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Practices and Challenges of Stakeholders Participation in Decision Making Process in Government Secondary Schools of Borena Zone, Oromia Regional State

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Abstract **Original Research Article**

The main objective of this study was to examine the practices and challenges of stakeholder's participation in decision making in secondary schools of Borena Zone, Oromia Regional State. To conduct this study, a concurrent research design, which is a part of descriptive research approach, was employed to conduct the study. The data were gathered through questionnaires, interviews, FGDs and document reviews. Questionnaires were used to collect data from 60 teachers, and 50 school leaders including (12 principals, 24 department heads and 14 unit leaders) included in the study. Semi-structured interviews were conducted with 6 supervisors and FGDs were also conducted with 36 PTSA members. School teachers and department heads respondents were selected by simple random sampling method, while principals, unit leaders, PTSA members and supervisors were selected by purposive sampling method. Document review was also a part of this study. Data gathered through questionnaire were analyzed through quantitative approach using frequencies, percentages, mean, standard deviation and an independent sample t-test whereas data obtained through interviews, FGDs and document reviews were qualitatively analyzed. The major findings of the study disclosed that extents of stakeholder's participation in decision making process in secondary schools of Borena zone were low in the absence of stakeholder's participation such as, in follow up fulfillment of school plan and disciplinary issues. It was thus concluded that the participation of stakeholders in areas of school decision making process was low. Thus, it is recommended that, school leaders ensuring effective and efficient decision making system in school and also develops appreciation for team work and participation to reduce fear of risk taking. Further research to be conducted for the root cause of low stakeholder's participation in decision making in government secondary schools of Borena zone.

Keywords: Stakeholders Participation, questionnaires, interviews.

INTRODUCTION

BACKGROUND OF THE STUDY

Ethiopian education history indicates that the issue of school management and decision making at school level is a recent development. Stakeholder's participation in decision making process leads to the real improvement of school and academic achievement of students in schools. Wadesango [1], stakeholder's participation in school management system have various advantages. First, it reduces inequalities among stakeholders. Second, brings change on the management, and important effects on stakeholders' performance and students learning by making stakeholders more accountable to their community [2]. Jung [3] revised from various researches that school based management has positive effects. In addition he was found that stakeholder's satisfaction with their job is higher in schools that school based management was implemented, and it created greater commitment to the school among stakeholders.

However, different researchers around the world identified controversial results on the implementation and effect of stakeholder's participation in secondary schools decision-making processes. For instance, Mokoena [4] conducted a research in South African secondary schools and found that challenges proper implementation of participation in decision making. Olorunsola and Olayemi [5] examined stakeholders' participation in decision-making process in secondary schools in Nigeria. In this study it was found that stakeholder's significantly participation in

decision making processes. It was also identified that stakeholder's participation varies according to their experience and sex. Another study from South Africa by Wadesago [1] found that the influence of insignificant stakeholders' participation in critical school issues result in low morale. A study from neighboring country Kenya by Kiprop and Kandie [6] revealed that stakeholder's participation in decision-making in Kenyan secondary schools were very low; stakeholders did not participation in decision-making as desired. All of the above studies recommended that stakeholders' participation in decision-making must be encouraged and creating awareness for the stakeholders found crucial.

The researcher has not come to across local research conducted in Borena Zone to identify stakeholder's participation in decision making processes. The researcher observed that stakeholders were working with a minimum effort in order to cope with participation decision making at school level. Hence, the purpose of this study was to examine practices and challenges of stakeholder's participation in decision making in governmental secondary schools of Borena Zone, Oromia Regional State.

Statement of the Problem

It is frequently argued that participation in decision making remain a big rift in the decision process of the Ethiopian education system. In supporting this idea, Invacivich [7] has explained that, decision is required for the purpose of planning, practicing and managing instructional process, solving problems, adjusting unfair situations, classroom management and conflict resolution. Therefore, it is very important for decision makers to look in to the objectives and goals of the organization as a whole in pursuing their decisions. Stakeholder's participation in decision making in secondary school has attracted major advocacy in the current day management. The Ethiopian education and training policy gives authority for school leaders to participation stakeholders in decision-making [8], however; some school leaders were considered themselves as if they are the only people with knowledge and authority to make decisions. As a result they govern the schools alone and hardly participated stakeholders in school management. As communication is the lifeblood of a school organization, the school leaders cannot accomplish any tasks in the school without it [9]. But the challenge is that because of different communication barriers occurred between school leaders and stakeholders there is deprivation of decision making in the school.

As it was shown in [1] it is disheartening that stakeholders role in most of secondary schools is nothing but that is passive participants concerning their job security, productivity and for general improvement of the school.

In particular , This study build on the current status of teachers involvement in different decision making areas such as planning, curriculum and instruction, school policies, rules and regulations, school budget and income generation, school building and students affaire and school discipline to reflect teachers involvement in decision making in their zone secondary schools implementation practices. In the conclusion of the study conducted by Balcha [10] it was revealed that, participation decision making was not practiced because of autocratic type of leadership in secondary schools of Bale Zone. In addition this research intensify that teachers were not interested in decision made by school leaders which was resulted in teachers' low perception in decision making and less exposed to gain leadership quality.

REVIEW OF LITERATURE

This section provides a comprehensive review of the related literature on different aspect of teachers' participation in school decision making. It comprises concepts, models, process, areas and rationale for stakeholder's participation in decision-making. This review considers the challenges affect stakeholder's participation in school decision-making. It also emphasizes on the roles of stakeholders participation in decision making.

