutral	31	15.6		
		Agree	19	9.5		
		Strongly Agree	16	8		
6	Decision that is made by school management is fair and transparent	Strongly Disagree	79	39.7	2.23	1.31
		Disagree	53	26.6		
		Neutral	26	13		
		Agree	24	12		
		Strongly Agree	17	8.5		
7	There is culture to involve all concerned bodies to make decision in school.	Strongly Disagree	84	42.2	2.14	1.28
		Disagree	52	26.1		
		Neutral	31	15.6		
		Agree	15	7.5		
		Strongly Agree	17	8.5		

Source: survey Data, 2023

In Table 2, item1 depicts the informant's views on whether school principals follow rules and established principles or not while they make decision in. The mean value for item 1

of the respondent's is 2.38 and which is labeled as low. From this, it can be concluded that school principals were not follow rules and established principles while they were making decision on school issues. Teachers were added an open ended question that principals were not making decision based on rules and established principles and due to this they said there was conflict between teachers with school principals and teachers with teachers. In addition to this, according to the data gathered by FGD from PTA and supervisors, the school principals do not follow the rules, regulations and established principles when they make decisions due to this the existing decision making process was not effective.

In Table 2, item 2 depicts whether schools have clear procedures for decision making or not, the mean values of teachers is 2.04 (low). From this it can be judged that in study area of the schools have no clear procedures for decision making process. for this Lanzetta (2109), argue that one of the most important /significant work to make decision making process more successful, is that leaders need to have follows the guidelines and established rules and this can avoid uncertainty and increase quality of decision making process.

In Table 2, item 3 asked respondents whether stakeholders clearly know who is responsible to make decision on specific issues in school. Mean value of the teachers is 2.17 (low) this shows that there was unclear delegation of activities and stakeholders were not clearly known who was responsible for what. During focus group discussion of PTAs and supervisors expressed their views saying that majority of them don't know what was their responsibility in School and they said this created confusion in roles that we play in School issues.

Concerning this point, one of the secondary school principals who has interviewed said the following:-

Almost all PTA do not now their roles and responsibilities and they do not have any awareness what they do? and when they do. So this is accounted as the main challenge to make effective decision in the school. Therefore, it is better to create

awareness to all concerned bodies to play their roles appropriately in the school wide decision making.

In Table2, item 4 depicts the respondents views on principals were share decision making power and authority to teacher and PTAs or not. The mean value for this item is 2.19 (low) and this labeled as decision making power and authority to teachers and PTAs were not effectively delegated. Similarly, during FGD PTAs and supervises were supported this idea expressed their feeling saying that, to the lower level of managements, less power given and their roles was limited to decision passed by school principals. Currently, MOE (2010) gives high emphasizes of participation of. PTAs in school decision for improving teaching and learning therefore, school principals should emphasize the further devolution of decision making PTAs and teachers was key to improve quality education.

About this point one of the secondary school principals who has interviewed said the following:-

He gives decision making authority to the stakeholders to make decision on the school issues. He also delegates the tasks to the subordinates and letting them to participate in all decision making process with in the school. In addition to this, he encourages them to engage themselves in school wide decision making. According to this idea, the school principal gives the authority of decision making to PTAs and stakeholders.

In Table 2, item 5 depicts the informant's views on involvement of concerned bodies in problem identification and planning of school. The mean value for this item is 2.21 that is labeled as low. This shows that there was less involvement of stakeholders in problem identification and planning. Teachers were added on open ended question that, principals were not fairly involves all concerned bodies of school based on their position and responsibility. Marshal (2012) argued that the principals have to play a significant role motivating teachers and other stakeholders in order to facilitate effective functioning of the schools as an organization. Additionally PTAs and supervisors expressed their view in FGD, they have not had chance to participate in decision making process. The school principals do not involve them fairly when the decision is made.

One of the secondary school principals who had interviewed point said the following:-

He sometimes involves PTAs and the stakeholders to participate in the process of problem identification. Based on the idea that the secondary school principal gave, participation of the stakeholders in problem identification is not effective.

In Table 2, item 6 depicts the respondent's view on fairness and transparency of decision made in the school. The mean value of teacher is 2.23 that are labeled as low or ineffective. This indicates that there were problem of fairness and transparency for decision made in selected schools. Teachers were added on open ended question that decision making process lack transparency and fairness and they said this created low trust or distrust on the work of school leaders. Supporting this view, Gordon (2013) pronounced that decision making process should be open, transparent trust to relationship is like water to the root of a plant lack of transparency in organization leads to uninformed and poor decision making, this generate doubt and uncertainty, leading to loss of faith and trust damaging everyone involved ultimately sub optimizing outcomes. In addition to this PTAs and supervisors from FGD, there is no fairness and transparency of decision making when the school principals make decision. This unfair decision affect the relationship of the school community and school effectiveness.

In Table 2, item 7 depicts to the respondents views on a culture of involvement of School communities to make decision on school improvement programme. The mean value of teachers for this item is 2.14 (low). Thus the results show that, there was no culture of involvement of communities in School improvement programme and school communities had less contribution to the school successes of the schools. Similarly, during interview principals said that School communities have little support and role in School improvement programme and they reason outs for this, the communities lack awareness on School support and they assume that School improvement responsibility was only to the government.

Table 3. The response of Teachers on Decision making skills of school leaders

S. No	Item	categories	f	%	Mean	SD
1	The school principals have the skills and experience that need to make decision	Strongly Disagree	55	27.6	2.43	1.30
		Disagree	71	35.7		
		Neutral	23	11.5		
		Agree	31	15.6		
		Strongly Agree	19	9.5		
2	The principals make a decision on problem to perform management function based on explicit and measurable criteria	Strongly Disagree	74	37.1	2.22	1.27
		Disagree	59	29.6		
		Neutral	28	14		
		Agree	23	11.5		
		Strongly Agree	15	7.5		
3	Decision maker have basic decisions skills for their position.	Strongly Disagree	73	36.7	2.30	1.33
		Disagree	52	26.1		
		Neutral	35	17.6		
		Agree	18	9		
		Strongly Agree	21	10.5		
4	Principals have effective communication skills with teachers, parents and students.	Strongly Disagree	76	38.1	2.16	1.22
		Disagree	59	29.6		
		Neutral	32	16		
		Agree	19	9.5		
		Strongly Agree	13	6.5		
5	Your school principal made decision on the basis of detailed analysis and objective criteria.	Strongly Disagree	75	37.7	2.32	1.35
		Disagree	49	24.6		
		Neutral	31	15.6		
		Agree	24	12		
		Strongly Agree	20	10		
6	School principals have enough ability to understand situations and predict the future.	Strongly Disagree	81	40.7	2.36	1.45
		Disagree	43	21.6		
		Neutral	23	11.5		
		Agree	25	12.6		
		Strongly Agree	27	13.5		

Source: survey Data, 2023

In Table 3, item 1 depicts the respondent's view regarding decision making skills of principals. The mean value for the teachers is 2.43 (low). From this it can be concluded that school principals were lack skills and experiences they need in their position. Similarly, teachers were added that, there were skill gaps of principals to make decision following scientific methods and they make decision based on their interest rather than

considering what was the best to school success. The PTAs and supervisors gave similar ideas on above question. They said principals the skills gap to make the effective decision. They do not arrange time to make decision, they do not give timely information and they do not encourage the stakeholders' engagement.

In Table 3, item 2 depicts the respondents view's on decision on problem to perform management function is based on explicitly and measurable criteria. The mean value of teachers on this item is 2.22 and which is labeled as low. From the response of the teachers it can be said management function was ineffective to fulfill their roles in given position. In addition to this during FGDs with PTAs and supervisors, they expressed their feeling saying that, the management in school had no explicit for execution and there was no clarity to implement decision that made in schools.

Regarding item 3, respondents asked whether the stakeholders have trust on decision made by school principals. The mean value of the teacher is 2.30 (low) and implies that there was no trust between stakeholders and school leaders. Similarly, during focus group discussion /FGD/ with PTA and supervisors said that, the action of school principals was lack fairness and transparency. Due to this they said, we had not trust on school leaders.

