

**A HYBRID PARTICIPATORY FRAMEWORK FOR STRATEGIC DECISION MAKING
IN THE ETHIOPIAN EDUCATION SECTOR**

by

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ABSTRACT

The objective of this study is to examine the effect of strategic decision-making processes and practice on the quality of education – particularly of general education in Ethiopia – conduct analysis on strategic decision-making processes and practice in developing economies, and to develop a hybrid decision-making model for greater efficiency.

To test hypotheses, data were collected from 391 Employees of Ethiopian governmental and non-governmental institutes/organisations who were working on the position of strategic planning and decision-making and supporting the nation by assisting, especially in terms of finance and human resources.

A mixed-method approach was used in this study. Such a methodology employs both quantitative and qualitative methods. The qualitative method is dominant, while the quantitative method is used in a supportive role. Structured and unstructured questionnaires focus group discussions and one-to-one interview techniques were employed to collect data for the research. The strategy chosen for this mixed-method study was concurrent triangulation, which enables the researcher to collect both quantitative and qualitative data concurrently and then compare the two data sets to determine if there is convergence, differences, or some combination of both (Creswell, 2009).

With the help of SPSS software 2.0, descriptive analysis and multiple regression analysis were used to verify all hypotheses and data on the effects of strategic decision-making processes and practice on the quality of general education. According to the analysis result, six null research hypotheses were confirmed as rejected and three null hypotheses were confirmed as accepted. According to the data analysis result, there is a positive correlation between strategic decision-making processes and the quality of general education.

Using a top-down approach, the research findings suggest that strategic decision-making processes and practices in Ethiopia should be participatory. However, the participation level of stakeholders is not encouraging, with most stakeholders not being involved in strategic decision-making processes and practice throughout the nation. In their decision-making, leaders, whether at the federal or regional level, were found not to be using a participatory decision-making model. Most were found to be following a set administrative structure and basing decisions on instructions from leaders. As a result, the bottom layers of government were found to be discouraged and not actively

participating in the implementation of the strategic plan. Consequently, the quality of general education in Ethiopia was found to have been deteriorating over time.

Keywords:

Decision-making, strategic decision-making, strategy, strategic planning, strategy as process, strategy as practice, stakeholder, strategic thinking, social development, educational accessibility, educational relevance, educational equity, educational quality, and educational efficiency

ISISHWANKATHELO

Injongo yesi sifundo kukuphonononga ifuthe leenkqubo zokuthatha izigqibo ngobulumko kunye nokuqhutywa kwemfundo esemgangathweni – ngakumbi imfundo jikelele e-Ethiopiya – kuphonongwe iinkqubo zokuthatha izigqibo ngobulumko nokuzisebenzisa kumazwe anoqoqosho olusakhasayo kunye nokuqulunqa indlela exubayo yokuthatha izigqibo ukuze kusetyenzwe ngcono.

Ekuvavanyeni okuthelekelelwayo, kwaqokelelwa iinkcukacha zolwazi kubaqeshwa bakarhulumente wase-Ethiopia abangama-391 nakumaziko/kumaqumrhu angengowaseburhulumenteni nawayesebenza kwizikhundla zokuceba nokuthatha izigqibo ngobulumko kwanokuxhasa isizwe ngokuncedisa, ngakumbi kwimithombo yezoqoqosho neyoluntu.

Kwasetyenziswa indlela exubileyo ekuqhubeni esi sifundo. Loo ndlela iquka ukusebenzisa uphando ngokujonga amanani abathathi nxaxheba okanye ukuzathuza. Kusetyenziswe kakhulu ukuzathuza kwaze ukuqwalasela amanani kwasetyenziselwa ukuxhasa ukuzathuza. Kwaqokelelwa ulwazi lophando kusetyenziswa uludwe lwemibuzo oluqingqiweyo nolungaqingqwanga, kwaqhutywa iingxoxo zamaqela, nodliwano ndlebe lobuso ngobuso. Icebo elakhethelwa le ndlela yophando ixubileyo yayikukuqhuba ngaxeshanye zonke iinkqubo zophando, ukwenzela ukuba umphandi aqokelele iinkcukacha ngamanani okanye ngozathuzo, emva koko athelekise olo lwazi ngenjongo yokujonga ukuba ingaba ziyavumelana, ziyaphikisana okanye zenza kokubini kusini na (Creswell, 2009).

Ngoncedo lobuxhakaxhaka bobuchwepheshe ekuthiwa yi *SPSS software 2.0*, kwahlalutywa iinkcukacha ngokuqikelela isiphumo samaqela eenkcukacha, oko kusenzelwa ukungqina okwakuqikelelwe ngaphambili ngefuthe leenkqubo zokuthatha izigqibo nokusetyenzwa komgangatho wemfundo jikelele. Ngokweziphumo zohlalutyo, zintandathu iziqikelelo ezakhatywayo kanti ezintathu zangqinwa. Iziphumo zohlalutyo zabuya zadiza ukuba kukho ulwalamano phakathi kweenkqubo zokuthatha izigqibo ngobulumko nomgangatho wemfundo jikelele.

Ngokusebenzisa indlela yolawulo esuka phezulu iye ezantsi, okufunyaniswe kolu phando kuthi iinkqubo zokuthatha izigqibo ngobulumko e-Ethiopia kufuneka ziqhutywe ngokubambisana. Noxa kunjalo, izinga lokuthatha inxaxheba kwabachaphazelekayo alikhuthazi, ngoba uninzi lwabachaphazelekayo ababandakanyeki kwiinkqubo zokuthatha izigqibo ngobulumko esizweni. Ekuthatheni izigqibo, iinkokheli ezikumazinga kazwelonke okanye kwiingingqi zafumaniseka ukuba azibambisani

nabachaphazelekayo. Kwafumaniseka ukuba uninzi lwazo ezo nkokheli zilandela isakhelo solawulo esiqingqiweyo kwaye zithatha izigqibo ngokulandela imiyalelo yeenkokheli zazo. Loo nto yabatyhafisa abakumazinga asezantsi aseburhulumenteni kwaye bangabi namdla wokusebenza ngamandla ekufezekiseni icebo lobulumko. Ngoko ke umgangatho wemfundo jikelele e-Ethiopia wafumaniseka usiya usihla ekuhambeni kwexesha.

Amagama ahabili:

Ukuthatha izigqibo, ukuthatha izigqibo ngobulumko, icebo lobulumko, ukuceba ngobulumko, icebo lobulumko njengenkqubo, icebo lobulumko njengomsebenzi, abachaphazelekayo, ukucinga ngobulumko, uphuhliso loluntu, ukufikeleleka kwezemfundo, ukubaluleka kwezemfundo, umgangatho wezemfundo, ulingano kwezemfundo, ukusebenza kakuhle kwezemfundo.

NGAMAFUPHI

Inhloso yalolu cwaningo ukuhlola imithelela yezinhlelo kanye nengqubo yokuthathwa kwezingqumo ezingeni lokuphatha eliphezulu mayelana nezinga lemfundo – ikakhulu kumkhakha wonke wemfundo engase-Ethiopia – uhlaziyo olwenziwe phezu kwezinhlalo kanye nengqubo yokuthathwa kwezingqumo ezingeni eliphezulu lokuphatha emazweni asathuthukayo kwezomnotho, kanye nokuthuthukiswa kwemodeli yokuthathwa kwezingqumo, phecelezi *i-hybrid decision-making model* ukuze izinto zihambe kahle kakhulu.

Ukuhlola lehayipotesisi, kuye kwaqoqwa idatha yabaSebenzi aba-391 bakahulumeni wase-Ethiopia kanye nakumaziko/nakwizinhlangano ezizimele (ezingezona zikahulumeni), okungabasebenzi ababesebenza ezikhundleni eziphezulu zokuphatha kwezokuhlela nokuthathwa kwezingqumo (*strategic planning and decision-making*) kanye nokuxhasa isizwe ngokusiza, ikakhulu mayelana nokuxhaswa ngezimali komnyango wezokuqhashwa kwabasebenzi (*human resources*). Ukuze kuhlolwe ihayipotesisi, idatha iqoqwe kubaSebenzi bakahulumeni aba-391 base-Ethiopia kanye nakumaziko/nakwizinhlangano, okungabasebenzi ababesebenza ezikhundleni zokuphatha kwezokuhlela nokuthathwa ezingqumo kanye nokuxhasa isizwe ngokusiza, ikakhulu mayelana nezimali kanye nasemnyangweni wezokuqhashwa kwabantu.