Concepts of Decision Making in Education

Various authors define decision making differently by focusing on the process participated during decision making, by emphasizing the steps followed during a decision making and by focusing on the participants participation in decision making. Coleman [11] defines decision making as the process of specifying the nature of particular challenges and selecting among available alternatives in order to solve the challenges. This definition of decision making indicates that a challenge precedes any decision and that there must be a number of alternative courses of action from which an optimum course will be selected. Similarly, Law and Glover [12] have stated as the decision making may be view as the process by which individuals or groups select a course of action from among alternatives to produce a desired result. Decisions are a composite of values, facts, and assumptions. Each or all of these may be subject to change from time to time.

The Nature of Decision Making

Decision making is the most aspect of educational management. In fact, some authors in the field of management suggest that management is decision making. Decision making is considered to be the "heart of management". In the process of planning, organizing, staffing, directing, reporting, and budgeting a manager makes decision [13]. Decision making is applied in any of the organization activities. School administration at all levels along the hierarchy makes decision. The decision may ultimately influence the

school's members. It can therefore be argued that, school principals who make decision on important school issue without adequate information do not facilitate to attainment of organizational goals and frequently lower the morale of members of the organization.

As a result, the school principals should facilitate the process of decision making and the communication of those decisions to the members of the organization to attain the school goal and to enlarge the moral of teachers and other staffs. Moreover, since all decisions participation future events, the school principals should learn to analyze the certainly, risk and uncertainty associated with alternative course of action [14]. According to Vroom Yetton and Jaggon [7], "effective leadership select the appropriate decisions set and permit the optimal participation for follower's. This indicates that, even though, decision making is an important managerial process, many decisions should be made by member 2.3 Decision Making Process.

Decision-making is not an easy job, it requires a lot of skill. A decision-making is affected by a number of factors so deciders can take good decisions by adopting a procedure. Decision making is the study of identifying and choosing alternatives based on the values and preferences of the decision maker. Making a decision implies that there are alternative choices to be considered, and in such a case we want not only to identify as many of these alternatives as possible but to choose the one that best fits with our goals, objectives, desires, values, and so on… [15]. According to Baker *et al.*, [16], decision making should start with the identification of the decision makers and stakeholders in the decision, reducing the possible disagreement about problem definition, requirements, goals and criteria of the groups.

Conceptual Frameworks

Deciders make decisions on a daily basis, addressing everything from day-to-day operational to strategic issues. Deciders to make sound rational decisions follow the six decision-making processes [17]. This can be broken down into six distinct steps .i.e. identifying the problems, identify the alternative, evaluate alternative, choose the alternative, implement the solution and evaluate the outcome. In decision making process each step should be examined at length to practices good decision but deciders often run through all of the steps quickly when making decisions. Understanding the challenges affecting the process helps to improve your decision-making abilities.

The challenges that can affect positively nor negatively include such as organizational structure, decision approach, decision time, types of decision, communication of decision, commitment, clarity on decision, organizational politics and accountability. They might be improperly organized it will be an obstacles to successfully decision making. It has been suggest that becoming more aware of these challenges. Deciders are able to anticipate and overcome them and make better decision. Figure-1 indicates the relationship between decision practices and challenges in decision making phenomena with decision dimension.

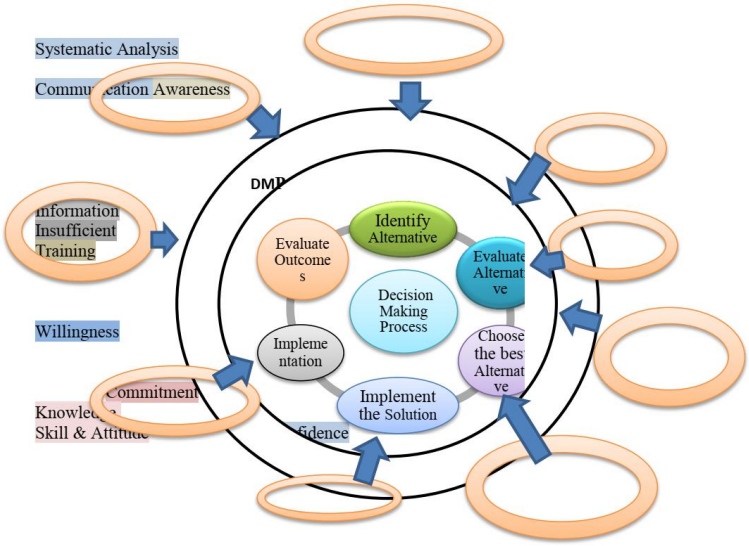

Fig-1: Conceptual Framework of Decision Making Process
Source: Own/Researcher (2019), Adopted from Saaksh [17]

Research Questions

The theoretical framework of this study identifies MD and SEFTM as two important components of mathematics teachers" belief systems. As we have argued, both MD and SEFTM play important roles in teachers" enactment of their responsibilities and in the student outcomes that they achieve. Consequently, these two variables garnered our attention as points of possible influence for improving the prospects of novice teachers having success in their work. In particular, we aimed to understand more fully how MD and SEFTM occur among PSTs who are

studying to become elementary, middle or high school teachers and how these belief constructs might be related. Subsequently, the research questions that guided the study included:

1. To what extent stakeholder's participation in decision making process in government secondary schools of Borena Zone?
2. What challenges affect stakeholder's participation in decision making in government secondary schools of Borena Zone?

RESEARCH DESIGN AND METHODOLOGY

The major purpose of the study is to examine the current practices and challenges of stakeholder's participation in decision making in government secondary schools of Borena Zone, Oromia Regional State. The chapter includes a discussion of the research design, research methods, data sources, population size, sample size and sampling techniques, instruments of data collections, procedures of data collection, validity and reliability of the instruments, method of data analysis and ethical considerations of the study.