In Table 3, Item 4 indicate communication skills of principals with teachers, parents and students. The mean value of teachers is 2.16 (low). It was clear from the response of teachers; School principals were lack communication skills with stakeholders. Similarly, during focus group discussion /FGD/ with PTAs and supervisors they said that, the school principals do not communicate with the school community effectively. This implies that, they do not have effective communication skills.

Burns (2010) in the view of communication argues that decision makers must have skills of communication and they should keep the following questions in mind I am listening and responding to subordinate's need or am I focusing on what I have to decide? must be considered.

In Table 3, Item 5 explains whether or not school principals make decision on the basis of detailed analysis and objective criteria.

The mean score of teachers is 2.32 indicating principals are making decision without detailed analysis objective criteria. One of comments teachers added at the end of survey indicated that most of principals who were assigned at leadership and management position were not trained by management and leadership field of study and due to this they have low ability and skills of leadership system. Effective principals are summarized as facilitating greater collaboration with in the school and school and with the community, building School culture and attractive school compound, creating positive work environment by clarifying duties and responsibilities and maintain high student discipline. To achieve these one of the key areas identified by General Education quality improvement programme (GEQIP) is striving professional growth of School principals and teachers with their respective field of study (Shibeshi, 2008).

In Table 3, Item 6, asked the respondent's views on principals ability to understand situation and predict the future. The mean score of teachers on this item is 2.36 from this it can be concluded that school leaders were ineffective to understand situation and predict the future. In contrary, the data obtained by FGDs from PTAs and supervisors suggested that School principals have enough ability and skill to understand situation and predict future. Russo and Schoemaker (2011) supporting this views explained that School leaders need to understand situations including understanding one's environment, or decision making context. Successful approaches include a deliberate classification of people, situation, or organizational processes into existing framework, being sensitive to people's need and behavior.

Table 4: The Responses of Respondents on Availability of Information and Data to Concerned Bodies

S. No	Item	categories	f	%	Mean	SD
1	There is provision of complete information to the decision makers in the decision making in the school.	Strongly Disagree	45	22.6	3.00	1.54
		Disagree	46	23.1		
		Neutral	27	13.5		
		Agree	25	12.5		
		Strongly Agree	56	28.1		
2	The school principals gather all relevant data and information before making decision.	Strongly Disagree	79	39.6	2.17	1.15
		Disagree	45	22.6		
		Neutral	37	18.5		
		Agree	38	19		
		Strongly Agree		0.0		
3	Discussion and analysis focused on the information that was most easily available.	Strongly Disagree	73	36.6	2.35	1.34
		Disagree	47	23.6		
		Neutral	33	16.5		
		Agree	27	13.5		
		Strongly Agree	19	9.5		
4	The stakeholders teachers and PTAs get information timely to participate in the decision making in the school.	Strongly Disagree	74	37.1	2.43	1.48
		Disagree	48	24.1		
		Neutral	27	13.5		
		Agree	16	8		
		Strongly Agree	34	17		
5	Woreda education office and zone education department provide information timely to school that support the school principals to make decision.	Strongly Disagree	72	36.1	2.44	1.44
		Disagree	48	24.1		
		Neutral	26	13		
		Agree	24	12		
		Strongly Agree	29	14.5		
6	Teachers have access to get information that they need to make school wide decision.	Strongly Disagree	75	37.6	2.32	1.32
		Disagree	46	23.1		
		Neutral	31	15.5		
		Agree	32	16		
		Strongly Agree	15	7.5		

Source: survey Data, 2023

Item1 of Table 4, provided for informants to check provision of complete information to the deciders and stakeholders in the school. the mean score of teachers for this item is 3.00 (low) that indicate there was less provision and dissemination of information for

concerned bodies. Similarly, during FGDs with PTAs were said that there were problems on provision of information especially, those who come from far away from Schools were challenged with information which is needed to participate in school issues. Therefore, concerned bodies have provide information on time to deciders.

Supporting this view Gupton (2012) explained that decision make are typically over loaded with information needed to be guided towards the message one wants to communicate.

The instruction leaders must understand what data is important, the multiple analyzing data as well as using the result to make sound decisions which are most important to improve learning and teaching process (Ibid).

One of the secondary school principals who has interviewed about this point said the following:-

He disseminates and provides some necessary information for PTAs to make decision. To make effective decision the roles of real information and data are not simple. According to this data, the information that the school principal provides to the PTAs and stakeholders to make decision is not effective.

In Table 4, item 2 asked the informants to identify whether or not school principals were gather all relevant data and information before making decision. The mean score of teachers is 2.17 (low). From this it can be said that principals were ineffective to gather all relevant data and information and information before making decision. At the end of survey question teachers were commented that, when there was decision making issues in school, principals are challenged to provide correct data to the stakeholders and this made implementation of decision made in School ineffective. From this it can be concluded that inadequacy of information and correct data was one of factors for delay of decision made in school therefore, School leaders must focus on data gather before they make decision.

In case of item 3 in the Table 4, depicts the respondents for the point that, discussion and analysis focused on information that was easily available. The mean value of teachers

indicated is 2.35 (low). This implies that decision and analysis was not based on the information that was easily available.

Similarly, during interview principals were said that, the information that provided them from Woreda education office and Zone educational department lack clarify, especially information that given by phone cell was not clear to make decision in School. Therefore, it is better to concerned pass information clearly and using written messages rather than inform mining through phone cell.

Regarding item 4, in Table 4 depict the respondent's views regarding timely provision of information to stakeholders or teachers and PTAs. The mean value of informants is 2.43 (low). This indicates that ineffectiveness of timely provision of information to stakeholders.

In addition to the data that gathered from PTAs and supervisors by FGD they said there is no timely provision of information to stakeholders to make decision.

Concerning this point, one of the secondary school principals who has interviewed said the following:-

In fact he does not provide necessary information timely to stakeholders to make decision. The principal also suggested that Woreda education offices and Zone education department are not providing information timely and within intended time. That is why the school leaders unable to provide information to the School community and stakeholders timely. From this it can be judged that lack of timely provision of information to concerned bodies is one of factors that delay decision making quality in school.

In Table 4, item 5 depicts the respondent's views on wereda educational office and zone educational department provides information timely to school leaders. The mean value of teachers is 2.44 (low).

From this it can be infer that woreda education offices and zone educational department were not provid information timely to the School leaders. This is supported by idea of

Saakish (2008), the major problems of every manager or leader is lack of accurate and timely line information when the information that is generated is accurate, timely and relevant, it will go along in helping the organization to realize its goals and in better decision making (Ibid). Therefore, Woreda education offices and Zone educational department needed improvement on the way in which they disseminate information to school, level and unless and otherwise it may be difficult to school leaders to implement School activities within given deadlines.

Regarding item 6, of the Table 4 depicts the respondent's views on access of information to teachers when they make School wide decision. The mean value of teachers is 2.32 (low). From this it can be concluded that, there was less access of information to stakeholders in the school. Similarly, data obtained from FGDs with PTAs and School supervisors suggested that accessibility of information is relatively low to stakeholders. They were commented on this problem saying due to lack of strong linkage and relationship between school and communities, dissemination of information to concerned bodies become a series challenges in school. So it is important to school leaders give emphasizes on information sharing and dissemination to the stakeholders by creating strong linkage and collaborations school with communities members in general and school staff in particularly.

Table 5: The perception of the Respondent's on Timely Decision Practices

S.No	Item	categories	f	%	Mean	SD
1	There is timely decision making practices trend in the school.	Strongly Disagree	69	34.6	2.54	1.27
		Disagree	47	23.6		
		Neutral	22	11		
		Agree	27	13.5		
		Strongly Agree	34	17		
2	Practiced decision making process in the school has been conducted on realistic deadlines.	Strongly Disagree	93	46.7	2.13	1.31
		Disagree	39	19.5		
		Neutral	28	14		
		Agree	25	12.5		
		Strongly Agree	14	7		
3	Sufficient time is provided for teachers to share in decision making activities.	Strongly Disagree	94	47.2	2.08	1.30
		Disagree	45	22.6		
		Neutral	25	12.5		
		Agree	19	9.5		
		Strongly Agree	16	8		

Source: survey Data, 2023

In Table 5 item 1, provided for informants to identify whether decision making in the is carried out in given time deadlines or not. The mean score of teachers indicated in the table is 2.54 (low) and labeled as decision making practices in selected Schools were not carried out timely. It can be concluded from this there was problem of implementation of school activities at the given period of time schedule. This in can affect the school success in general and student's academic improvement in particular. At the end of survey question teachers were also added that, there was problem of on decision making in school because of decision making system in school was not based on established guidelines as well as decision making planned without reaching consensus. Similarly, PTAs and supervisors in FGD suggested that, the decision that made in the school does not implemented within the given period of time and it does not follow the established guidelines.