Uhlelo oluvangene *i-mixed-method approach* lusetshenzisiwe kulolu cwaningo. Le methodology isebenzisa izindlela ezimbili eyencike phezu kwamanani (*quantitative*) kanye nencike phezu kwengxoxo (*qualitative*). Indlela eyencike kwengxoxo yiyo kanye ehamba phambili, njengoba indlela eyencike phezu kwamanani isetshenziswa kwindima yokuxhasa. Imibhalo yemibuzo ehleliwe naleyo engahleliwe, izingxoxo zamaqembu aqondiwe kanye nezinhlalo zenhlolovo kusetshenzisiwe ukuqoqa idatha yocwaningo. Amasu akhethwe alolu cwaningo lwayo le ndlela evangile (*mixed-method*) lwaluhambisana nohlelo lokusebenzisa zonke izindlela (*triangulation*), okuyizindlela ezanceda umcwaningi ukuba aqoqe idatha ngezindlela ezimbili, eyencike phezu kwengxoxo naphezu kwamanani ngesikhathi esisodwa kanti futhi kuqathaniswe amasethi amabili edatha ukuthola ukuthi ngabe kukhona ukuhambisana, imehluko, noma ukuhlobana kuzo zombili (Creswell, 2009).

Ngocedo lwe-*SPSS software 2.0*, kusetshenzisiwe indlela yokuhlaziya echazayo kanye nohlelo lwe-*multiple regression analysis* lusetshenzisiwe ukuqinisekisa onke amahayipotesisi kanye nedatha phezu kwemithelela yezinhlelo kanye nezingqubo zokuthathwa kwezingqumo ezingeni lokuphatha eliphezulu kanye nezinga lemfundo

yonke. Ngokomphumela wohlaziyo, amahayipotesisi (6 *null research*) ocwaningo ayisithupha aqinisekisiwe njengalawo akhashelwe ngaphandle kanti amahayipotesisi amathathu (3 *null research*) aqinisekisiwe njengalawo amukelwe. Ngokwemiphumela yohlaziyo lwedatha, kukhona ukuhambela okuhle okuphakathi kwezinhlelo zokuthathwa kwezinqumo esigabeni sokuphatha esiphezulu kanye nakwimfundo yonke.

Ngokusebenzisa indlela esuka phezulu ishone phansi, ulwazi olutholakele kucwaningo luphakamise ukuthi izinhlelo kanye nezingqubo zokuthatha izinqumo esigabeni sokuphatha esiphezulu e-Ethiopia kufanele zibandakanye. Yize-kunjalo, izinga lokuzibandakanya labadlalindima alikhuthazi nakancane, njengoba abadlalindima abaningi ababandakanywa ekuthathweni kwezinqumo esigabeni esiphezulu sokuphatha ezweni lonke. Uma kuthathwa izinqumo, abaholi, mhlawumbe abaksezingeni lefederali noma lesifunda batholakele ukuthi abalandeli imodeli ebandakanya abanye abantu uma kuthathwa izinqumo. Iningi labo litholakele lilandela uhlelo lokuphatha futhi lususela izinqumo zabo phezu kwezinqumo kubaphathi. Njengomphumela, izigaba eziphansi zikahulumeni zibonakele zixova umoya kanti lezi zigaba zabantu bebangazibandakanyi ngendlela ematasa uma sebesebenzisa uhlelo lwezinqumo zesigaba esiphezulu sabaphathi. Njengomphumela, izinga lemfundo yonke e-Ethiopia litholakele lishona phansi njalo nje.

Amagama asemqoka:

Ukuthathwa kwesinqumo, ukuthathwa kwezinqumo esigabeni sokuphatha esiphezulu, amasu, uhlelo lwamasu, amasu njengohlelo, amasu njengengqubo, umdlalindima, ukucabanga ngokusezingeni eliphezulu, ukuthuthukiswa komphakathi, ukutholakala kwemfundo, imfundo ehambisana nezidingo, imfundo elinganayo, izinga lemfundo, , kanye nemiphumela emihle yemfundo.

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LIST OF ACRONYMS

AfDB	African Development Bank
ADLI	Agriculture Development Led Industrialization Strategy
COPWE	Commission for Organizing the Party of the Working People of Ethiopia
CPS	Country Partnership Strategy
DMPRQ	Decision Making Processes, Practice and Quality of Education
DMPPQ	Decision Making Processes, Practice and Quality of Education
Emaledih	Union of Marxist-Leninist Organizations,
EDU	Ethiopian Democratic Union
EPDM	Ethiopian People's Democratic Movement
EPRDF	Ethiopian People's Revolutionary Democratic Front
ESDP	Educational Sector Development Plan
ETP	Education and Training Policy
FGDC	Fast Growing Developing Country (FGDC)
FPDA	Federal and Pastoral Development Affairs
GEQIP	General Education Quality Improvement Package
GoE	Government of Ethiopia
GTP	Growth and Transformation Plan
HRM	Human Resource Management
HRD	Human Resource Development

IDA	International Development Association
IMF	International Monetary Fund
IRG	Integral Government Relation
MDGs	Millennium Development Goals
MEISO	Members of the All-Ethiopia Socialist Movement
MOFED	Ministry of Finance and Economy
NBE	National Bank of Ethiopia
OPDO	The Oromo People's Democratic Organization
PBS	Protection of Basic Services Program
PDRI	Planning, Decision making, Resource Utilization and Instructional Activities
POMOA	Provisional Office for Mass Organization and Affairs
PMAC	Provisional Military Administrative Council
PSNP	Productive Safety Nets Program
REER	Real Effective Exchange Rate
SDM	Strategic Decision Making
SDMPP	Strategic Decision-Making Processes and Practice
SDMPPQ	Strategic Decision-Making Processes and Practice of general education
SDMQ	Strategic Decision Making and Quality of General Education
SHT	Stakeholder Theory

SLM	Sustainable Land Management Project
SSPPD	Supporting the Strategic Plan, Decision Making,, Processes and Practice
SSPDMPP	School strategic planning, Decision making Processes and Practice
SPPPI	Strategic planning, Processes, Practice and Implementation
SWOT	Strength, Weakness, Opportunity and Threats
TA	Thematic Analysis
TVET	Technical and Vocational Education and Training
TPLF	Tigray People's Liberation Front
UPE	Universalization of Primary Education
UNESCO	United Nations Education, Science and Cultural Organization
Wash-UAP)	Water Supply, Sanitation, and Hygiene Universal Access Program
WB	World Bank
WPE	Workers Party of Ethiopia

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DECLARATION

I Zinare Mamo Haile, a DBL – SBL, student with student No. 77665767, do hereby declare that this research entitled "a Hybrid Participatory Framework for Strategic Decision Making in the Ethiopian Education Sector is my work and that all the sources that I have used or quoted have been indicated and acknowledged and employed complete references.

I further declare that I have not previously submitted this work, or part of it, for examination at UNISA for another qualification or at any other higher education Institution.

Name: Zinare Mamo Haile

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CERTIFICATION

This is to certify that the research entitled, "A Hybrid Participatory Framework for Strategic Decision Making in the Ethiopian Education Sector" is an original work of Zinare Mamo Haile, a DBL – SBL, student with student No. 77665767 and is being submitted for the award of the Degree of Doctor of Business Leadership (DBL) of University of South Africa (UNISA) under my supervision. I further confirm that the research is his original work and that all sources that he has used or quoted have been duly acknowledged.

Name of supervisor: Dr Tidings P. Ndhlovu

Signature: .....

Date: 04 May 2018

Place: Manchester, United Kingdom

DEDICATION

I dedicate my dissertation to my loving parents, late father Mamo Haile and my mother Kawite Kanchalta. Words cannot express how grateful I have been for your care and understanding. Unlike many other parents in rural communities of our locality, you were committed to sending me to school through you had not had such an opportunity. Thank you from the bottom of my heart for your support and moral.

Last, but not the list I dedicate this dissertation to my spouse Beyenech Monjore, thank you for your love, understanding, patience, and tolerance during this study. I have a lot to make up for My sons and daughter, Tesfayesus Zinare, Amanuel Zinare, Tamerat Zinare, and Elenata Zinare for your honest, motivation, encouragement and support that you offered me in my study. God, bless you abundantly.

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2025. To realize this national agenda, the country needs to further strengthen its economic development, growth, and well-being. One of the most important is having a good decision-making system. Managing and leading the people who are diversified in language, culture, religion, and customs like Ethiopia needs a leader of integrity who have a different understanding of the culture and customs of their people.

CHAPTER ONE: INTRODUCTION

1.1. An Overview of the study

Ethiopia is now considered as one of the countries whose economy is growing fast in Africa. As a result of this growth, the country has secured international loans and aids from bilateral and multilateral sources. These funds are released based on the country's strategic development plan and its capacity to utilize the funds responsibly.