Research Design

A research design is an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevant of research purpose. The researcher was used concurrent research design, because concurrent research designs measure action simultaneously. The strength of this design is that it combines the advantages of each form of data; that is, quantitative data provide for generalizability, whereas qualitative data offer information about the context or setting [18].

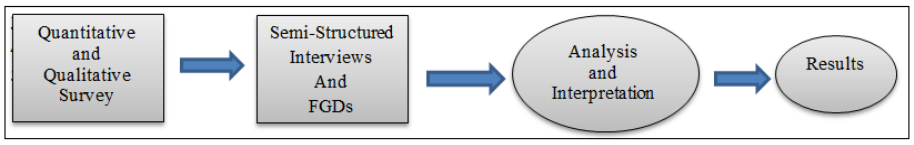

Fig-2: Concurrent Research Design

Research Method

The study was utilized descriptive research approach with mixed type through collecting and analyzing both quantitative and qualitative methods in a single study or a series of studies to understand a research problem [19]. The basic assumption is that the uses of both quantitative and qualitative methods, in combination, provide a better understanding of the research problem and question than either method by itself. The researcher initially used qualitative method through semi-structured interviews, focus group discussions (FGDs) and document reviews, while he also uses survey questionnaires to substantiate the quantitative data. There are some rationales to use descriptive research approach for this study. First, using such method is advantageous to examine the same phenomenon from multiple perspectives and also to allow new or deeper dimensions to emerge. Second, mixed method approach has used to collect, analyze, and report research.

These allows the researcher "to give equal priority to both quantitative and qualitative research, emphasize qualitative more or emphasize quantitative more" [20].

Population of the study

The target populations of the study were secondary school teachers and school leaders of Borena Zone, Oromia Regional State. In the study the researcher believes that they are the right source of information on the issue under investigation. In Borena Zone, there are 13 woredas and 1 administrative city, where all are pastoralists, with a total of 14 secondary schools. They consist of a total of 511 teachers; out of which 309 and 202 are male and females respectively.

Five pastoralist woredas, namely: Moyale, Mega, Dubluk, El woye, Gomole and one city administration Yabello, was selected by using simple random sampling techniques which is the best way to get representative samples and to have every subject equal chance to be select.

Sample and Sampling Technique

In the selected pastoralist woredas and city administration they are 7 secondary schools. Out of these schools, 6 secondary schools were select by using simple random sampling method. This accounts 85.7 % of schools in the selecting areas (See Table-1). In the selected secondary schools, there are 130 teachers, out of which 106 and 24 were male and females respectively. The numbers of male and female teachers in the sample secondary schools are not proportional. However, to make the sample population more representative, 60 teachers 48(80%) of male and 12(20%) of female teachers respectively from the sample school was selected, 50 school leaders (6 head principals and 6 vice school principals of those schools, 24 department heads and 14 unit leaders), 6 supervisors, and 36 PTSA members.

Out of these, 60(46.2%) of the teachers, 12(100%) of the school principals, 14(100%) unit leaders, 36(100%) PTSA members were selected to the participants of the study. Moreover, 24(33.4%) department heads and 6(100%) supervisors were including in the study. In order to select samples from target population, the student researcher was used Simple Random Sampling for teachers and department heads, while Purposive Sampling was used to select; school principals, unit leaders, PTSAs and supervisors.

Table-1: List of schools and Sample Size of Respondents Included in the Study

No	Name of Secondary Schools (Grade 9-10)	Population Size				Sample Size			
			No			No			%
		Population	M	F	T	M	F	T	
1	Elwoye	Teachers	11	4	15	6	2	8	53.4
		PTSAs	3	3	6	3	3	6	100
		Supervisors	1	-	1	1	-	1	100
		Principals	2	-	2	2	-	2	100
		Department Heads	8	4	12	2	2	4	33.3
		Unit Leaders	1	1	2	1	1	2	100
		Total	26	12	38	15	8	23	81.1
2	Mega	Teachers	20	5	25	8	2	10	40
		PTSAs	5	1	6	5	1	6	100
		Supervisors	1	-	1	1	-	1	100
		Principals	2	-	2	2	-	2	100
		Department Heads	6	6	12	2	2	4	33.3
		Unit Leaders	1	1	2	1	1	2	100
		Total	35	13	48	19	6	25	78.8
3	Dubluk	Teachers	15	5	20	8	2	10	50
		PTSAs	3	3	6	3	3	6	100
		Supervisors	1	-	1	1	-	1	100
		Principals	2	-	2	2	-	2	100
		Department Heads	4	8	12	2	2	4	33.3
		Unit Leaders	1	1	2	1	1	2	100
		Total	26	17	43	17	8	25	80.55
4	Moyale	Teachers	15	8	23	8	2	10	43.8
		PTSAs	4	2	6	2	4	6	100
		Supervisors	1	-	1	1	-	1	100
		Principals	2	-	2	2	-	2	100
		Department Heads	6	6	12	2	2	4	33.3
		Unit Leaders	1	1	2	1	1	2	100
		Total	27	19	46	16	9	25	79.5
5	Gomole	Teachers	12	5	17	7	2	9	53
		PTSAs	4	2	6	2	4	6	100
		Supervisors	1	-	1	1	-	1	100
		Principals	2	-	2	2	-	2	100
		Department Heads	7	5	12	2	2	4	33.3
		Unit Leaders	1	1	2	1	1	2	100
		Total	25	15	40	15	9	24	81.05
6	Shaleka Jatani Ali	Teachers	18	12	30	11	2	13	43.3
		PTSAs	5	1	6	5	1	6	100
		Supervisors	1	-	1	1	-	1	100
		Principals	2	-	2	2	-	2	100
		Department Heads	8	4	12	2	2	4	33.3
		Unit Leaders	2	2	4	2	2	4	100
		Total	36	19	55	23	7	30	79.4
Grand Total =			175	95	270	105	47	152	80.06

Instruments of Data Collections

This study was mainly employed questionnaires, interview, document reviews, and focus group discussions (FGDs).