In case of item 5, in table 2 indicated the respondents view on whether decision practices have been conducted on realistic deadlines or not. The mean value of this item is 2.13 (low) and labeled as the practiced decision has not been conducted on realistic deadlines.

Teachers were also commented on open ended question that, decision making process is not carry out on expect reasonable time, there is delayed decision practice even trivia in once lag for beyond one could

In Table 5, item 3 indicate time provision for teachers to share in decision making activities. The mean score of teachers 2.08 (low) and labeled as low provision of time to teachers when they were participate in decision making in School issues. At the end of survey question teachers added that most of the time they were called to make decision only if when there was monthly meeting and during discussion teachers cannot express their opinion freely due to limited time of discussion. Therefore, most teachers cannot play their roles as part of stakeholder of the Schools. Supporting the view of teachers, Aguinis and Edward (2014) pronounced that, when teachers are not involved in governance and management decision, result in teachers behaving they strangers within the school environment. Thus most teachers do not put in their best to have full sense of commitment and dedication to the school.

Table 6: The perception of Teachers on Clarity of decision practices

S. No	Item	Categories	<i>f</i>	%	Mean	SD
1	Decision that practiced in school has clarity for execution.	Strongly Disagree	87	43.7	2.43	1.56
		Disagree	32	16		
		Neutral	23	11.5		
		Agree	20	10		
		Strongly Agree	37	18.5		
2	There is decision making follow up habit to ensure all conditions have been considered for practiced decision.	Strongly Disagree	85	42.7	2.34	1.44
		Disagree	37	18.5		
		Neutral	25	12.5		
		Agree	28	14		
		Strongly Agree	24	12		
3	The practiced decision making process carried out based on clear agenda presented by school principals.	Strongly Disagree	34	17	3.67	1.51
		Disagree	22	11		
		Neutral	-	-		
		Agree	61	30.6		
		Strongly Agree	82	41.2		

Source: survey Data, 2023

In Table 6, item 1 asked the teacher view on practiced decision in schools have clarify for execution. The mean value of the teachers is 2.43 this implies low clarity of decision made in schools. Similarly, during FGDs of PTAS supervisors expressed their feeling saying that, decision that made by school leaders lack clarify for execution and they said that most of time decision was preplanned by School leaders without reaching consensus with stakeholders. From this it can be concluded that School leaders made decision without effective participation of concerned bodies.

For this view, Chance (2013) argue: that staff cooperation is believed to be indisputable asset to the school principals while involvement in decision making process by the teachers could ease the principal's mounting problems as many head would be put together to intellectually solve problems that could have remained unsolved by school principals.

In Table 6, item 2, depicts views of teachers on whether there was decision follow up habits to ensure all conditions have been considered for practiced decision. The mean

value of the teachers is 2.34 (low) and labeled as there was no decision follow up habits to ensure implementation of decision made by management.

Similarly at the end of survey questions, teachers added that after decision has made in school, deciders not give attention to check its implementation and they implementation reason out that the main problem for this was lack of team sprit between school principals and stakeholders. Therefore it is better to school principals take case to make team sprit with stakeholders because they are the main actors for implementation of decision made at school.

In Table 6 item 3 explains the view point of informant's on the decision practice in schools are carried out based on agenda presented by school leaders. The mean value of is 3.67 (high) and labeled as decision practiced in schools were carried out based on agenda presented by school leaders. In contrary, during FGDS, PTAs and supervisors were expressed their ideas saying that during school wide decision, decision was not made based on presented agenda rather decision made to seek of individual interest and the group wishes and this had caused conflict with school leaders and the stakeholders.

4.3 Analysis of the Role of the Teachers in the Decision making Practices in the school

The most important human resources in the educational institution that enables it to achieve its core mission is the teachers (Lunenbruge,2010). So, this subsection of study, six items was formulated to evaluate the roles of teachers on.

Table 7: Analysis of Decision Making roles of Teachers

S. No	Item	categories	f	%	Mean	SD
1	There are habits of teachers involvement for collaborative Decision making in the school.	Strongly Disagree	32	16	3.42	1.51
		Disagree	35	17.5		
		Neutral	20	10		
		Agree	40	20.1		
		Strongly Agree	72	36.1		
2	Teachers regularly communicate with principals and parents council.	Strongly Disagree	48	24.1	3.02	1.45
		Disagree	32	16		
		Neutral	18	9		
		Agree	69	34.6		
		Strongly Agree	32	16		
3	Teachers are volunteer to take part in problem identification and planning	Strongly Disagree	77	38.6	2.42	1.46
		Disagree	44	22.1		
		Neutral	22	11		
		Agree	29	14.5		
		Strongly Agree	27	13.5		
4	Teachers are represented on group or council that make school wide decision	Strongly Disagree	75	37.6	2.54	1.53
		Disagree	39	19.5		
		Neutral	21	10.5		
		Agree	29	14.5		
		Strongly Agree	35	17.5		
5	There is safe and supportive environment which encourages involvement of stakeholders in decision making.	Strongly Disagree	74	37.1	2.44	1.44
		Disagree	45	22.6		
		Neutral	25	12.5		
		Agree	28	14		
		Strongly Agree	27	13.5		
6	Teachers are given the opportunity to express their views and opinions freely when they involve school decision making process.	Strongly Disagree	75	37.6	2.30	1.35
		Disagree	54	27.1		
		Neutral	26	13		
		Agree	23	11.5		
		Strongly Agree	21	10.5		

Source: survey Data, 2023

In Table 7, item 1 depicts the respondent's views on collaborative decision making practices. The mean value of teachers is 3.42 (moderate). It can be judged that, there were habits of involvement of teachers in decision making. On open ended questions teachers are added that when there was monthly meeting and school wide decision they were

practiced either through their representative or together to decide on issues of discussion. However, mean value of teachers indicates that school leaders should give emphasizes of collaborative decision making because joint work provides the opportunity for teachers to develop deeper and richer ties to follow staff and to build more productive working relationships.

One of the secondary school principals about this point said the following:-

The roles of teachers, PTAs and all stakeholders are very high in school wide decision making. Because, the effectiveness of the school and the improvements of the students' result are not expected without the effective involvement of them. But, according to my school the engagement and collaboration of PTAs and stakeholders is not strong when the decision making process is taking place. Therefore, the school principals have to give emphases to enhance the collaboration with the stakeholders to make effective decision in the school.

Supporting this views, Aggarwal (2004) note that joint work creates, stronger interdependence, shared responsibility, collective commitment improvement and greater readiness to participate in team work.

In Table 7, item 2 depicts informant's views on teacher's communication with principals, parent council (PTAs). The mean value of the teachers is 3.02 (moderate) this implies that there was moderate communication between teachers with school management. This infers that school leaders are better to improve communication skills with teachers, and PTAs. Because it is a key leadership factors in supporting networks of sharer decision making and to share experience to each other.

The mean value for item 3 in table 7 of the teachers is 2.42 (low) implies that there was less participation of teachers on problem identification and planning issue in schools. Similarly during interview of principal said that, teachers were not participating on problem identification and to plan the improvement of the schools.

Because of they assume that their role is teaching in a class room. Therefore, from this it can be concluded that there was low awareness of teachers on school management.

In case of item 4, in table 7 depicts respondent's view on whether teachers were represented on group or not to make school wide decision. The mean value of teacher is 2.54 (low) and indicates less representation of teachers on school wide decision. Similarly on open ended question, teachers were added that, when there was school wide decision or monthly meeting teachers were not given chance to express their feeling on the school issue and less freedom given to express their ideas and opinion. From this it can be concluded that, the leadership style of the school leaders were autocratic rather than democratic approach of leadership.