Different government entities under different systems of government use different decision-making styles or modalities. These decision-making styles are based on the ideologies or systems of the government under which they operate. Ethiopia went through different government systems since 1930, from a feudal and subsequently feudal-capitalist government system for almost half a century (1930-1974), to a socialist government system for seventeen years (1974 -1991) and a federal government with a significant market economic oriented system since May 1991. Under a monarchy and socialist regime, loans for development were secured and applied centrally through a particular leader. In the case of the current federal government market system, decision making for securing and applying international loans seems to be somewhat decentralized.

Decision-making is the process of choosing between alternatives to achieve a goal. It may involve allocating resources, appointing people, investing capital, or introducing new products (Thomas, 2004).

There are different phases of decision-making processes. To answer the questions such as: "What types of decisions are likely to be made in an institution?" and 'under which circumstances are decisions made? Various views and theories of decision-making will be sought in the literature.

There are various models that decision-makers can use to make decisions. The researcher has selected three among them, particularly because of their relevance to the Ethiopian context. Ethiopian decision-making process can arguably be placed within the rational and time-bounded contexts. These selected models - the rational model of economic man and bounded rationality (Simon, 1977), and the OODA Loop decision-making model (Boyd, 1996) will be discussed in more detail in chapter 3(3.10).

Currently, the Ethiopia education decision-making system is based on the country's administrative structure. Ethiopia has nine ethnic base regional states with two chartered administrative cities. The medium of instruction in primary school is different from region to

region and the medium of instruction in secondary school is English except using regional language as one subject in every region respectively. The variation of language usage in the regions creates a problem on the quality of general education. The decision of choosing the medium of instruction was left for politicians who lead the regions without conducting necessary study by using educational practitioners.

The role of partner organizations was providing financial and human resource support to assist the improvement of the quality of general education in Ethiopia, but the impact was not as expected. The main stakeholder of education such as teachers, parents, school headmasters and partnering organization's participation were insufficient in the strategic decision-making processes and practice of education.

Due to the unsatisfactory participation of the school community in the education sector, the quality of education was deteriorating from time to time and currently, the problem is very serious. Students who graduate from primary schools were unable to write their name properly. Also, students who have been graduated from secondary school are unable to express themselves in the English language, this need intervention with the collaboration of the government and school community.

This chapter provides an overview of and the rational of the study in order to explain: the context of the study, purpose of the study, statement of the problem, research questions and objective of the study, scope and limitation of the study; articulate the outline of the study; and it further provides a brief ethical consideration and dissemination

1.2. Problem Statement

Ethiopia has gone through different government systems over the years since 1930. As indicated earlier, these systems consisted of a feudal and subsequently a feudal-capitalist government system that spanned almost half a century (1930-1974), a period (1974-1991) of a socialist government system and a federal government that is predominantly market-oriented from May 1991. The common aspiration of the different governments since 1930 has been to transform Ethiopia from a developing country into a developed nation. A strategic plan is to ensure that decision-making processes and practices lead to the development of a nation.

Decision-Making Processes and practices have been identified as crucial in achieving the desired or expected results in the quality of general education. Indeed, this is important for social development, that is, as an imperative for the development of human capital and development economics. Some economists, particularly neoclassical economists, agree that the pace of

economic and social development depends on human rather than material resources (Mahmood, 2012).

Before 1991, education in Ethiopia was managed by the religious sector (churches and mosques). Limited state intervention in education and the opposition from churches and mosques resulted in education being faith-based and community-supported (Markose, 1994).

Until 1936, there were only 21 government schools in the entire country. In 1959/60, enrolment numbers in government schools had grown to 250,000. Because of the shortage of locally trained teachers, most of them were recruited from England and America. Moreover, the nature and content of the curriculum reflected the values, cultures, and history of Western rather than Ethiopian society (Tilaye, 2012)¹.

As of 1991, the management of the Education system has been changed from a centralized to a decentralized approach. This departure has led to decision making that is based on consultation of regions. The new policy framework was designed to be strategically aligned with societal needs. Meanwhile, the education sector strategy document that was published in 1994 aimed to enhance the education sector through the identification of ten major constraints which are discussed in greater detail in Chapter 2(2.3.).

The current decision-making in Ethiopia's education system was not participatory. It lacks the appropriate and full involvement of the school community and stakeholders. The strategic plan preparation in the Ministry of Education was dominated by politician and the educational practitioners were forced to implement the decision imposed upon them by the government. Also, there was:

- lack of trained human resource in the education sector,
- poor conducive environment of teaching and learning process,
- poor infrastructure that are necessary for teaching-learning process of such as appropriate school building, classroom equipment, availability of textbook.
- poor availability of basic service like separate toilet for girls and boys, lacking availability of water and electricity,
- lack of financial resources. Etc. in all over the country,

¹ Tilay. k (2012). 'Evaluation of the progress towards of education for all goals in Ethiopia ', . *Ministry of Education and UNESCO*, Addis Ababa

Quality of education reflects the complexity and multifaceted nature of the concept. Terms such as efficiency, effectiveness, equity, and quality have often been used synonymously (Adams, 1993). However, there is consensus on what constitutes the basic dimension of quality education. According to Rasheed (2000), the quality of education should reflect the following environment:

- Learners who are healthy, well-nourished and ready to participate and learn and supported in learning by their families and communities,
- an environment that is healthy, safe, protective, gender-sensitive, and provides adequate resources and facilities,
- Content that is reflected in relevant curriculum and materials for the acquisition of basic skills, especially in the area of literacy, numeracy, and skills for life and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention, and peace,
- processes through which trained teachers practice their student-centred teaching approach in well - managed classrooms, schools and assessments to facilitate learning and reduce disparities and outcomes that encompass knowledge, skills, and attitudes, and are linked to national goals for education and positive participation in society.

According to the National Assessment and Accreditation Council (NAAC), NAAC of India, quality education indicators are process of curriculum design, developing institutional vision and goal, timely curriculum content revision, school context and physical infrastructure, teachers and classroom, admission procedure, system efficiency, feedback mechanism, diagnosis and remedial programme, guidance and counselling service, social, cultural and leisure activities as well as financial governance, and student background characteristics. However, the level of quality education in Ethiopian did not yet fulfilled such quality indicators.

Currently, due to the lack of participatory decision-making approach, which is not fully utilizing the school community and partnering organization, create a negative impact on the quality of general education in Ethiopian education sector

Given the problems concerning shortages within the education system and the nature and content of the curriculum, as well as changes in government policy from centralized to decentralized management, this study will build on stakeholder theory. This theoretical analysis will also help to address the problem of weak and inefficient leadership in the education system, particularly the failure to effective decisions that involve all stakeholders and poor organizational structures and limited financial resources that are identified as constraints to the education system. Being a theory of organizational management and ethics, stakeholder theory like all

theories of strategic management also can shed some light on the moral content, though it is often implicit (Phillips et al, 2003). Stakeholder theory is concerned with who has input in decision-making as well as who benefits from the outcomes of such decisions. It is against this background that the Ethiopian government has designed educational training and development programs to be phased in over 20 years. The programs were launched in 1977, 2002/3, 2005/6, 2010/11, respectively, and completed in 2014/15.

Since the phasing in of the Education Development Plan, the performance of the education sector in terms of accessibility in general education has increased substantially see annex table1

Despite this improvement, problems relating to the quality of education still need attention. Indeed, there is a need to address the decision-making processes and practice in terms of:

- a) stakeholder's participation
- b) decision-making approach
- c) teachers' qualifications
- d) teacher class size ratios
- e) utility services
- f) textbook ratios
- g) the process of curriculum design and context
- h) the physical structure
- i) professional development
- j) guidance and counselling services
- k) social, cultural and leisure activities
- l) student background characteristics (socioeconomic status, gender, ethnicity, the discrepancy between the language spoken at home and school, the distance a student has to walk to school, place to study at home, malnutrition, and number of books in the home) and
- m) educational financial support

1.3. Purpose of the study

The purpose of the study is to:

- examine the impact of strategic decision- making processes and practices on the quality of general education in Ethiopia;
- analyse strategic decision-making processes and practices in a developing economy; and
- develop a hybrid decision-making model toward greater efficiency.

The finding of the study might be useful for the developing economy like Ethiopia and another entire developing world in formulating strategic planning and to identify the gaps of strategic decision-making processes and practices and fill the breach by using the forwarded hybrid decision-making model that may lead to greater efficiency in the participation of stakeholders and decision making.