Procedures of Date Collections

After including all comments to the survey questions, the researcher were pilot tested them. Then, after getting a permission letter from the zonal education desk, to conduct a study in schools of the zone, the student researcher was personally distributed the questionnaire for the respondents. Moreover, he also was personally contact all of the interview participants and made interview in their work place. Checking the validity and reliability of data collecting instruments before conducting to the actual study was the core to assure the quality of the data. Accordingly, a reliability test was also performed to check the consistency and accuracy of the measurement scales. The results of Cronbach's alpha are summarized in Table-2.

As suggested by Cronbach's, the reliability coefficients between 0.70-0.90 are generally found to be internally consistent. Based on the results of the pilot study, some vague and confusing items were modified to make the questionnaire clear and understandable.

However, following this, agreement was made with the concerned participants in the six sample secondary schools, and then, the questionnaires were distributed to sample respondents. The participants were allowed to give their own answers to each item independently and the data was collected by the assistant of data collectors. First, the questionnaire was dispatched and collected through the assigned data collectors.

The data collectors were oriented about the data collection procedures by the investigator. In addition to this, close follow up was made by the investigator. Finally, the questionnaires were collected and made ready for data analysis. The FGDs was conducted after the participants' consent is obtained. During the process of FGD the researcher attempted to control and handle select communication barriers that disturb the discussion process. Moreover, he also was personally contact all of the interview participants to made interview in their work places the analysis of document.

Validity and Reliability of Instruments

Validity of the Instruments

Validity answers the questions of whether an instrument prepare for a study truly measures what it is expected to measure and whether scores from such an instrument has meaning for its respondents Cohen, Manion and Morrison [21]. In this study, the items about the background information were review for content and clarity by experts in the field. Feedbacks on the instruments were also solicited from the student researcher's advisor. Finally, all accept comments and feedbacks were including in the final version of the instruments.

Reliability of the Instruments

The student researcher was pilot test all of the survey questions design for this study. The pilot test was conducted on teachers and school leaders in one school that was exclude from the actual sample of the study. Ensuring their confidentiality and anonymity, the student researcher was asked the participants to complete the questionnaires and to provide feedback thereafter. Using the data collect for the pilot study, the student researcher was checked the reliability of the instruments by using the Cronbach's alpha.

According to [21, 22] Cronbach's alpha reliability coefficient of 0.70 or very higher is acceptable in social science research. In this study reliability coefficient 0.85 is greater than reliability coefficient 0.70. Based on the Cronbach's Alpha Coefficient, the Instrument has very high reliability.

Table-2: Summary of the result of Cronbach's alpha

No	Basic Questions	No of Items	Reliability
1	Levels of stakeholder's participation in decision making in government secondary schools of Borena zone.	10	0.85
2	Mechanisms of stakeholder's participation in decision making process in government secondary schools of Borena zone.	10	0.86
3	Areas of decision making stakeholders often participation in government secondary schools of Borena Zone.	12	0.87
4	Challenges affecting stakeholder's participation in decision making in government secondary schools of Borena zone.	11	0.79
	Overall =	43	0.85

As shown in the Table-2, the Cronbach's coefficient alpha is between (0.79) and (0.87), indicating the basic questions in each construct are measuring a similar concept. The statistical reliability for the survey questionnaire was calculated using Cronbach's Alpha Coefficient of internal consistency for the questionnaires.

The results of Cronbach's alpha are summarized in Table-2, these analysis produced (0.85) alpha coefficient value for the whole questionnaires, (0.85) value for level of stakeholder's participation in decision making, (0.86) value for mechanisms of stakeholder's participation in decision making process, (0.87) value for levels on areas of decision making do stakeholders often participation and (0.79) value for challenges related to affect stakeholder's participation in decision making. Based on the Cronbach's alpha coefficient, the instrument has very high reliability.

METHOD OF DATA ANALYSIS

In harmony with the data that was collected from respondents, the close ended questionnaire was systematically coded, tabulated and organized for analysis using quantitative method. The organized and coded data stored in an editable excel spreadsheet were imported to version 20 of statistical Package for the Social Sciences (SPSS) and analyze by employing different statistical tools. First, frequency distribution

was used to obtain an accurate description of the respondents' background. Then, setting the alpha level of significance at five percent (α=0.5), the researcher was used mean, standard deviation and independent-sample t-test were to analyze the data collected through survey questionnaires.

On the other hand, the qualitative data which was gathering from respondents through interviews, FGDs and document review was summarized by grouping respondent's idea and qualitatively describing them using content analysis approach. Depending on the nature of the basic questions and data gathered, data were analyzed using different statistical tools.

Accordingly, the respondents' responses and the nature of the basic questions required different statistical techniques. Frequency and percentage distribution were used to analyze various characteristics of the sample population such as gender, age, level of formal education, field of specialization, current position and job experiences. To compute significance differences among school leaders and teachers respondents; mean, standard deviation, and t-values were used. Even though five point likert scales (very low/ strongly disagree, low/ disagree, average/ undecided, high/ agree, very high/ strongly agree) were used to collect data from respondents, to make analysis clear the responses of the respondents were analyzed with mean value 1.00-2.49 as low/disagree, 2.50-3.49 as average/undecided and 3.50-5.00 as high/agree by merging the responses of the respondents; very low and low as low, and very high and high as high [23].