Supporting these idea Oakes (2011) stated that the principals and teachers in secondary schools are faced with many challenge in both teaching and administrative activities which seem to have consistently hampered the realization of the objectives of schools. It has been observed that teachers are vital in management of schools and their involvement in decision making is such a sensitive issue in schools that neglect of it by the principals could cause a lot of rift, conflict misgiving and hindrance to the realization of the objective of school goals (Ibid).

In Table 7 item 5, depicts the respondent's views regarding supportive environment that encourages involvement of teachers in decision making. The mean value of a teacher is 2.44 (low) and labeled as there was no supportive environment that motivate the involvement of teachers in decision making in school. From this it can be concluded that there was problems of relationship between superior and subordinate, delegation of authority types of leadership style and problems of to use clear, precise and simple language.

In Table 7, item 6 depicts views of respondent's on opportunity to express their views and opinions freely when teachers were involved in school wide decision the mean value of teachers is 2.30 (low) and indicate that less opportunity given to the teacher to express their views and ideas when they were involved in school wide decision. In contrary during interview of principals said that decision making approach in school was a democratic and teachers have freedom to express their ideas and opinion freely.

4.4 Analysis the Roles of PTAs in Decision Making

PTAs were one of the components of leadership and management of schools and their roles are critical to improve quality of education George (2013).

Table 8: Analysis of Teacher's Response on the Role and PTAs in Decision making

S. No	Item	categories	<i>f</i>	%	Mean	SD
1	PTAs effectively know their roles and responsibilities that they have in the school.	Strongly Disagree	32	16	3.57	1.61
		Disagree	42	21.1		
		Neutral	14	7		
		Agree	21	10		
		Strongly Agree	94	47.2		
2	PTAs actively participate or involve in decision making in the school.	Strongly Disagree	74	37.1	2.47	1.46
		Disagree	43	21.6		
		Neutral	23	11.5		
		Agree	32	16		
		Strongly Agree	27	13.5		
3	PTAs develop efficient strategies for the active participation of parents and communities to improve the school.	Strongly Disagree	47	23.6	3.33	1.47
		Disagree	29	14.5		
		Neutral	28	14		
		Agree	61	30.6		
		Strongly Agree	34	17		
4	PTAs mobilize parents and school communities to take part in to contribute labor, money in kind and idea for the school.	Strongly Disagree	79	39.6	2.64	1.56
		Disagree	21	10		
		Neutral	20	10		
		Agree	49	24.6		
		Strongly Agree	30	15		
5	PTAs prepare their school policies, rules, and regulations in collaboration with principals and teachers.	Strongly Disagree	70	35.1	2.58	1.50
		Disagree	39	19.5		
		Neutral	25	12.5		
		Agree	33	16.5		
		Strongly Agree	32	16		
6	PTAs feel accountability for their school responsibility.	Strongly Disagree	74	37.1	2.41	1.44
		Disagree	47	23.6		
		Neutral	28	14		
		Agree	21	10		
		Strongly Agree	29	14.5		

Source: survey Data, 2023

In Table 8, item 1 in formants responses on the roles of PTAs in decision making. The mean values of teachers are 3.57 (moderate) and labeled as PTAs were effectively know their role and responsibilities.

One of the secondary school principals who has interviewed said the following:-

Some members of PTAs are not clearly knew the roles that they have in schools and they think that all roles in schools are achieved through only by principals and teachers. From this it can be concluded that some PTAs have no awareness and enough knowledge regarding school management. So, it is better to concerned bodies to give emphasizes to create awareness for PTAs in order to understand their roles in the school.

In Table 8, item 2 depicts to the respondent's views on PTAs were actually involved in decision making process. The mean value of teacher is 2.47 (low) and labeled as there was low involvement of PTAs in decision making on decision making. On open ended question, teachers added that school principals or leaders were not involve PTAs in decision making process in schools, because of this parents have little say on their children's academic issues. From the response of respondents it can be concluded that decision making authority was only concentrated on the hands of school leaders and there was less delegation of activities of schools to the subordinates.

In Table 8 of item 3, explains whether or not PTAs were developing efficient strategies through active participation of parents and school communities to improve school. Then, any value of the teachers is 3.33 (moderate) and indicates that PTAs were developing strategies for the active participation of parents and communities to improve school. In contrary while focus group discussion (FGDs) PTAs also expressed their feelings saying that school principals were not create opportunity for them to develop strategies that helps to mobilize communities to improve schools. It is difficult to improve schools without participation of parents and communities, therefore, school leaders must emphasizes on the participation of PTAs in developing strategies for active involvement of parents and school communities.

Supporting this views, Oakes and Guiton (2009) suggested that partnership between the school and community provides opportunities for the parents to better understand what is going on in the school and what teachers doing for their children's academic success.

In Table 8, item 4 depicts to the teacher's views on the role PTAs for mobilizing parents and school communities to take part in labor, money, linking, and ideal contribution of the school. Mean value of teachers is 2.64 (medium) and this indicates that PTAs were playing their role for mobilize parents and school communities to improve school. But it is not effective that much.

Concerning this point, one of the secondary school principals during interview said the following:-

The main role of PTAs is to mobilize parents and school communities, but PTAs are not actively playing their roles. They assume the responsibility of the school improvement is on the shoulder of government alone. Therefore, the concerned bodies have to create awareness to the PTAs about their roles and how they can mobilize the community to improve the school environment.

In this context, ESDP V also outlines the importance community participation in school decision making and financing. Communities were expected to raise funds for purchasing basic school equipment, hiring contract teachers, construction of schools and encouraging girls to enroll in schools (MoE, 2010).

Regarding Table 8, item 5 depicts the respondent's view regarding PTAs role to prepare their school policies, rules and regulation in collaboration with principals and teachers. The mean value of teachers is 2.58 (low) and implies that PTAs were not playing their role preparing their school policies, rule and regulation in collaboratively with principals and teachers. Similarly, during FGDS, PTAs were expressed their feeling by saying that we have no respect and recognition even if we have interests and willingness. From this it can be inferred that school leaders were lack knowledge and awareness on involvement of PTAs and community role in school.

In Table 8, item 6 explains the views point of teachers on how PTAs feel accountability for their school responsibilities. The mean value of teachers is 2.41 (low) and indicates that PTAs were lack accountability for their responsibilities in school. At the end of survey teachers were also added that PTAs were not felt accountable for their roles academic issues because they had less awareness.

4.5 Analysis on Challenges of Decision Making Process

In this subsection of study, eight (8) expected challenges of decision making are presented to the respondent's to express their views.

Table 9: Analysis on the Challenge of Decision Making process in the school

S. No	Item	Categories	f	%	Mean	SD
1	Lack of clear, complete and accurate information and data provision.	Strongly Disagree	4	2	4.45	0.93
		Disagree	8	4		
		Neutral	14	7		
		Agree	41	20.6		
		Strongly Agree	132	66.3		
2	Lack of transparency and fairness.	Strongly Disagree	7	3.5	4.14	0.95
		Disagree	8	4		
		Neutral	11	5.5		
		Agree	97	48.7		
		Strongly Agree	76	38.1		
3	Lack of effective communication skills of principals.	Strongly Disagree	16	8	3.75	1.20
		Disagree	19	9.5		
		Neutral	21	10.5		
		Agree	85	42.7		
		Strongly Agree	58	29.1		
4	Interference from higher managers or external bodies.	Strongly Disagree	16	8	3.66	1.22
		Disagree	25	12.5		
		Neutral	17	8.5		
		Agree	87	43.7		
		Strongly Agree	54	27.1		
5	Weak linkage and collaboration between school principals and PTAs.	Strongly Disagree	12	6	3.70	1.19
		Disagree	29	14.5		
		Neutral	18	9		
		Agree	86	43.2		
		Strongly Agree	54	27.1		

6	Lack of stakeholders involvement in decision making process.	Strongly Disagree	21	10	3.70	1.28
		Disagree	18	9		
		Neutral	20	10		
		Agree	79	39.6		
		Strongly Agree	61	30.6		
7	Lack of commitment.	Strongly Disagree	14	7	3.67	1.18
		Disagree	24	12		
		Neutral	29	14.5		
		Agree	82	41.2		
		Strongly Agree	50	25.1		
8	Lack of awareness and skills for decision making within the school.	Strongly Disagree	30	15	3.68	1.38
		Disagree	11	5.5		
		Neutral	16	8		
		Agree	76	38.1		
		Strongly Agree	66	33.1		

In Table 9, item 1 depicts respondent's on the view of on lack of complete, clear and accurate information and data provision to decision makers as challenges of decision making. The mean value of the teachers is 4.45 (very high) and indicates there was high problem regarding complete, clear and accurate information and data provision to decision makers. Similarly teachers on open ended question added that there was a problem on provision of accurate information and data that provided to stakeholders. This caused the challenge of implementation of decision made in schools. Similarly, supervisors and PTAs in FGD expressed their ideas saying, the main problem of decision making process is lack of clear, accurate information and data for stakeholders to make decision. Based on this data we conclude that, there is no provision of clear and accurate information to the stakeholders to make decision.