1.4. Objectives of the study

The primary objective of this study is to examine the impact of strategic decision- making processes and practices on the quality of general education in Ethiopia and develop a hybrid decision-making model that may lead to greater efficiency. The study is specifically designed:

- 1 To assess the accomplishment of the strategic decision-making processes and practices in general education in terms of the current model and steps used in Ethiopia.
- 2 To assess the role of partnering organizations in enhancing the strategic decision-making processes, practices and the quality of general education in Ethiopia.
- 3 To pinpoint the educational challenges confronting strategic decision-making processes and practices in Ethiopia.
- 4 To assess the effect of the relationship between strategic decision-making processes, practices and the quality of general education in Ethiopia;
- 5 To develop a hybrid decision-making model that may lead to greater efficiency in the participation of partnering organizations and decision making.

1.5. Research questions

The researcher has developed five main research questions. The research questions are:

1. How the execution of strategic decision-making processes and practice accomplishment in general education in terms of the current model and steps used in Ethiopia?
2. To what extent were partnering organizations able to participate in strategic decision-making processes, practices and quality of general education in Ethiopia?
3. What are the challenges or problems that confronting strategic decision-making processes and practices in Ethiopia?
4. What is the effect of or relationship between strategic decision-making processes, practices and the quality of general education in Ethiopia?
5. What type of Model are you using while making strategic decision-making processes and practices in Ethiopia?

1.6 . Rational of the Study

The research aims to contribute to knowledge by developing a strategic decision-making model and conducting analysis on strategic decision-making processes and practices in a developing economy. It will contribute specifically to addressing the impact of international aid on the development of the quality of general education in Ethiopia. It can also be a possible resource for students of educational planning and management in improving their insights into strategic decision-making processes and practices. Finally, this research may be a useful source for students who have an interest in conducting their further studies on topics relating to strategic decision-making processes, practices and the quality of general education

1.7 . Scope and Limitation of the Study

1.7.1. Scope of the Study

The research aims to evaluate the effect of strategic decision-making processes and practices on the quality of education, particularly the general education in Ethiopia; and to develop a hybrid decision-making model that will be useful in facilitating greater efficiency and enabling analysis of strategic decision-making processes and practice in a developing economy to take place.

Ethiopia comprises of the Federal Government and the State. It is divided into nine ethnic-based regional states and two chartered cities. The scope of the study will be primarily focusing on the Ministry of Education and examining the processes and practices of strategic planning, strategic decision-making and how they are working with relevant Government Ministries and funding agencies. The study will focus on four regions: Southern Nation Nationalities Peoples Regional State (SNNPRS) and Oromia Region National State among the big regions, Benishangul Gumuz Regional State and Afar Regional State among the small regions, and Addis Ababa city among the two chartered cities. The selection criteria are based on the population size and the relative size of schools within the regions.

1.7.2. Limitation of the Study

The main limitation in undertaking this doctoral research is raising sufficient financial resources to do a comparative analysis on strategic decision-making processes and practices in the education sector in four regions in Ethiopia (Oromia, SNNPRS, Afar and Benishangul). In the case of limited funding, the study will focus on federal ministries and Addis Ababa city alone. Addis Ababa is of particular relevance as this is the seat of the Federal Government where decision-making processes are initiated.

1.8. Outline of the Study

The structure of this study follows a traditional approach in thesis writing, commencing with the introduction to the study, literature review, research methodology, and analysis of results. It concludes with a section on conclusions and recommendations. The chapters in this study are presented as follows:

Chapter One deals with the overall objectives of this study which aims at investigating the effect of strategic decision-making processes and practice on the quality of education particularly of general education in Ethiopia and to develop a hybrid decision-making model. Accordingly, this chapter presents an overview of the study, the purpose of the study, statement of the problem, research questions and objective of the study, rationale of the study, scope, and limitation of the study, articulate the outline of the study and it further provides a brief ethical consideration and dissemination and finally provides the summary of the chapter.

Chapter two focuses on the background of the study, education management preceding 1991 and from the time of 1991, decentralization in the education system and its relationship with decision making processes and practice and summary of the chapter.

Chapter three aims at reviewing different works of literature. The following concepts are reviewed in details in this section: conceptualizations of decision making, strategy, strategic decision making, significance of stakeholder participation in strategic decision making, factors affecting strategic decision making, social development, strategy as processes, strategy as practice, conceptualization of participatory decision-making processes, educational accessibility, relevance, equity, equality and efficiency and decision-making modes (rational decision-making model, bounded rationality decision-making model and OODA Loop, decision-making model).

Chapter Four presents the different research methodologies and tools used in this study. The major contents of the chapter include articulation of the theoretical foundation and theoretical framework of the decision making models (the Rational or Economic Man Model, Bounded Rationality Model and OODA Loops Decision Making Model), the Preliminary Conceptual Frameworks of Hybrid Strategic Decision Making model, research design, research paradigm, qualitative versus quantitative approaches, hypotheses of the study, independent and dependent variables along with their measurements, source of data and data collection tool, population, sampling and sample size, data analysis methods and tools along with their measurements of validity and reliability

Chapter Five is about the definitions of key terms, discussions, interpretation and results/findings of collected and processed data. To analysis the qualitative data, the researcher used thematic Analysis (TA). Both descriptive and inferential analysis in the form of multiple regression models and propensity score were used. The analysis of the data focuses on:

- Demographic profile of the respondent,
- Execution of strategic decision-making processes and practices,
- The effect of decision-making processes and practice,
- Effect of strategic decision-making processes on the quality of general education
- The quality of education, strategic decision-making processes and practice in terms of the current model, and steps used in Ethiopia,
- The role of the partnering organizations in strategic decision-making processes and practice,
- The effect of strategic decision-making processes and practice on the quality of education,
- The effect of language on the quality of education,
- The relationship between strategic decision-making processes, practices, and quality of general education,
- Educational accessibility, relevance, equity, equality, and efficiency,
- The educational challenges confronting strategic decision-making processes and practices,
- Decision making and a hybrid decision-making model toward greater efficiency in the participation of stakeholder and decision making.
- Focused Group Discussion
- One to one interview discussion and
- Summary of major research findings

Chapter Six is the last chapter of the study which aims at presenting contribution and implications of research findings as of theoretical contributions, contribution of hybrid strategic-decision-making model toward greater efficiency for developing economy, recommendations for policy and decision-makers, limitation of the study, and conclusion.

1.9. Ethical Consideration and Dissemination

A questionnaire was prepared in such a way that is briefly explained: (i) the purpose of the research is for academic use only; (ii) the outcome of the research will benefit all stakeholders

including the respondents;(iii) the answers to questionnaires will be kept secret; and(iv) accesses to respondent identification is restricted. After informed consent was obtained from the respondents, data were collected only from those who had given consent, and the name of the respondents was taken. Documents such as questionnaire and report will be kept in a safe place and destroyed after seven years. The output will be presented to stakeholders (Ministry of Education, Ministry of Finance and Economic Cooperation (MOFEC), Planning Commission, and Ministry of Public Service and Human Resource Development, World Bank, African Development Bank, Addis Ababa City Administration, and respective regional offices). Copies of the document will also be available on electronic media so that participants will have the opportunity to access it. A peer-reviewed article on the research topic will be published in a reputable international journal.

The ethical complains notification of the Graduate School of Leadership Research Ethics Review Committee (SBL RERC) is attached here with this paper.

1.10. Summary

This chapter provided the introductory background to and rationale for the study endeavoured to indicate the lack of decision-making model in multicultural and multi-linguistic developing country like Ethiopia and argued that existing and fragmented research approaches exist for decision-making model building.

As of 1991, the management of the education system has been changed from a centralized to a decentralized approach. Later, Ethiopia Government was launched education and development training and development program for over 20 years.

The next chapter focuses on detail explanation of the background of the study, education management preceding 1991 and from the time of 1991, decentralization in the education system and its relationship with decision-making processes and practice.

CHAPTER TWO: CONTEXT OF THE STUDY

2.1. Introduction

This chapter focuses on the background of the study, conducting backblocks analysis of educational management preceding 1991 and change endeavour in educational management since 1991 and final decentralization in education management will be discussed.

2.2. Background of the Study

The Federal Democratic Republic of Ethiopia is a land-locked country that is located in the Horn of Africa with an area of 1.1 million square kilometres. It comprises the Federal Government, nine ethnic-based regional states and two chartered cities. The Ethiopian education system and organizations operate in a rapidly changing (economic) environment. Changes in the demographic and socio-economic context of the country place new demands and pressures on the system. According to the World Bank, Ethiopia is one of the poorest and most densely populated countries in the world. It is the 14th largest country in the world and the second-most populous country in Africa, after Nigeria, with a 2.6% annual population growth rate (Yamano, 2011). According to the Central Statistics Agency of Ethiopia (CSA, 2008), the primary school-age population (6-14 years) constitutes 27% of the total population of the country. This suggests that the Ethiopian education system has been and still is operating within an environment of a fast-growing youth population that may create increased demands for education.