Presentation, Analysis and Interpretation of Data

This chapter deals with the presentation, analysis and interpretation of data gathered from sample respondents. As indicated in the previous chapters, the objective of the study was to examine practices and challenges of stakeholder's participation in decision making in government secondary schools of Borena Zone, Oromia Regional State. Therefore**,** this chapter deals with Presentation, Analysis and Interpretation of the Data obtained from the sample schools by using the data gathering tools (questionnaires, interviews, focus group discussions and document review) to search for appropriate solutions to the basic questions of the study.

The data collected through close-ended questions from teachers and school leaders were presented in Tables and analyzed using frequency counts, percentages, mean scores, standard deviations and independent-sample t-test. The qualitative data obtained through interview, FGDs and document review was presented and analyzed in descriptive form together with the quantitative analyses of related questionnaire items. This section of the research report is categorized in to two major parts. The first part presents the characteristics of respondents and the second part deals with the analysis and interpretation of the collected data on practices and challenges of stakeholder's participation in decision making in government secondary schools.

Response Rate of the Quantitative Data

Table-3: Response Rate of Respondents.

No	Respondents	Distributed	Submitted	Return Rate %
1	Teachers	65	60	92.3
2	School Leaders	55	50	90.9
	Overall =	120	110	91.6

In this study, a total of 65 teacher respondents and 55 school leader respondents were selected and invited to complete the questionnaires. From these numbers, 60 teachers, and 50 school leaders properly completed and submitted usable questions, thereby generating a return rate of teachers (92.3%) and a return rate of school leaders (90.9%). The average return rates of those two groups were (91.6%). Therefore, the score rates of participants (91.6%) are greater than (75%) of return rates of respondents and this number is statically acceptable in this study See Table-3.

Description of the Study Participants

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 six tables show the general characteristics (genders, ages, educations level, and field of specializations, current positions and job experiences) of respondent's participation in the study.

Table-4: Percentage and Frequency Distribution of Respondents by: Gender, Age, Educational level, Fields of specialization, Current position and Job experiences

No	Variables	Descriptions	Respondents												Total	
			Teacher's		School Leaders						Supervisors		PTSAs			
					Principal's		Dep't Head's		Unit Leaders							
			N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	Gender	Male	48	80	12	100	12	50	7	50	6	100	24	66.7	109	71.7
		Female	12	20	-	-	12	50	7	50	-	-	12	33.3	43	28.3
		Total	60	100	12	100	24	100	14	100	6	100	36	100	152	100
2	Age	< 20	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		20 – 29	22	33.3	2	16.7	5	20.8	4	28.7	-	-	-	-	33	21.8
		30 – 39	38	63.7	10	83.3	19	79.2	10	71.3	6	100	12	33.3	95	62.5
		40 – 49	-	-	-		-	-	-	-	-	-	24	66.7	24	15.7
		50 >	-	-	-		-	-	-	-	-	-	-	-	-	-
		Total	60	100	12	100	24	100	14	100	6	100	36	100	152	100
3	Educational Level	Grade 3 – 12	-	-	-		-	-	-	-	-	-	36	100	36	23.6
		Diploma	-	-	-		-	-	-	-	-	-	-	-	-	-
		Degree	60	100	9	75	22	91.7	14	100	4	66.7	-	-	109	71.7
		M.A	-	-	3	25	2	8.3	-	-	2	33.3	-	-	7	4.7
		Total	60	100	12	100	24	100	14	100	6	100	36	100	152	100
4	Field of Specialization	Languages	10	16.7	-	-	4	16.6	2	14.5	-	-	-	-	16	10.5
		Mathematics	13	21.7	1	8.3	4	16.7	4	28.5	1	16.7	-	-	23	15.1
		Natural Sciences	15	25.0	1	8.3	4	16.7	4	28.5	1	16.7	-	-	25	16.4
		Social Sciences	22	36.7	4	33.4	12	50	4	28.5	1	16.7	-	-	43	28.2
		EDPM	-	-	6	50	-	-	-	-	3	50	-	-	9	6.2
		Farming	-	-	-	-	-	-	-	-	-		36	100	36	23.6
		Total	60	100	12	100	24	100	14	100	6	100	36	100	152	100
5	Current Position	Total	60	100	12	100	24	33.3	14	100	6	100	36	100	152	100
6	Job Experiences	< 10	9	15	2	16.7	4	16.7	4	28.7	1	16.7	30	83.3	50	32.8
		10 – 19	45	75	8	66.6	20	83.3	8	56.5	4	66.7	6	16.7	91	59.8
		20 >	6	10	2	16.7	-	-	2	14.8	1	16.7	-	-	11	7.4
		Total	60	100	12	100	24	100	14	100	6	100	36	100	152	100

As can be seen from Item 1 of Table-4, the gender distribution of teachers 48(80%) of them were males respectively. Whereas, principals, 12(100%) were males and supervisors, 6(100%) were males respectively. We can also see that no female was participating as secondary school principal in secondary school of the selected areas under the study. This indicates that no female was participating as a principals and supervisors in secondary schools. Supporting this finding, MoE [24] reported that women's are severely under represented leadership position at all levels in the education sector in all regions in Ethiopia. Department head's, 12(50%) of them were male and 12(50%) of them were female. Unit leaders, 7(50%) of them were male and 7(50%) of them were female respectively. This indicated that equal participation for males and females respectively. PTSAs, 24(66.7) of them were male participants respectively. From this it can be concluded that in the research areas were male dominated. Because of these decision making may depraved.

Item 2 of Table-4, also shows the age distribution of teachers, department heads, unit leaders, principals, PTSAs and supervisors. The majority age categories as below, 38(63.7%) of teachers age category were between 30-39 years old. Principals, 10(83.3%) of them were between 30-39 years old. However, department heads, 19(79.2%) of them were between 30-39 years old. Unit leaders, 10(71.3%) of them were between 30-39 years old. Supervisors 6(100%) were in the age category of between 30-39 years old and PTSAs, 24(66.7%) of them were between 40-49 years old. There were no respondents were below 20 age range respectively. This shows that majority of respondents is in a young age group. Thus, there would no barrier that the age difference might have caused for principals, department heads, teachers and supervisors to work cooperatively and collaborate in decision making practice.