In Table 9, item 2 express the views of teacher's on transparency and fairness of decision made by school leaders. The mean value of teachers is 4.14 (high) and implies lack of transparency and fairness was one of challenges of decision making process effectiveness in schools. During FGDs with PTAs and supervisors said that decision made by school

leaders was not transparent and it lacks fairness. This creates distrust and leading loss of faiths and trust of community to school leaders.

Supporting this ideas, Gordon (2013) pronounced that decision making should be open and transparent "trust to relationship is like water to the roots of a plant" and lack of transparency and the trust in organization leads to uninformed and poor decision making. This generate doubt and uncertainly, leading to loss of faith.

In Table 9, item 3 depicts the respondent's views on lack of communication skills of school leaders. The mean value of teachers is 3.75 (high) and indicates there was moderate problem of communication of school leaders and infers that the school leaders need to improve communication skills. Teachers also added on open ended question that, school principals were lack effective communication skills with parent's teachers, students and community members. During PGD PTAs and supervisors also added similar idea. They said principals do not make effective communication with teachers, PTAs and other stakeholders. Therefore, from this it can be concluded that there was problem of communication and school leaders should improve their communication skills to implement school activities effectively with subordinates.

In Table 9, item 4 depicts informant's views on interference from unconcerned bodies or official as challenges that make school based decision ineffective. The mean value of teacher is 3.66 (high) and implies there was high interference of external bodies during decision making. This in turn had negative influence on decision made in schools.

Concerning this point, one of the principals who has interviewed had to say the following:

Most of time there was interference during decision on school issues. Unconcerned bodies interfere the process of decision making by using their authority. Therefore this negatively influenced decision making process and made implementation ineffective.

In case of Table 9, of item 5 views of respondent's on premise that there was weak linkage and collaboration of school principals with PTAs and School community. The mean value of teacher is 3.70 (high) and indicates that, linkage and collaboration between

school principal and stakeholders was weak. During FGD PTAs and supervisors said there is the weak collaboration with the concerned bodies within the school. Therefore, the principals of the selected schools have to emphasize the linkage and collaboration with PTAs and school community because they are the main actors of success of school.

In Table 9, item 6 depicts the respondent's view on lack of supportive environment that motivate stakeholder as challenges of decision making. The mean value of teacher is 3.70 (high) and implies that there were less supportive environments for stakeholders that encourage them to play their roles in decision making.

In Table 9, item 7 explains the respondent's views on lack of commitment were as challenges of decision making in schools. The mean values of teachers is 3.67 (high) and it infer that lack of commitment of leaders were the main challenges that negatively affect process of decision made in schools. Organizational decision commitment is an attitude that reflects the strength of the decision linkage between deciders and school performance and it is decision makers feeling in a sense of integration to the organization commitment level toward the objective of organization (Abu- Hussain,2011).

Regarding Table 9, item 8 explains the views of respondent's on views that lack of awareness and skills for decision making as the challenges of deciders for decision making. The mean value of teachers is 3.68 (high) and implies that lack of awareness and skills for decision making are the challenges for ineffectiveness of decision made in the schools. In addition to that, during interviewee principals said that lack of awareness and skills of stakeholders are one of the challenges that negatively influence decision made in school. This infers that creation of awareness and building skills needed to increase the quality of decision making process.

4.6. Analysis of Strategies to improve Quality of Decision Making process.

In this subsection, the following expected strategies are presented to the respondents to express their view's to improve quality of decision making process.

Table 10: Analysis of respondent's views on Strategies to improve Quality of Decision Making

S. No	Item	categories	f	%	Mean	SD
1	Packaging information and data.	Strongly Disagree	3	1.5	4.33	0.87
		Disagree	6	3		
		Neutral	17	8.5		
		Agree	68	34.1		
		Strongly Agree	105	52.7		
2	Developing effective communication skills.	Strongly Disagree	13	6.5	3.76	1.08
		Disagree	16	8		
		Neutral	19	9.5		
		Agree	108	54.2		
		Strongly Agree	43	21.6		
3	Being transparent and open to the subordinates.	Strongly Disagree	12	6	3.85	1.14
		Disagree	17	8.5		
		Neutral	22	11		
		Agree	85	42.7		
		Strongly Agree	63	31.6		
4	Avoiding Unnecessary interference.	Strongly Disagree	16	8	3.79	1.15
		Disagree	11	5.5		
		Neutral	27	13.5		
		Agree	89	44.7		
		Strongly Agree	56	28.1		
5	Making decision on timely and based on deadline.	Strongly Disagree	20	10	3.83	1.31
		Disagree	16	8		
		Neutral	21	10.5		
		Agree	61	30.6		
		Strongly Agree	81	40.7		
6	Crating safe and supportive environment which encourage involvement and participation of stakeholders.	Strongly Disagree	23	11.5	3.76	1.35
		Disagree	17	8.5		
		Neutral	22	11		
		Agree	59	29.6		
		Strongly Agree	78	39.1		
7	Creating awareness and giving training about the process of decision making.	Strongly Disagree	18	9	3.82	1.31
		Disagree	22	11		
		Neutral	16	8		
		Agree	63	31.6		
		Strongly Agree	80	40.2		

Source: survey Data, 2023

In Table 10, item 1 depicts the respondent's views regarding packaging information and data as strategies for successful decision making. The mean value of teacher is 4.33 (very high) and it infer that packaging information is one of a key strategies to solve challenges of decision making process. During FGD PTAs and supervisors said accurate and correct information and data are the back bone to make effective decision. Supporting this, Gupton (2012) suggested that the decision makers may be requested a thick report, but this not necessarily to base decision on. Packaging information in more visually appealing digestible can assists in getting across a written message.

In Table 10, item 2 shows view point of respondent's on developing effective communication skills as necessary strategies to improve quality of decision. The mean value of teacher is 3.76 (high) and the results confirm that developing communication skills of leaders are effective strategies to overcome the challenges of decision making process. According to the interview data principals believe that, effective communication skills are very crucial to make effective decision. Therefore, school leaders have to improve their communication skills with their subordinates. Because through communication, messages of leaders reach to grass roots level managers.

In this context, Capper and Green (2013) stated that, communication was a key leadership factors in supporting networks of shared decision making. Because sharing knowledge was critical to empowering stakeholders in collaborative process. Effective communication also fosters a network of exchanges that provided a clear understanding of mission, vision roles and relevant issues.

As to item 3 on the Table 10, revealed the views point of respondent's on transparency and fairness to the subordinate is a key strategies to improve effectiveness of quality decision making. The mean value of the teacher is 3.85 (high) it infers that transparency and fairness to the stakeholders can increase the effectiveness of decision making process. Therefore, transparency and fairness play a great role to make decision making process effective.

Supporting this views, Lashway (2010) suggested that deciders need to focus on creating and maintaining transparency in their actions and decisions making leadership

transparency is the term denotes the challenge of creating interactions that are open, obvious, manifest frank and sincere, straight forward, undisguised, self-explanatory and candid (Ibid).

In case of item 4 in Table 10, regarding the point that avoiding unnecessary interference helps to improve quality of decision making process. The mean value of the teacher is 3.79 (high) and infers that avoiding unnecessary interferences help to improve effectiveness of decision making process. On open ended question, teachers added that the decision making be effective and deciders make good decision only if by following rules and established principles without interference of unconcerned bodies. This helps to improve decision making process.