Since 2000, the country recorded strong economic performances after remaining in recession for decades. The country has become one of the fastest-growing non-oil economies in Africa, with double-digit growth (MoFED, 2010) in the last decade. In 2010/11, the Government of Ethiopia started to implement a Growth and Transformation Plan (GTP) (2010/11-2014/15) which seeks to establishes the industrial sector as the major driver of the economy. The recent economic growth has led to substantial funding increases for education from the Treasury (i.e. 7% of GDP in 2011) and a huge fund allocated from donors. The shift from an agricultural-led to industry-led economy is expected to raise the existing huge demand for the quality of education.

Besides, the devolution of power to lower tiers of the government, the relative political stability of the country, an attempt to build participatory democracy, and a need for building the overall implementation capacity of regional states will arguably enhance the role of education in national development strategies.

As a result, education in Ethiopia has become an important sector with a quarter of the total population (about 23 million) currently in school and a considerable amount of budget allocated to it from national coffers and donor funding sources. As part of the institutional framework, the long-term strategy for Ethiopia's education system is guided by the Education Sector Development Program (ESDP), a 20-year plan. The focus of ESDP on expanding education has resulted in a huge increase in access at all levels, specifically at the primary education level where there are over 17.5 million pupils (47.6% females) and over 335,109 teachers (37% females) in 36,605 primary schools (MoE, 2012/13). ESDP has also contributed considerably to addressing the issues of inequity and wastage in the country's education system.

However, as stated in the upcoming ESDP V (2016-2020) document, the quality of primary education is rapidly falling. In particular, the poor quality of learning (low learning gain) is an alarming issue for everyone (academics, practitioners, policymakers, parents, & partners) and has become a huge national concern. For instance, the National Learning Assessments (NLA) of students conducted at grade 4 and 8 indicated that the composite scores for grade 4 were 47.9%, 48.5%, and 40.9% and those of grade 8 were 41.1%, 39.7% and 35.6% in 2000/01, 2004/5 and 2007/8, respectively. These results were not only low but also indicated that student performance was declining from year to year. The Ethiopian EGRA also indicated that the majority of pupils in almost all regions were still illiterate after two or three years of schooling.

In its attempt to address the education crisis, the Government of Ethiopia in collaboration with key development partners has been undertaking several reforms to enhance access, ensure quality and relevance, address equity and equality issues, and ensure efficiency in education.

The General Education Quality Improvement Program (GEQIP) has become an intervention package that was launched by key development partners to improve the quality of general education in the country. Some of the reforms implemented under GEQIP include the launching of a series of huge organizational reforms that moved decision making from centralized to the federal level, review of the curriculum and textbooks, expansion and revamping the education system, introducing new assessments and instructional methodologies, enhancing the capacities of educational planning and management, improving competencies in instructional languages, and introducing school improvement programs including school grants. Despite these reforms and huge gains in terms of expansion of education to improve access to general education, specifically at primary level, the quality of education still happens to be a holy grail whose solution yet to be achieved.

Most people agree that the country has achieved spectacular growth and development in the last 20 years and that it is still striving to make poverty history. In other words, there is a concerted attempt to realize the vision of "making Ethiopia a middle-income country by 2025".

The right of Ethiopians to get access to quality education is enshrined in the Constitution of the Federal Democratic Republic of Ethiopia (FDRE, 1995). In line with this, a new education and training policy aimed at tackling deep-rooted problems of access, relevance, quality and equity of the education system has been put in place and is being implemented in all educational institutions throughout the country (GoE, 1994). The policy document underscores the fact that education should impart scientific and practical knowledge and skills to serve as a tool for solving socio-economic problems of the country.

2.3. Education Management Preceding up to 1991

In ancient Ethiopia, education was conducted through an indigenous learning system. At that time children were educated by family members and religious institutions such as churches and mosques. All ethnic and linguistic groups were educated through an indigenous learning system. This mode of education remains an important transmitter of

cultural identity from one generation to the next and the present day. It aims at instilling in children the attitudes and skills appropriate for male and female social roles, emphasizing the duties and privileges derived from cultural values. Imparted through language and example at home as well as informal lessons and rituals outside the home, indigenous education responds to the concrete problems of local communities. It also serves as a social instrument that prepares political leaders and ordinary farmers in the community. Even today, because of the dominance of the traditional lifestyle in almost all rural areas and semi-urban areas of Ethiopia, indigenous education continues to play an important role in preparing the young generation for their future roles (Tilaye, 2012).

As far as the relevance of the Ethiopian education during Emperor Haile Selassie's era was concerned, there was no direct link with the typical Ethiopian society since the curriculum had been adopted from the British educational system. The British-inspired curriculum had been operational from 1930 to 1950. Thereafter, an American-oriented curriculum was introduced into the Ethiopian education system with support from USAID. This system was operational until 1974 when the Ethiopian revolution erupted (Tilaye, 2012).

During the Military Government system from 1974 to 1991 educational reforms were influenced primarily by the Soviet Union (Britannica, 1996). Soviet educational advisors were active in instituting reforms soon after the revolution to make more. Poly-technic education familiarized children with the important branches of production; including the manufacturing of machinery or food and acquainted them with first-hand practical experience. Also, many Ethiopians went to the Soviet Union or Eastern-bloc countries for higher education (Tilaye, 2012)².

2.4. Education Management Since 1991

The overthrow of the military government in 1991 gave the education sector in Ethiopia a powerful impetus. When the transitional government took power in May 1991, education faced several problems, for example, relevance, quality of education, access, equity, and

² Tilaye. k. (2012). 'Evaluation of the progress towards of education for all goals in Ethiopia ', . *Ministry of Education and UNESCO*, Addis Ababa

efficiency, amongst others. Today, the system reflects a genuine commitment to transform the traditionally elitist system to one that provides free education for all.

In an attempt to solve the major problems of the education system, the Transitional Government of Ethiopia (TGE) issued a consolidated Education and Training Policy in 1994, something that was unique in the country's education history (MoE, 1994). The main purpose of the Education and Training Policy was to re-structure and overhaul the system and expand the education in line with the present and future requirements of the economy. It was also stated that the objectives of the new policy would take cognizance of the society's needs and point to future directions. In September 1994, the Government of the Federal Republic of Ethiopia also issued a more focused document known as the "Education Sector Strategy" (Sector Strategy, 1994). The document identified ten main constraints of the education sector, and drew ten objectives that the education sector aspired to meet and the accompanying problems, namely:

1. Lack of clear objectives in education and, thereby, curricula;
2. Low students' participation rates at all levels of education (30% at the primary school level, 13% at the secondary school level and less than 1% at the tertiary level). The enrolment rate of 30% at the primary school level was one of the lowest in the world and even less than half of the average for Sub-Saharan African countries. Girls' participation rates were much lower than those of boys, especially in rural areas. Also, there were severe regional differences in access to education, ranging from 7% in Afar region to 87% in Addis Ababa City;
3. Long-standing neglect and the effect of war during the previous regime;
4. Lack of an appropriately trained workforce;
5. The high number of the "educated unemployed";
6. The need to improve the quality and competence of existing teachers;
7. The highly centralized system of organization and management;
8. The scarcity of educational finance;
9. Lack of an adequate support system; and
10. Ad hoc system of non-formal education.

The Ethiopian Education and Training Policy has been transformed into programmatic actions through a 20-year Education Sector Development Program (ESDP) that is to be implemented in phases. So far, Ethiopia has had four education sector development programs; the first that was launched in 1997; the second, a three-year ESDP, launched in 2002/03; the third a five-year program that was launched in 2005/06; and the fourth being a five-year ESDP in 2010/11 that was completed in 2014/15. The Ethiopian Government initiated various reforms in the education sector, essentially restructuring and overhauling the education system. The aim is to expand education in a way that caters to the present and future requirements of the economy. As a result, new curricula have been developed that address the needs of the community and empower the students to create their employment. Consideration is given to the socio-economic situation of the country as well as compliance with international standards. The GoE designed a comprehensive quality improvement program called the General Education Quality Improvement Package (GEQIP) (MoE, 2008). The program targets the improvement of the education sector in six areas:

- (i) the Teacher Development Program (TDP), including the English Language Quality Improvement Program (ELQIP);
- (ii) Curriculum, Textbooks, and Assessment as well as inspection;
- (iii) Management and Administration Program (MAP), with an EMIS subcomponent;
- (iv) the School Improvement Program (SIP), with a School Grant subcomponent;
- (v) Civics and Ethical Education; and
- (vi) the Information Communications Technology Improvement program.

The overall purpose of the GEQIP is to improve the quality of general education throughout the country and is implemented jointly with the GoE and development partners.