Item 3 of Table-4, asks the respondent's educational level; 60(100%) of teachers were first degree holder; 9(75%) of principals were first degree; 22(91.7%) of department heads were first degree; and 4(66.7%) of supervisors were first degree holder; while, 36(100%) of PTSA members were in the levels of grade 3-12. Nearly, except PTSAs, all of the respondents were qualified at this level. This indicates that there was no

much variation in qualifications between school principals and staff members.

According to guideline of MoE [25] the recruitment and assignment criteria indicated in the document of secondary school principals and supervisors are required to have second degree in the required field study like educational administration, educational management, and educational leadership.

In researcher's understanding even though holding M.A is no guarantee to enhance stakeholders participation in decision making, it empowers the one in the leadership position to identify and implement different strategies for more participation of stakeholders. In addition I believe and feel that school leaders should exceed their followers in academic qualification. Moreover, most PTSA chairpersons were uncertified that may make them to hesitate to assemble stakeholders to participation in different decision making issues. This might made stakeholders not to participation in decision makings.

Item 4 of Table-4; in terms of respondent's field of specializations; 10(16.7%) of the teachers were from languages and the majority; 22(36.7%) of teachers were from social sciences; whereas, 1(8.3%) of principals were similarly from mathematics and natural sciences and 6(50%) of principals were from EDPM respectively. While, 12(50%) of department heads were from social sciences; whereas, unit leaders, 4(28.5%) were similarly from mathematics, natural sciences and social sciences; However, 3(50%) of supervisors were from EDPM.

This indicated that average of principals and supervisors were drawn from educational management according to data gathered. According to guideline of MoE [25] the recruitment and assignment criteria indicated in the document of secondary school principals and supervisors are required to have second degree in the required field study like educational administration, educational management, and educational leadership.

Item 5 of Table-4, about respondents current position; 60(50%) of the respondents were from teachers; 12(100%) of the respondents were from principals; 24(33.3%) of the respondents were from department heads and 14(100%) of respondents were from unit leaders. Whereas, 6(100%) of the respondents were from supervisors and 36(100%) of the respondents were from PTSAs respectively. This shows that proportional participation was given for teachers and school leaders in this research.

Item 6 of Table-4; is about job experience categories'; 6(10%) of teachers were 20 & above years job experiences categories; and 45(75%) of them were between 10-19 years job experiences categories respectively. However 2(16.7%) of principals were below 10 and above 20 years job experience categories; and 8(66.6%) of them were between 10-19 years respectively. Whereas, department heads 2(14.8%) of them were above 20 years job experiences categories; while, 20(83.3%) of them were between 10-19 years job experiences respectively. Also, 2(14.8%) of unit leaders were above 20 years job experiences; while, 8(56.5%) of them were between 10-19 years job experiences. Supervisors 1(16.7%) was below 10 years job experience categories; while, 4(66.6%) of them were between 10-19 years job experiences respectively. PTSAs, 30(83.3%) were below 10 years job experience categories and 6(16.7%) of them were between 10-19 years and none of them were 20 & above job experiences.

This indicates that many of the respondents are in the relevant experiences to their position. Some researchers [26] have asserted that respondents with 10-19 years of experience will desire great participation while those with 20 & above years of experience were desired less because they either achieve more or expect less. So, in researchers view teachers, school leaders, supervisors and PTSAs were in the active age range to participation in decision making.

Table-5: Introduce Statistics on the extents of stakeholder's participation in decision making process

No	*The extent to which stakeholder's participation in decision making process*	Respondents	Low		Average		High		M	SD	T-test	P-value
			F	%	F	%	F	%				
1	Level of stakeholders understand decision making by itself	T	15	25	28	46.7	17	28.3	3.15	0.988	0.990	0.083
		SL	8	16	32	64	10	20	3.25	0.874		
2	Level of stakeholders participation in decision making in school issues	T	19	31.7	24	48	17	20.3	2.88	0.940	-1.94	0.054
		SL	11	22	28	56	11	22	3.17	0.811		
3	Level of stakeholders believe the values of decision making at school level	T	22	36.7	32	53.3	6	10	2.62	0.940	-2.89	0.073
		SL	30	60	14	28	6	12	2.75	0.841		
4	Level of school community participation in school decision making	T	39	65	20	33.3	1	1.7	2.30	0.619	0.350	0.067
		SL	36	69.4	12	25.0	2	2.8	2.28	0.566		
5	Level of identifying strengths and weaknesses of employee participation in decision makings	T	50	83.3	8	13.3	2	3.4	2.03	0.663	1.28	0.062
		SL	40	80	8	16	2	4	1.97	0.878		
6	Level of stakeholder participation in school supervision mechanisms	T	50	83.4	5	8.3	5	8.3	1.93	0.861	-2.91	0.083
		SL	39	78	8	16	3	6	1.81	0.951		
7	Level of selecting alternatives in evaluating school performances	T	38	63.3	20	33,3	2	3.4	2.28	0.885	-3.94	0.071
		SL	32	64	12	24	6	12	2.19	0.889		
8	Level of stakeholders decision on teacher professional developments	T	42	70	16	26.7	2	3.3	2.07	0.821	-2.53	0.061
		SL	30	60	14	28	6	12	2.31	0.851		
9	Establishing community mobilization at school levels	T	36	60	22	36.7	2	3.3	2.23	0.810	-2.92	0.060
		SL	34	68	10	20	6	12	2.25	0.841		
10	Level of evaluating how well the department is participation in decision makings	T	38	63.3	19	31.7	3	5	2.20	0.840	-2.00	0.072
		SL	40	80	6	12	4	8	2.25	1.105		
							Ave. GM =		2.39	0.8487		

Key: F=frequencies, T =teachers, SL = school leaders, 1.0-2.49=low, 2.50-3.49=average, 3.50-5.0= High, GM=grand mean, M=Mean, SD=standard deviation, Significance level (p-value) < 0.05.