Item 5, in Table 10 explains that to make decision on timely and based on deadlines help to improve quality of decision. The mean value of teacher is 3.83 (high) and infers that to make decision timely and based on deadline helps to improve quality of decision making process in school. Similarly, during FGDS PTAs and school supervisors suggested that, decision making practice of school was not at correct time line and schedule. This made implementation of practiced decision is ineffective. Therefore, it is better the school leaders to consider time of decision making and selecting appropriate time to make the decision. Supporting this, Saaksh (2008) explained that the concept of time management and decision making cannot be separated and they work interdependently. Its practices execution in all level of management varies to from one individual to the other as well as from one organization to another.

Regarding item 6 of the Table 10, it explains that creating safe and supportive environment can improve quality of decision making. The mean value of teacher is 3.76 (high) from this, it can be concluded that creating safe and supportive environment is very important to overcome the challenge of decision making process. At the end of survey question, teachers added that creating supportive and safe environment can encourage involvement and participation of stakeholders, this in turn improve quality of decision making in school. In this context, March (2010) suggested that the environment physically or organizationally that prevails in an enterprise affects both the nature of

decisions and its implementation. If there is all round good will and trust, subordinates are properly motivated the manager encouraged to take decision with confidence.

In Table 10, item 7 depicts the respondent's views on creating awareness and training of stakeholders help to increase effectiveness of decision making. The mean value of the teachers is 3.82 (high) and implies that creating awareness and training can help to improve quality of decision making process.

Concerning this point, one of the secondary school principal said the following:-

Creating awareness and providing training for all stakeholders in the school level creating about the roles and responsibilities that they have in the school help to improve the existing problems of decision making and enhance collaboration and engagement. According to this data training and creating awareness to the concerned bodies is the bridge to make effective decision and to improve the school.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 Summary

The purpose of this study was to assess decision making process and its influence on the school effectiveness at secondary schools of Northern Sidama Zone. In Northern Sidama Zone there are 8 Woredas and 2 administrative towns with total 22 secondary schools. For this study 5 Woredas, namely Bilate Zuria, Shebedino, Hawela Lida, Boricha, and Hawassa Zuria Woredas were selected by using simple random sampling techniques.

In selected Woredas, there were 10 Secondary schools and out of which 5 schools were selected by using simple random sampling method. This account 50% of the schools in the selected areas. These schools include, Belela, Dila Afarara, Lida, Yirba and Shamena Kadida Secondary schools were selected by using simple random sampling techniques. To conduct this study descriptive survey along mixed method was employed.

The researcher collected quantitative data from 199 (100%) of the school teachers by using simple random sampling techniques. Majority of them 59.7(70%) were males and 51(30%) of them were females respondents. Qualitative data has also collected from PTAs and schools supervisors. Semi-structured interview was used to collect data from school principals whereas FGDs held with PTAs and schools supervisors. The participants who were included in qualitative study was 14 principals, 35 PTAs and 4 school supervisors, total 53 informants were included in qualitative study. Therefore, the total sample size of study was 252 including the teachers, principals, supervisors, PTAS of the schools. To achieve the objective of the study, the study has been guide by the following research questions:-

1. What are the existing decision making process in secondary schools of the northern Sidama Zone?
2. How do the stakeholders play their roles in improving school based decision making process in secondary schools of northern Sidama zone?
3. What are the challenges of decision making process in secondary school of northern Sidama Zone?

4. What strategies should be employed to overcome such challenges of decision making process in secondary schools of northern Sidama zone?

The researcher used descriptive statistics including frequency distribution, mean and standard deviation to analyze quantitative data. All data collected through survey questionnaires were analyzed using Statistical Package for Social sciences version 20 (SPSS). On the other hand the content analysis (inductive) approach was used to analysis qualitative data.

Summary of the major findings and discussion of collected data and implication of the study are presented in this chapter. On the basis of findings and discussion of the collected data, the following major findings are drawn:

Analysis of participates demographic data demonstrate that the majority (70%) of the respondents were males and have work experience of 6-15 years in both leadership and teaching profession. Most of them were degree holders and only a few of them were had second degree in different subject area including educational leadership

Both quantitative and qualitative data showed that decision making practices of secondary schools in northern Sidama Zone were not effective to achieve intended goals of the school. It was founded that decision making practices in schools was not participatory to the stakeholders and concerned bodies. PTAs and teachers had less involvement in decision making process in the schools.

In fact, schools have the responsibility to inform all concerned bodies to make decision in the school, how and why they need to be involved in school management and even schools have mandate to delegate the roles to the people who might contribute to their children's education. However, the finding obtained from interview of the school principals indicated that school leaders were make decision without consensus and making clarity with the subordinates and there was less delegation activates and power to the middle or operational levels, like teachers and PTAs. Because of these the implementation of decision making process was less effective to achieve the desired goals of the schools.

The results of study indicate that decision making practices of the selected schools influenced by several factors. Some of the factors that made the process of decision making less effective in study areas includes: lack of participatory decision making approach, that means, the decision making process in the selected school is individualistic and preplanned without making clarity with the subordinates of the schools, lack of transparency and fairness of school leaders on their actions this had created distrust and lack of faith of school communities on school leaders, lack of effective communication.

Lack of skills to make effective decision and weak linkage and collaboration between school principals, PTAs and school communities, negative attitude of teachers on school principals there thought that the only roles that were given to them is teaching in class room and they were less concerned on school wide decision making activities.

Furthermore, the interview of school principals revealed that challenges regarding information and data provision and dissemination on the side of Woreda Education Offices and Zone Educational Department. It was founded that information dissemination and data provision from the Woreda Education offices and Zone Educational Department was too late to distribute to the school levels, this had made the process of school decision making is not carried out at intended time schedule and made decision less effectively to achieve the goals of the schools and has negative impacts on teaching and learning outcomes of the schools.

Moreover, the interview of principals indicated that there were interference of unconcerned bodies when they make decision on school issues consequently, they have no freedom to make decision based on established guide lines and principles and this made implementation of decision making process ineffective.

5.2 Conclusion

Based on the findings of the study, the following major conclusions are drawn:

Process of decision making of school leaders in secondary schools of northern Sidama Zone was less effective to implement their activities as desired ways .Decision making authority and power was concentrated on the hands of school leaders and there was less delegation of decision making authority and power to the middle and operational levels such as PTAs and the teachers.

Since the decision making powers are dominated by the school leaders, that lead to one way or top down communication and less participatory approach of stakeholders and no consensus made on implementation of decision made in schools.

Decisions were made under time pressure or time constraints this caused problems on consideration of the options and consequences and it only solve immediate problem but lead to long lasting negative influence on the effectiveness of the schools.

Therefore, several challenges had been identified that influencing decision making process and the following were the main ones: lack of participatory approach, ineffective communication skills of school leaders and less commitment to implement decision making process in school, weak linkage and collaboration between schools and community members, lack of awareness of PTAs on their roles in school management and lack of provision of data and information timely to concerned bodies are the main problems affecting decision making process of secondary schools in Northern Sidama Zone.

Moreover, the PGD of the supervisors and PTAs indicated that school leaders were not transparent to their activities to the stakeholders and school communities this in turn created distrust and faith of stakeholders toward the school leaders.

It was also founded that, due to interference from external bodies, the school leader had no freedom to make decision based on established rules and principles. This had caused

conflict between teachers with school principals and teachers with teachers. These and other factors were negatively influenced decision effectiveness in study areas.

5.3 Recommendations

Based on the findings and conclusion reached, the following recommendation and suggestions could be made to improve decision making process.

Recommendation for school leaders

1. It was founded that school leader were lack transparency and fairness on their activities of the school and had less communication with parents, teachers, and school community, this in turn created distrust and loss of faith of community to school leaders. Therefore, school principals need to focus on creating and maintaining transparency and fairness to their actions and it is better to facilitate flexible participatory decision making process through building effective communication and networking as well as using a democratic leadership style which encourages subordinates to suggest, criticize, make recommendation or decide up on school activities.
2. School leaders ought to made school environment supportive and that motivate and encourage involvement of the stakeholders in collaboratively on school decision making process. This can increase trust and smooth relationship with teachers, PTAS, and community as whole.
3. There was weak linkage and coordination between school leaders, teachers and school communities. Therefore, it is better the school principal to create strong linkage and coordination through effective communication and networking with the school community and students' parents.
4. It was founded that school teachers have no freedom to express their ideas freely because school leaders were not given enough time and chance to them during school wide decision making .Therefore, school leaders have to involve teachers effectively through smooth communication, to make decision making approaches democratic.