2.5. Decentralization of education structure

Since 1994, the Government of Ethiopia has pursued a policy of regional decentralization and regions are pursuing regional development goals based on the identified priorities. Decentralization has opened the way for regional and local

governments and, through them, local communities to take greater responsibility, financial and otherwise, for managing their affairs, including the delivery of social services such as education.

In the light of these decentralized structures, the closeness and collaboration among education officials from district and Kebele education offices, including the schools' management and the general public have become so strong and their sense of ownership and participation in the school affairs have increased over time. Ironically, school problems such as student absenteeism, dropouts, and girls' early marriage, threats of abduction, low levels of students' academic achievement, and limited financial resources have also surfaced at the same time

2.6. Summary

This chapter aimed to address the historical background of the study and to attempt the educational crises. The government of Ethiopia in collaboration with key development partners undertook several reforms to enhance access, ensure quality and relevance, addresses quality and equity issues and ensures efficiency in education.

The Federal Democratic Republic of Ethiopia also issued a more focused document known as the "Education Sector Strategy" (Sector strategy, 1994). The document identified ten main constraints of the education sector and drew ten objectives that the education sector aspired to meet and the accompanying problems and also designed a comprehensive quality improvement program called the General Education Quality Improvement Package (GEQIP) (MoE, 2008).

Since 1994, the Government of Ethiopia has pursued a policy of regional decentralization and regions are pursuing regional development goals based on the identified priorities. In the light of these decentralized structures, ironically, school problems such as student absenteeism, dropouts, and girls' early marriage, threats of abduction, low levels of students' academic achievement, and limited financial resources have also surfaced at the same time. The following Chapter presented the reviewed different literature related to the study topic.

CHAPTER THREE: LITERATURE REVIEW

3.1. Introduction

Many studies have examined different elements of strategic decision-making. There is, however, limited evidence to suggest that the participation of stakeholders in strategic decision-making processes and practices in developing economies has been considered.

Given these contradictions, the following section reviewed the literature that will arguably give us insights into decision making, strategies, strategic decision making, decision-making models, social development, strategic decision-making processes, and strategy as a practice, educational accessibility, educational relevance, educational equity, educational efficiency, and educational quality.

3.2. Conceptualization of Strategic Decision Making

Decision-making ideally involves scanning, problem discovery, diagnosis, search, evaluation, choice, innovation, authorization and implementation (Bass & Riggio, 2006).

The study of decision-making can be traced back to the work of Plato and Aristotle on rational thinking (Hollnagel, 2007). Noorderhaven (1995 and 2009) defines decision making as "the process of selection of and commitment to a purpose or plan of action" (1995 or 2009 p. 8). Decision-making is about evaluating and/or ranking possible alternatives of action. The definition of decision making often hinges on the following four steps: problem formulation, problem-solving techniques, multiple criteria decision-making and decision realization (Malakooti, 2012). Understanding the decision process can provide insights into how humans make decisions understand their approaches to making decisions, and how they differ from each other (Malakooti, 2012). Clearly "Expertise in decision-making is an essential skill for a manager and an understanding of the acquisition of expertise is necessary to its development" (Franklin, 2013). According to Thomas (2004), decision making, along with leadership and communication, is one of the top three attributes of a successful manager. The crucial elements in decision-making are establishing the facts, considering the options and deciding the course of action (Thomas, 2004).

Managers who collect information and use techniques analytically make decisions that are more effective than those who do not (Dean & Sharfman, 1996). Those who engage in the use of power or push hidden agendas are less effective (Dean & Sharfman, 1996).

An Organization Development (OD) intervention method has the potential to enhance organizational decision-making processes (Mesut, 2009). As decision-making has become more vital to the everyday function of the organization, the action research model /the organization development intervention method promises to enhance the organizational decision-making process (Akdere, 2009; Mesut, 2009). The four dimensions of a decision process model are information processing, alternative generation, alternative evaluation, and decision closure (Malakooti, 2012)³

The behaviour of senior managers is important in understanding decision-making processes and such behaviour is partly contingent upon the characteristics of the individuals (Hambric and Masson, 1984). Suffice it to say that "Decision making speaks to the core of business success or failure. Every success, every mishap, every opportunity seized or missed is the result of a decision that someone made or failed to make" (Rogers & Blenko, 2011). Organizations are constantly making decisions at all levels ranging from strategic decisions to managerial decisions and routine operational decisions (Akdere, 2009).

Politics is negatively linked with performance. In other words, political behaviour is negatively related to the effectiveness of decision-making (Eisenhardt and Bourgeois, 1988, 737). Decisions can be made at a personal, organizational, national and international level depending on the nature of the problem to be addressed. Furthermore, decision-making is about the how, what, why, and where of a course of action and of how to overcome obstacles and to solve problems (Thomas, 2004). As stated earlier, decision-making is the part of problem-solving that deals with selecting a course of action from a range of options. Put simply, decision-making is the process of making up

³ Malakoot. (2012). '*Decision making process, typology, intelligence, and optimization*
IntellManuf, vol. 23:733–746

one's mind (D'sSouza, 1995). According to D'Souza, decisions can be made by a single individual, by minorities, majorities, through consensus and unanimously.

Decision making in developing countries has not been accorded the necessary attention by scholars that research on policy. We must also note that policy-making capacity is limited in many developing countries. However, there are exceptions where there are the necessary human resources, and political and administrative capacities are adequate to develop policies that fit the countries' needs (Contch & Ohemeng, 2009)

It has also been indicated earlier that effective decision has six elements, namely: defining the objective, gathering information, identifying the evident options, evaluating those options, making the decision (i.e. choosing an option) and testing its implementation (Tomas, 2004). Engaging citizens in decision making has thus become an important function of government around the world (Kyrgyzstan & Schachter, 2014). Moreover, decision-makers contend that 'time' plays an important role in decision-making (Meek & Rhodes, 2014). Success increases in decision making when the guidelines are followed, while failure to follow guidelines can lead to the rejection of the decision (Nutt.P.C, 2010).

Strategy development is a multi-faceted process, which requires input from a variety of people within the organization who come from different backgrounds and disciplines (Hammer et al, 2013).

The effectiveness of strategies is dependent on how they have moulded together and the context in which they are implemented. According to Maynihan and Walker (2013), an organization should choose the strategic stance that best suits its circumstances. It is therefore important to consider all these factors when making decisions in developing countries.

Strategy formation, therefore, relates to the concepts of 'strategy' and 'strategizing'. Strategy formation is a complex process at the heart of any business organization (Vallaster & Mühlbacher, 2012). The role and relevance of dynamic capabilities are key to strategic decision-making (Kay, 2010).

Process is an intervening variable between an individual's characteristic inputs and outcomes (Mcgrath, 1964). The decision-making process influences the strategic choice managers make, which in turn influence the outcomes affecting a firm (Dean and Sharfmen 1996:389). Strategic decision-making is concerned with understanding how national strategies are formulated and implemented and what the process of strategic change entails (Whittington, 2007)⁴.

The impact of demographic diversity on the decision-making process and some aspect of heterogeneity had negative impacts on performance (Smith et.al, 1994). The quality of each activity in the strategic decision-making process depends heavily on the firm's resources and the competencies and level of training, knowledge, and experience of owners and managers (Hang and Wang, 2012). A decision is only effective if it is implemented or if the desired result is achieved through the involvement of people (Thomas, 2004).

Moreover, the decision-making process is strongly influenced by team makeup, rather than individuals (Rapadakis & Bawise, 1995). Team heterogeneity, cognitive characteristics, and team process thus influence the decision-making process (Amson, 1996). In other words, decision making, as a social process, is reflected in terms of events between people, rather than individual acts. When a problem or an occasion for decision making occurs within an organization, there are typically several alternative social mechanisms available for determining what solution is chosen or decision is reached (Vroom and Jago 1974).

Strategy as practice (SPA) provides important insights into the tools and methods of strategy-making (practices), how strategy works, and the role and identity of the actors involved (practitioners) (Vaara and Whitting, 2012). Strategy as practice is thereby concerned with the detailed aspects of strategizing: how strategists think, talk, reflect, act, interact, emote, embellish and politicize; what tools and technologies they use; and

⁴ Whittington. (2007). '*Strategy Practice and Strategy Process*', SAGE, available at www.sagepublications.com

the implications of different forms of strategizing for strategy as an organizational activity (Johnson et al, 2005)

Strategy as practice (SPA) aims at understanding the detailed processes and practices that constitute the day-to-day activities of organizational life and that relate to strategic outcomes (Johnson et al, 2003:14). SPA envisages strategy as a flow of activities carried out by individuals or groups (Jarzabkowski, 2005). Strategy tools play an important role in crafting strategy. For example, strategy tools that dominate today's management practices consist of value chain analysis, Porter's five forces, SWOT analysis and critical success factor analysis (Gunny and Williams, 2007, Hodgkinson et al., 2006).