Extents of Stakeholders Participation in Decision Making Process

As can be observed in Items 1, 2 and 3 of Table-5, respondents were asked to indicate the level on stakeholder's participation in decision making process in government secondary schools of Borena zone. The researcher used the mean score ranging from 1.0-2.49 as "*low*", 2.50-3.49 as "*average*", and 3.50-5.0 as "high". In this regard, 17(28.3%), 17(28.3%), and 6(10%) of teacher respondents were high on level of stakeholders understand decision making by itself, stakeholder's participation in decision making in school issues, and stakeholders believes the values of decision making at school levels; However 28(46.7%), 24(40%) and 32(53.3%) of teacher respondents were average on the issue, while 15(25%), 19(31.7%) and 22(36.7) of teachers were low on the use of such method.

Whereas, 10(20%), 11(22%) and 6(12%) school leader respondents were high on level of stakeholders understand decision making by itself, stakeholder's participation in decision making in school issues, and stakeholders believes the values of decision making at school levels, while 32(64%), 28(56%) and 30(60%) of school leaders respondents were average and 8(16%), 11(22%) and 14(28%) of school leader respondents were low on the use of the method. On the other hand, the calculated mean values of teachers (Mean=3.15, SD=0.988), (Mean=2.88, SD=0.940), (Mean=2.62, SD=0.940) and that of school leaders (Mean=3.25, SD=0.874), (Mean=3.17, SD=0.811), (Mean=2.75, SD=0.841) indicates use of the method were rated as average level.

To support this finding by comparing the respondents' response t-test was computed. As a result, ($t_{(108)} = 1.56$, $P > 0.05$) shows that there is no significant perception difference between the two groups of respondents. Despite both groups of respondents rated as average at the issues. This interpretation deduced to stakeholders understand decision making by itself, stakeholder's participation in decision making in school issues and stakeholders believes the values of decision making at school levels were not to the needed standard. Therefore, it needs different strategies such as training, awareness, motivational duties concerned, continuous discussion, evaluation and feedback should be devised to enhance more participation.

With regards, Items 4 and 5 of Table-5, respondents were asked to indicate on the level of school community participation in school decision makings and level on stakeholders identifying strengths and weaknesses of employee participation in decision makings. In this regard, 1(1.7%), 2(3.3%) of teacher

respondents were high on the level of school community participation in school decision making, 20(33.3%), 8(13.3%) of teacher respondents was average on the issue, while 39(65%), 50(83.3%) of teachers respondents was low on the use of such method. Also, 2(2.8%), 2(5.6%) school leader respondents agreed high on level of school community participation in school decision making, while 12(25%), 4(11.1%) of school leaders respondents were average and 36(69.4%), 30(83.3%) of school leader respondents were low on the use of the method.

On the other hand, the calculated mean values of teachers (Mean=2.30, SD=0.619), (Mean= 2.03, SD=0.663) and that of school leaders (Mean=2.28, SD=0.566), (Mean=1.97, SD=0.878) indicates use of the method is low. This means that, level of school community participation in school decision making and stakeholders' level of identifying strengths and weaknesses of employee participation in decision makings as rated low level. In order to compare the two group's responses, an independent samples t-test was computed. As a result, ($t_{(108)} = 1.56$, $P > 0.05$) shows that there is no significant perception difference between the two groups of respondents. Despite both groups of respondents rated as low as the issues. The results revealed that, less attention was given to the school communities participation regarding decision making and level stakeholders participation in identify strengths and weakness of employee participation in decision making process.

In relation to support this idea, interview was conducted with supervisor: (Sup# 1, /25th, May, 2019) said as follows:

> *Most of the decision making is decided by school principals, that is, decision making do not decided in participation way. That means school principals were not asserting concern to participation stakeholders in decision making.*

Similarly, from the above secondary school FGDs, it was found out those PTSA members participation was only in rewarding activities. Besides, their participation was still low. Supporting this finding MOE [24], revised school decision making need the participation of all stakeholders but most of the time school decision making is decided by school principals. So from the researcher's point of view, if stakeholders were not participation in school decision making it is illusion to say that stakeholders were participation in school decision making.

With regards, Items 6 and 10 of Table 6, respondents were asked to indicate the level on stakeholder participation in school supervision mechanisms and stakeholders evaluating how well the department is participation in decision makings. In this regard, 5(8.3%) and 3(5%) of teacher respondents were high on level of stakeholder participation in school supervision mechanisms and stakeholders evaluating how well the department is participation in decision makings; However 5(8.3%) and 19(31.7%) of teacher respondents was average on the issues, while 50(83.4%) and 38(63.3%) of teachers respondents were low on the use of such method. Also, 3(6%) and 4(8%) school leader respondents were high on the level of stakeholder participation in school supervision mechanisms and stakeholders evaluating how well the department is participation in decision makings; while 8(16%) and 6(12%) of school leaders respondents were average and 39(78%) and 40(80%) of school leader respondents were low on the use of the method.