Recommendations for Woreda Education Offices and Zone Education Department.

5. Study showed that PTAs and community members have less awareness and understanding on their roles in school management and they talk less on school decision making process in the school. Therefore, Woreda Education Offices ought to create awareness to PTAs by giving short term training on roles that they have in the school to enhance the educational activities and decision making process.
6. Woreda Education Offices and Zone Educational Department have to provide and disseminate information to the schools timely, because it was founded that information and data dissemination to school leaders were not provided timely and based on the schedule. This had caused delay of decision making process in schools.
7. It was founded that, school teachers were not voluntary to participate in school decision making process, because they had low awareness on school management and decision making process; they assumed that their roles are limited on teaching in class rooms. Therefore, it is better if Woreda educational offices and zone education department create awareness and giving trainings to improve the skills of teachers to make decision making process effective.
8. It was founded that majority of school leaders who were assigned in leadership position were lack leadership skills, because they were not trained leadership and management field of study. Therefore, zone educational department with collaboration of Ministry of education should give emphasizes to professional development of school leaders to increase their capacity of school leadership and management to enhance the schools' success and quality of education in general

References

- Abu Hussain, J. (2014) Leadership) Style and values system of school principals
- Bazerman, M.(2007). Judgment in managerial Decision making. 2nd ed. Now York.
- Wile.Burns, G. and Martin, B. (2010) Examination of the effectiveness of male and Female Education leaders who made us of the invitational leadership style journal of Intentional Theory and practice
- Brown, F. (2005). Africa authorized and school Leadership an introduction to Educational Administration on Quarterly
- Byrnes, J. (2011). The nature & development of decision making: self-regulation model. Mahwah, NJ: Lawrence Erlbaum Association
- Cranston, NC (2001). Collective decision making and school-based management: Challenges rhetoric and reality. Journal of Educational Enquiry.
- Creswell, J,W(2009) Research design Qualitative, quantitative and mixed methods approaches (3rded) Los Angeles, CA: Sage.
- Dinama, B. (2013). Assessing the multi fath Religious Education curriculum in Botswana Public secondary schools, Educational research International Journal
- Dunne, H, Kwame, A, and Sara, H. (2007). School processes, Local Governance, and Community participation: understanding Access, Create pathways to Access Research Monograph No. 6, Brighton: consortium for Educational Access, transitions and Equity, University of Sussex.
- Dunne, Mairead, Kwame,Akyeampog and Sara Humphres (2007) School processes Local Government and Community Participation : Understanding Access CREATE.
- Druker, P. (2005). Management Challenges for the 21st century, Harper Collins, New York, NY. De Grauwe, Anton and CanayLugaz with Tiberius Barasa, Pulane. J. Lefoka, MathaboTsepa.
- FDRE.(1994) Education and Training Policy Document Addis Abeba.
- Federal MoE (2010) “Educational Sector Development Program IV (ESDP IV).
- Gordon, G. (2013). School Leadership Linked to engagement and students achievement, new York: Gallup. Inc.

- Gupton, G. (2003). *School Leadership linkage to engagement and students Achievement*, New York
- Grauwe, A. (2011). Improving the quality of education through school-based management: learning from international experiences. *International Review of education*.
- George, S. (2013). Enacting solutions, management Constellation on innovation approach to problem solving and decision making in organization.
- Hamilton L, and Knock, G. (2007). Modesty in Leadership: A study of five Leaders. *The international journal of servant Leadership*.
- Harris, A. and Muijs, D. (2002). *Teacher leadership: principles and practices – A paper for the National College for school Leadership*, Nottingham, England
- Haber and West, M. (2004) *Developing the school leaders: A Critical Review on Current practices, Approaches and Issues and some Directions For the future* Second. *International handbook of Educational Leadership and Administration* Dordrecht Klower.
- Harvard Business school press (2011). *Decision making 5 steps to better result*.
- Johnson, B and Kruse, S. (2009). *Decision making for Education Leaders: Under examined dimensions and issues*. Albany: State University of New York Press.
- Javoilehto, G. (2015). *The nature and function of intuitive thoughts and decision*, Making <http://books.google.com.et/books>
- Kiwan, B. (2013). *Challenges Decision making*
- Luck, T. (2011). *School Principals Effectiveness and leadership quality in Educational management*, Johor: MARA University of Technology.
- Lunenburg, F. (2010) *The Decision making process* National Forum on Educational Administration and supervision journal.
- Lashway, L. (2010). *Developing instructional leaders clearing house on Educational policy*.
- Marshal, C.R. (2012). *Designing Qualitative research* 4th ed. London: Sage Publisher.
- March, J. (2010). *Primer on Decision making. How decision happen*. New York.
- Mertens, D.M. (2007). *Research and Evaluation in Educational psychology*.

- MoE (2010a). Educational sector Development programme IV (ESDP-IV), Addis Ababa: Ministry of Education.
- MoE(2010b). Education Statistics Annual Abstract 2008/2009, Addis Ababa: Ministry of Education
- MOE (2007a). General Education Quality Improvement program (GEQIP), Addis Ababa, Ministry of Education.
- MOE (2007b). School Improvement programs (SIP) Manual Addis Ababa: Ministry of Education.
- MOE (2006). Education Sector Development program Action plan III (ESDP-III), Addis Ababa: Ministry of Education
- MOE and USAID (2008b). Review of the Ethiopia Education and training policy and its Implementation Addis Ababa: Ministry of Education.
- Naidoo, J. (2005). Educational Decentralization and school Governance in South Africa: From Policy to practice, Paris: International Institute for Educational Planning UNESCO.
- Pallant, T. (2005). SPSS survival Manual. Sydney: Allen and Unwin.
- Ramaamy T.(2003). Principles of Management 5th edition.
- Saaksh, J. (2008). Management Theory and practices, 2nd edition.
- Simon, H. (1997). Models of Bounded Rationality. V01.3. Cambridge, MA: MIT press.
- Vegas, E. (2007). Teacher Labor Markets in Developing countries: Improving outcomes for poor students through community Management and better pay for teachers the future of Children.
- Zajda,J. (2004). Decentralization and privatization in Education: The Roll of state in Education.

Appendix A



COLLAGE OF EDUCATION DEPARTMENT OF EDUCATIONAL PLANING AND MANAGEMENT

Questionnaires to be filled by teachers

Dear respondents, I am MA candidate in the department of Educational Planning and Management at Hawassa University. Now I am conducting a research as a part of the requirements for my second degree in Educational planning and management. I would like to invite you to participate in this study as a respondent.

The purpose of these questionnaires is to collect data on assessing the decision making process and its influence on school effectiveness. You are kindly invited to participate in the study. More over there is no influence for not taking party in the study. And you also will not lose any benefits if you choose to skip any question you do not want to answer. Additionally, since your personal information to be collected in this study will be treated confidentially. This means that no one will know that the information you give come from you. The researcher will make no attempt to personally identify respondents. Therefore, you are kindly requested to give sincere information.

General direction

- No need to write your name
- Read all instruction before attempting to answer
- Give your own actual feelings and reactions
- No need to consult others when you fill the questionnaires

Part one:- Background information of respondents

Direction I: Please give your response by putting a tick (✓) mark inside the box or by writing appropriate answer on space provided when needed.

1. Name of school _____ Woreda _____
2. Sex A, male B, female
3. Age in years A, below 25 B, 26-40 C, above 40
4. Marital status single _____ married _____
5. Education qualification A, Diploma B, first degree C, second degree D, others (specify) _____

6. The subject you are qualified in / specialization _____
7. Your teaching work experience. A, Below 6 years B, 6 – 10 years C, 11-15 years D, above 15

Part II: Responses of teachers on assessing decision making process and its influence on

school effectiveness.

Instruction I: please put a tick '√' mark in the number that you feel most appropriate with your perception of decision making process in your school, use the scale from 1 to 5, where 1 = strongly disagree 2 = Disagree 3 = Undecided 4 = Agree 5 = Strongly agree.