Strategic decision-making is defined as important in terms of the actions taken, the resources committed, or the precedents set (Mintzberg et.al, 1976, 246). Eisenhardt (1989) suggests that strategic decision-making involves strategic positioning that it has high stakes, involves many of the firm's function and can be considered to be representative of the processes by which major decisions are made at the firm.

Strategic decisions are those infrequent decisions made by the top leaders of an organization that critically affect an organization's health and survival (Eisenhardt & Zbaracki, 1992, 17). Managers' ability to make strategic decisions is based on the personnel, market leadership, and customers' loyalty. The managers' attributes principally serve as a basis for strategic decision-making (Oghojafor & Olayemi, 2012).

There is a relationship between managers' learning capabilities and their decision-making approaches at the strategic management level. There is also interdependence between these two processes as it relates to strategic decision-making outcomes (Ivana, 2012). Managers in successful firms use various tactics in decision-making. They ask experienced counsellors for advice, seek many alternatives, speed their cognition processes by evaluating different sorts of information frequently, and tie strategic decisions into operational plans. These tactics speed up decision-making processes and make them more comprehensive (Stacey, 1995 & Eisenhardt, 1889).

According to Meek and Rhodes (2014)⁵, four conditions affect strategic decision making in the public service. These conditions are funding uncertainty, agency capacity, stakeholder variation and project timeline seek, R. (2014). *Decision making in complex Public service systems: Features and Dynamics* College of business and public management USA, 28-29.

The decentralization of education empowers communities to decide on matters that concern them (Gebre- Egziaber and Berhanu, 2007). Based on the principle of participation as in good governance, the local communities are mobilized and organized to participate in development activities in their localities without obligatory rules and enforcement mechanism based on one's interest, understanding and beliefs (Chali, 2010, p.137).

Decentralization and community participation have brought important changes in the way schools are financed and managed, and they have led to improvement in the quality of education (Tolesa, 2010) decentralization in education has improved community participation in education; enhanced access to and equity in education, engendered a sense of community ownership and addressed school level disciplinary problems (Obssa, 2012).

A hard look at the available literature reveals that four conditions can affect strategic decision-making in public service. These include funding uncertainty, agency capacity, stakeholder variation and project timelines (Meek & Rhodes, 2014):

Funding Uncertainty—this refers to both the stability and source of funding. Vulnerability or the sensitivity of funding sources is an important determinant in decision-making (Meek & Rhodes, 2014);

Agency Capacity— capacity of the agency to carry out the project affects decision-making processes (Meek & Rhodes, 2014);

⁵ Meek, R. (2014). *'Decision making in complex Public service systems: Features and Dynamics'* College of business and public management USA, 28-29.

Stakeholder Variation —refers to the number and variety of stakeholders that are impacted upon and included in agency service design and implementation (Meek & Rhodes, 2014); and, Project Timeline—meaning that most public service projects are carried out over a long period.

3.3. Conceptualization of social development

Social development is concerned with issues, such as gender (Thomas and Sinha, 2009), education (Bradshaw and Graham, 2007) and the community (Vlosky and Monroe, 2009). Improvement in the well-being and the quality of life or change in societal norms and growth of institutions that make development more equitable for all members of society can be referred to as social development (Davis, 2004). Scientific and technological knowledge serve the social interest; they can be regarded as part of social development. When there is innovation in terms of improving the social life, and when there is appropriate technology in the society, the living standard will be improved. So, science and technology strengthen capacity and allow for self-sustained dynamic for social development (Dagnino, 2012) ⁶

Human beings are inherently social. The domain of social inelegancy meaning fundamentally human being are one among the intelligent animal, have an ability of thinking for tomorrow and furthermore; and need socialization in nature. Hence, development is a critical component of human ability and behaviour. Social inelegancy is the ability to observe and make a distinction among other individuals and, particularly, their moods, temperament, motivation, and intentions (Gardner 1993). Social skills are important for preparing young people for their maturity and enable them to succeed in their roles within the family, academic, personal, workplace environment, professional and communal activities. Educators can use measurement tools that enable them to understand whether and how far a given society has developed socially. There are social development measurement tools such as public spending on urban infrastructure/services, causes of accidents in towns/cities, dwellings with running water

⁶ Dagnino, R. (2012). 'Why science and technology capacity building for Social development?', *Science and public policy Journal*, vol.39: 548-556

and sewer service, dwellings with electricity, number of homeless, number of violent crimes and road density from the total area, etc. (Huitt and Dawson, 2011).

Social development seeks to enhance human freedom through social reconstruction which is thwarted by the foresees of oppression (Mohan and Sharm 1985). The dialectical relationship between the individual and society is intrinsically related to global social welfare (Gil, 1985). A society whose right is limited is morally inferior to another where rights are safeguarded (Bedau, 1982). Human rights are a creature of ethical, philosophical and historical postulates where people are defended against the cruelties of their normative structures (Mohan, 2007).

A family is a basic unit of society and it has a significant role to play in social development. Social development and environmental development as interdependent components for development are expressed in the Copenhagen Declaration on social development (United Nations, 1995). The declaration emphasizes the full participation of all people in a society to promote social progress and justice; the betterment of the human condition; and the integration of economic, cultural and social policies (Shek et al, 2009)⁷

The concept of social development is inclusive of economic development but goes much further than economic development in that it encompasses economic, political, social and cultural aspects (Gore, 1973). To solve social problems, planned comprehensive social change is not enough; rather, economic and cultural efforts at national and international levels are needed (Barker, 2003). Economic development stimulates economic growth-promoting the efficiency of the factors of production. For its part, social development focuses on progressive change in utilizing social resources to increase individual satisfaction and well-being (Namar, 2015).

The role of formal education in social development has been propagated by both social researchers and policymakers (Abdi, 2012). Education is inarguably an engine of national development (Mandela, 1994). Julius Nyerere stated that 'We need to run while

⁷ Shek, et al, (2009). 'Social development in Hong Kong: Development Issues identified by social development Index (SDI)', *Social index Journal*, 2010. Vol.95; 535 -551.

they walk via, in his terms to indicate the significance of education for decolonizing Africa (Neyrere,1968). However, it should be seriously taken that African education systems and perceptions of social well-being should be responsive to African knowledge, linguistic and scientific needs (Abdi, 2013).

Social development is a concept indicating the level of communities in terms of knowledge, mentality, and life. Any project or program regarding social development should thus be considered within the framework of social relationship (Turkkahraman, 2012). The commitment of strong political leadership creates a national Identity through consensus building. In examining social objectives, successive governments have also played an active and transparent role in fostering economic growth and development (Naguib and Snucker, 2010).

The country's social and economic development depends on the health and education of successive generations on their social values and orientation, their spirituality and morality and level of cultural accumulation. Youngsters directly determine the country's future in all its aspects (Rimashevskaja, 2012).

Gender equality is also another significant issue when social development is concerned. There are several reasons for gender equity in the development process. Gender differentials are an important indicator of well-being such as longevity, education, access to employment and equal pay, while political and economic power are sizable in many countries, with females being disadvantaged. Gender inequality reduces the overall development potential in a country and the gender gap undermines the ability of women to be effective agents of development (Klasen, 2005).

3.4. Conceptualisation of accessibility, relevance, equity, quality and efficiency

In education, the term access typically refers to how educational institutions and policies ensure—or at least strive to ensure—that students have equal and equitable opportunities to take full advantage of educational opportunities. Increasing access generally requires schools to provide additional services or remove any actual or potential barriers that might prevent some students from equitable participation in certain courses or academic programs. Factors such as race, religion, gender, sexual

orientation, disability, perceived intellectual ability, past academic performance, special-education status, English-language ability, and family income or educational-attainment levels—in addition to factors such as relative community affluence, geographical location, or school facilities—may contribute to certain students having less "access" to educational opportunities than other students (Alike, 2014).

Students who are thus disadvantaged are primarily female students, those students with a disability, students of non-instructional language speaker's rural students (classroom teaching-learning language and home language), isolated students and students of low socioeconomic status (Booth, 2006). In the circumstances, access to education can be seen as the process of designing courses and developing teaching styles that meet the needs of people from a variety of backgrounds, abilities and learning styles. It considers a range of student characteristics, including ethnic background, race, abilities, disabilities, age, gender, language abilities and preferred learning styles (Accessible curriculum,2012).

In education, the term relevance typically refers to learning experiences that are either directly applicable to the personal aspirations, interests, or cultural experiences of students (personal relevance) or that are connected in some way to real-world issues, problems, and contexts (life relevance). Personal relevance occurs when learning is connected to an individual student's interests, aspirations, and life experiences. Advocates of this line of thinking argue that personal relevance, when effectively incorporated into instruction, can increase a student's motivation to learn, engagement in what is being taught, and even knowledge retention and recall (Alike, 2014).