On the other hand, the calculated mean values of teachers (Mean=1.93, SD=0.861), (Mean=2.20, SD=0.840) and that of school leaders (Mean=1.81, SD=0.951), (Mean=2.25, SD=1.105) indicates use of the method was rated as low level. This means that, level on stakeholder participation in school supervisions as rated low level. However, an independent samples t-test was computed to examine if there was differences between the responses of two groups. Accordingly, ($t_{(108)} = 1.56$, $P > 0.05$) shows that there is no significant perception difference between the two groups of respondents. Despite both groups of respondents rated as low at the issues. This finding indicates that level of stakeholder participation in school supervisions mechanisms and evaluating how well the department is participation in decision makings was rated as low and needs great attention to improve the issues.

With regards, Items 7, 8, and 9 of Table 6, respondents were asked to indicate the level of selecting alternatives in evaluating school performances, stakeholder's decision on teacher professional developments and stakeholders establishing community mobilization at school levels. In this regard, 2(3.4%) of teacher respondents was high on the level of selecting alternatives in evaluating school performances, stakeholder's decision on teacher professional developments and stakeholders establishing community mobilization at school levels; and 20(33.3%), 16(26.7%) and 22(36.7%) of teacher respondents were average on the issue; while 38(63.3%), 42(70%) and 36(60%) of teachers respondents were low on the use of such method. Also, 6(12%) school leader respondents were high on the level of selecting alternatives in evaluating school performances, stakeholder's decision on teacher professional developments and stakeholders establishing community mobilization at school levels,; and 12(24%), 14(28%) and 10(20%) of school leaders respondents were average on the use of the method; while 32(64%), 30(60%) and 34(68%) of school leaders were low on the issues.

On the other hand, the calculated mean values of teachers (Mean=2.28, SD=0.885), (Mean=2.07,

SD=0.821) (Mean=2.23, SD=0.810) and that of school leaders (Mean=2.19, SD=0.889), (Mean=2.31, SD=0.851), (Mean=2.25, SD=0.841) indicates use of the method was rated as low.

The results revealed that, less attention were gi ven for; level of selecting alternatives in evaluating sch ool performances, stakeholder's decision on teacher professional developments and establishing community mobilization at school levels were rated as low levels. An independent samples t-test was computed to determine if there was difference between the responses of the two groups. As a result, ($t_{(108)} = 1.56$, $P > 0.05$) shows that there is no significant perception difference between the two groups of respondents. Despite both groups of respondents rated as low at the issues. The finding shows that there were the absence concerned on the level of selecting alternatives in evaluating school performances, stakeholder's decision on teacher professional developments and establishing community mobilization at school levels. Average grand mean 2.29(SD=0.848), which shows that the above Table 6 were rated as low levels. Therefor intention that stakeholders participation is to some extent good but stakeholders belief that their participation was rated as low on believe the values of decision making at school level was the duty of school principals.

In relation to support this idea, interview was conducted with supervisor: (Sup# 4, /23rd May, 2019) said as follows:

> *School principals should be active enough to empower stakeholders to determine mechanism of supervising the implementation of school decision making. So, this has to be considered in the sample schools.*

Similarly, from the above secondary school FGDs, it was found out those PTSA members participation was only in disciplinary issues. Besides, their participation was rated as low.

As can be seen from Table 6, regarding the level of stakeholder's participation in decision making process in secondary school of Borena zone, in Items 4, 5, 6, 7, 8, 9 and 10 both respondents scored the mean value at low level of practices. However, both groups were rated as average level in Items 1, 2 and 3of the above Table 6. Similarly, the data gathered from supervisors, FGD and open-ended questions indicate that majority of school leaders from the sample schools motivate members to be participation in decision making. But teachers reported that sharing of responsibility and their participation in disciplinary issues were affected by higher officials‟ interference. The researcher data collection of the sample schools and interview conducted with Supervisors, FGDs with PTSAs and document reviews of minutes of managements also confirm this result.

Furthermore, the current practices of stakeholders participation as the respondents confirmed, agrees with Shaffer's [27] idea that, there is participation only when the local community representative are taking part in decision making. From this, it is possible to conclude that extents of stakeholder's participation in decision making process were low level. FGDs indicated list has been done with regard to level of stakeholder's participation in decision making in secondary school. Based on the FGDs question on the level of participation in decision making, PTSAs are raised the following ideas: we were not participated in school activities because of low awareness towards educational issues, when they are calling by the school bodies they urgently take part in decision making, but not at all. Similarly, literatures revealed that stakeholders should be participated in all levels of school life and have opportunities for participation in each major level [28].

CONCLUSIONS

Based on the analysis of the data and the findings of the study, the following major conclusions are derived in relation to basic questions of the study:

From the finding obtained in this study, it was found that, levels of stakeholders participation in decision making process in; school community participation in school decision making, identifying strengths and weaknesses of employee participation in decision makings, participation in school supervision mechanisms, selecting alternatives in evaluating school performances, stakeholders decision on teacher professional developments, establishing community mobilization at school levels, evaluating how well the department is participating in decision makings were rated as low at the issue.

In general, the grand mean average for the areas 2.9(SD=0.848) ranged as under average level. However, reflected that, extents of stakeholder's participation in decision-making process were rated as low in the sample schools. This implies that, less attention was given by stakeholder's contribution for efficient and effective of school performance. Moreover, this challenges the overall activities of school in general and teaching-learning process in particular.

In trying to assess challenges affecting stakeholder's participation in decision-making process, the study has indicated that stakeholder's perceptions in awareness how to participate in school affairs; school leaders effective communications; stakeholders full effort to take part in decision making; commitment between stakeholders; stakeholders skill and knowledge in decision making; responsible to make decision on specific issues; willingness of stakeholders to take part in decision makings and degree of stakeholders risks takings were majority of the challenges that impede

stakeholder's participation in decision-makings were rated as low as the issues. In general, the grand mean average for the challenges 2.43(SD= 0.75) ranged under undecided level. This implies that, because of their understandings and/or took training in how to participation in school issues.

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