No	Items	Scales				
		1	2	3	4	5
1	The principals follow rules and established principles when making decision					
2	The school has clear procedures for deciders to make decision in the school.					
3	The school stakeholders clearly know who is responsible to make decision on specific issue.					
4	Principals share the decision making power and authority to teachers and PTAs.					
5	School principals actively involve teachers and PTAs in problem identification and planning of school.					
6	Decision that is made by the school management is fair and transparent.					
7	There is culture to involve all concerned bodies to make decision in the school.					
8	The school principals have the skills and experience that needed to make decision.					
9	The principals make a decision on problem to perform management function based on explicit and measurable criteria.					
10	Decision makers have basic decision making skills for their position.					
11	Principals have effective communication skills with teachers, parents and students.					
12	Your school principals made decision on the basis of detailed analysis and objective criteria.					
13	School principals have enough ability to understand situations and predict the future.					
14	There is provision of complete information to the decision makers in the decision making in the school.					
15	The school principals gather all relevant data and					

	information before making decision.					
16	Discussion and analysis focused on the information that was most easily available.					
17	The stakeholders get information timely to participate in decision making in the school.					
18	Woreda education office and Zone education department provide information timely to the school that support the school principals to make fair decision.					
19	Teachers have access to get the information that they need to school wide decision.					
20	There is timely decision making practices in the school.					
21	Practiced decision making process in your school has been conducted on realistic deadlines.					
22	Sufficient time is provided for teachers to share decision making activities.					
23	Decision that practiced in school has clarity for execution.					
24	There is decision making follow up habits to ensure all conditions have been considered for practiced decision.					
25	The practiced decision making process carried out based on clear agenda presented by school principals.					

26. If any other procedures that you may use while decision making in the schools, please specify by using the following space.

27 If you have any additional ideas and opinions on decision making practices in your school, please list down.

Part III: Questionnaires on the role of teachers in decision making process

Instruction 2. The following are expected roles of teachers on decision making in the school; please put “√” mark for your agreement using scales provided below

1 = strongly disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree

No	Items	Scales				
		1	2	3	4	5
1	There are habits of teachers' involvement for collaborative decision making in the school.					
2	Teachers regularly communicate with principals and parents council.					
3	Teachers are volunteer to take part in problem identification and planning.					
4	Teachers are represented on group or council that make school wide decision.					
5	There is safe and supportive environment which encourages involvement of stakeholders in decision making.					
6	Teachers are given the opportunity to express their views and opinions freely when they involve in school decision making process.					

7. Please mention if any additional roles you have regarding decision making process in your school

Part IV. Questionnaires on roles of PTAs in decision making

Instruction3. Please, thick “ “ mark in the number that you feel most appropriate with your perception about the roles of PTAs in decision making in school.

Use 1 = strongly disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree

No	Items	Scales				
		1	2	3	4	5
1	PTAs effectively know their roles and responsibilities that they have in the school.					
2	PTAs actively participate or involve in decision making in the school.					
3	PTAs develop efficient strategies for the active participation of parents and communities to improve the school.					
4	PTAs mobilize parents and school communities to take part in to contribute labor, money in kind and idea for the school.					
5	PTAs prepare their school policies, rules and regulations in collaboration with principals and teachers.					
6	PTAs feel accountability for their school responsibility.					

7. Please, mention if any additional role of PTAs regarding decision making process on the school issues,

Part V. Questionnaires on challenges that affect decision making process

Instruction 4: The following are expected challenges that affect decision making process in school, you are kindly requested to indicate the extent of your agreement on the items given in the table below after carefully reading each item. Use 1=strongly disagree 2=disagree 3=neutral 4=agree 5=strongly agree

No	Items	Scales				
		1	2	3	4	5
1	Lack of clear, complete and accurate information and data provision.					
2	Lack of transparency and fairness.					
3	Lack of effective communication skills of principals.					
4	Interference from higher managers or external bodies.					
5	Weak linkage and collaboration between the school principals and PTAs.					
6	Lack of stakeholders involvement in decision making process.					
7	Lack of commitment.					
8	Lack of awareness and skills for decision making within the school.					

9. Are there any extra challenges that affect decision making process generally in your school? If your answer is yes, please list down:

Part VI. Questionnaires to improve quality of decision making process

Instruction 5. Put “√” mark for the given rating scales below

1 = strongly disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree

No	Items	Scales				
		1	2	3	4	5
1	Packaging information and data					
2	Developing effective communication skills					
3	Being transparent and open to the subordinates					
4	Avoiding unnecessary interference					
5	Making decision on timely and based on deadlines					
6	Creating safe and supportive environment which encourage involvement and participation of stakeholders					
7	Creating awareness and giving training about the process of decision making					

8. Please list if any other strategies that you may think important to improve the quality of decision making process
-

Thank you very much for your cooperation!

Appendix B



COLLAGE OF EDUCATION DEPARTMENT OF EDUCATIONAL PLANING AND MANAGEMENT

An Interview Guided for principals

Dear principals,

I am **MA** candidate in the department of Educational Planning and Management at Hawassa University. Now I am conducting a research as a part of the requirements for my second degree in Educational planning and management. The purpose of this interview is to assessing the process of decision making and its influence on school effectiveness, and this is not an attempt to evaluate any particular school principal or school, but rather an attempt to gather better information to assess the decision making process at the school issues.

Name of school _____ woreda _____

An interviewee name _____ sex _____ age _____

Starting time _____ ending time _____ duration _____

Opening prompt

I would like to thank you for your participation in this study and also I appreciate you for your time and commitment.

I would like to begin asking a few questions about your educational background and the current your position.

1. When did you begin your career as school principal?
2. Prior to your appointment as principal, what other roles did you fill in school?
3. How long you held your current position?
4. Have you served as principal in other school?
5. What is the area of your qualification or your specialization?

Thank you very much, now I would like to ask you questions regarding the existing decision making process in the school.

1. How do you explain the existing decision making process in this school relating to the following factors that contribute to the quality of decision making.
 - A. Decision making authority
 - B. Timely decision making practice
 - C. Decision making approach
 - D. Steps which you follow when you making decision
 - E. Availability of information and the way how you disseminate to stakeholders.
2. Tell me, to what extent devolution of decision making authority has given for the school stakeholders?
3. How do you encourage teachers and PTAs to participate in decision making on schools' issues?
4. Please, tell me the roles of teachers and PTAs to promote decision making on the school.
5. How teachers and PTAs get access of information they need to make school wide decision?
6. What do you think if someone made decision without involving stakeholders?
7. How do you find the time that is often necessary to involve stakeholders in decision making on the school issues?
8. Is there any challenges you face when you make decision on the school issues? If yes, what are those challenges and what do you suggest to overcome such challenges?

Appendix C



COLLAGE OF EDUCATION DEPARTMENT OF EDUCATIONAL PLANING AND MANAGEMENT

Focus Group Discussion guided for PTAs and Supervisors.

Dear Supervisors and PTAs, you are one among those who are selected to participate in this study. Your response in the discussion will be useful to complete the study undertaking for the partial fulfillment of the MA degree of art. I would like to assured you, your response will be used only to academic purposes and the information that provide will be anonymous and will not use other purpose.

I would like to express my respect to you for your participation in this study and your commitment.

Name of school _____ woreda _____

The researchers' name _____ sex _____ age _____

Date of discussion _____ Time of discussion started _____

Time of discussion ending _____ duration _____

1. Let us discuss, about the existing decision making process in this school and your roles as Supervisor and PTAs to improve decision making process.
2. Discuss about the decision making process based on rules, regulations and established principles.
3. How could community members or parents get information that they need to make school wide decision?

4. How do you explain the principal's roles regarding involvement of PTAs and school staff in school wide decision making process?
5. Discuss about decision making skills of principals in terms communication ability with teachers, students, parents and community members.
6. What do you say about transparency and fairness of decision made by school principals? Discuss this relating with problems that may occur due to lack of transparency and openness of decision making.
7. Is there any challenges that affect decision making process that you and school principals may face when making decision on the school issues?
8. What do you recommend to overcome such challenges?