When education is relevant to the learner, it is effective and empowering. When education is relevant to the learners' life experiences, it is motivating and inspiring. When education is relevant to the real-world needs of the learner, it is valuable and valued. When education is relevant to the natural talents, interests, and aptitudes of the learner, it is innovative and magical! When education is relevant, everyone benefits; students, educators, parents, and employers! The future of our children and our children's children depends on our ability to humanize (Kruger, 2015). It is therefore important to examine some of the factors that aid the development of such rounded learners.

Firstly, equity refers to some people being disadvantaged and thus compensated for their misfortunes and disabilities to make sure that they are capable of attaining the same type of healthy lifestyles as everyone else's. For example: "When libraries offer literacy programs, when schools offer courses in English as a second language, and when foundations target scholarships to students from poor families, they operationalize a belief inequity of access as fairness and as justice" (Tilaye, 2012). Recognition of this uneven playing field is accompanied by extra measures to give those who are in need more than others who are not. Also, bringing equality to everyone's lifestyle can take place even if it may come at the cost of unequal distribution of access and goods. Social justice leaders in education arguably strive to ensure equitable outcomes for their students (Alike, 2015). Success of such a strategy is measured by the pass rate of disadvantaged students as a proportion of pass rate for a given country's total number of students; and retention rate of disadvantaged students from one year to the next is presented as a proportion of retention rates for local students (Booth, 2006).

In other words, equity in education refers to the principle of fairness. Despite at times being used interchangeably with the related principle of equality and equity encompasses a wide variety of educational models, programs, and strategies that may be considered fair, but not necessarily equal. It is contended that "equity is the process; equality is the outcome". Equity—what is fair and just—may not, in the process of educating students strictly reflect equality—what is applied, allocated, or distributed equally.

Inequities occur when biased or unfair policies, programs, practices, or situations contribute to a lack of equality in educational performance, results, and outcomes. For example, certain students or groups of students may attend school, graduate, or enrol in post-secondary education at lower rates, or they may perform comparatively poorly on standardized tests due to a wide variety of factors including inherent biases or flaws in test designs (Alike, 2015).

Secondly, quality is at the heart of education and what takes place in classrooms and other learning environments is fundamentally important to the future well-being of children, young people, and adults. A quality education is one that satisfies basic

learning needs and enriches the lives of learners and their overall experience of living (UNESCO, 2015).

There are many definitions of the quality of education reflecting the complexity and multifaceted nature of the concept. Terms such as efficiency, effectiveness, equity, and quality have often been used synonymously (Adams, 1993). However, there is consensus on what constitutes the basic dimension of quality education. According to Rasheed (2000), the quality education should reflect the following environment:

- Learners who are healthy, well-nourished and ready to participate and learn and supported in learning by their families and communities.
- An environment that is healthy, safe, protective, gender sensitive and provides adequate resources and facilities.
- Content that is reflected in relevant curriculum and materials for the acquisition of basic skills, especially in the area of literacy, numeracy, and skills for life and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention, and peace.
- Processes through which trained teachers practice their student-centred teaching approach in well - managed classrooms, schools, and assessments to facilitate learning and reduce disparities.
- Outcomes that encompass knowledge, skills, and attitudes, and are linked to national goals for education and positive participation in society.

Physical elements/quality of school facilities and well-equipped buildings, interaction between school infrastructure and other quality dimensions (the presence of adequate instructional materials and textbooks, working conditions for students and teachers and the ability of teachers to undertake certain instructional approaches) and class size are key quality factors for quality of education (Rasheed, 2000).

Thirdly, psychological elements (peaceful and safe environment especially for the girls. teachers' behaviour that affects safety, effective school discipline policies, inclusive environments, and Non-violence) are among the key factors for the enhancement of the quality of education.

Fourthly, service delivery (provisions of health services) is also another factor that contributes to the quality of education (Rasheed, 2000). The primary aim of education is to sustain individual and societal improvement. These processes contain both tangible and moral dimensions. Social improvement indicates a general development in the community in terms of economic, social and cultural aspects. Social development inarguably results from education. It also indicates the increasing level of a community in terms of knowledge and lifestyles (Turkkharman, 2012).

Because education can be a source of better incomes and employment, it can correspondingly lead to the development of human capital. Therefore, apart from playing a crucial role in ensuring freedom, human rights, democracy, and sustainable human development as indicated earlier, education can be an effective tool for poverty reduction (Cholin, 2005, Mehta and Kalar, 2006, Fildes 1980, Tilak 1989, UNICEF Report 1999, 4). In the circumstances, infrastructural development and service delivery are important in supporting educational development and, in turn, social development (Sharm, 2008).

Finally, efficiency relates to the use of all inputs in producing any given output, including personal time and energy. In other words, there is a level of performance that uses the lowest amount of inputs to create the greatest amount of outputs. In this context, efficiency is often related to the scarcity of inputs. Time, money and raw materials are limited, so it makes sense to try to conserve them while maintaining an acceptable level of output or general production level. Being efficient simply means reducing the amount of wasted inputs (www.investopedia, 2015). Clearly, and as mentioned earlier, the development of an educational strategy involves various processes for the shaping of a responsible person such as: productive mental states; the ability to sense danger, risks, the possibility of adverse effects of human activities; the development of strategic thinking; and the ability to foresee and make predictions (Rebeschenkova, 2011). Moreover, social progress is intertwined with economic, social and cultural factors (Turkkahraman, 2012). Besides, improvement in schooling and higher education can strengthen human capital that, in turn, can result in higher economic growth to the possible advantage of marginal communities (Bhoi, 2011, Schecter et al., 2011).

Achieving a middle-income economy is an explicit development goal of many countries in Sub-Saharan Africa. The Ethiopian secondary school should be assessed in a sense of achieving the goal of a middle-income economy. There is a rapid expansion of secondary education which will be needed to support the country in the transition from a low-income economy with substantial subsistence agriculture to a lower-middle-income economy with an increased share of commercial agriculture, as well as growing industrial and service sectors.

As Ethiopia moves towards this goal, the demand for a labour force with skills beyond basic literacy and numeracy will increase, which in turn will fuel demand for secondary education. The implications of this demand are significant, as the profile of entrants into secondary education will change from students aspiring to higher education to students with a much more diverse range of aspirations and abilities.

At present, the existing secondary curriculum is primarily designed to prepare students for university studies; if it is retained, it will not only fail students, it may also fail the country as well. A flexible curriculum that serves the needs of all students and helps them develop the higher-level skills demanded by employers is critically important. The massive expansion of secondary education needed in Ethiopia will require significant additional resources.

Financing reforms aimed at using existing resources more efficiently and mobilizing more nongovernment resources will be indispensable. Specifically, it advocates launching financing reforms within a broad framework that, among other components, includes governance reforms that implement school-based management, changes in teacher preparation and development, and improved student examinations.

Secondary reforms will to a large extent depend on the achievements of primary education, particularly in light of low primary learning outcomes and the unfinished agenda of universal primary education. This may address how secondary education should be reformed to help countries transition from low- to middle-income economies and is intended to help initiate deliberations on this important topic.

3.5 Conceptualization of the Decision-Making Model

3.5.1. The Rational Decision-Making Model

This model suggests that managers must analyse both their external environment and internal operations (Pearce and Robinson, 1983). According to the rational model, the decision-making process can be broken down into six steps (Schoenfeld, 2011) namely identifying the problem, generating alternatives, evaluating alternatives, choosing an alternative, implementing the decision, and evaluating decision effectiveness.

3.5.2. Bounded Rationality Decision-Making Model

The decision-makers are not aware that problems exist. Even when they are, they do not systematically search for all possible alternative solutions. They are limited by time constraints, cost, and the ability to process information. Therefore, they generate a partial list of alternative solutions to the problem based on their experience, intuition, advice from others, and perhaps even some creative thought. Rationality is, therefore, limited. Herbert Simon (1982, 1997, and 2009) coined the term bounded rationality to describe the decision-maker who would like to make the best decisions but normally settles for less than the optimal one.

In contrast, to complete rationality in decision-making, bounded rationality implies the following (Simon, 1982, 1997, 2009; also, see Cameron and Ndhlovu, 2000):

1. Decisions will always be based on an incomplete and, to some degree, inadequate comprehension of the true nature of the problem being faced.
2. Decision-makers will never succeed in generating all possible alternative solutions for consideration.
3. Alternatives are always evaluated incompletely because it is impossible to predict accurately all consequences associated with each alternative.
4. The ultimate decision regarding which alternative to choose must be based on some criterion other than maximization or optimization because it is impossible to ever determine which alternative is optimal.

3.5.3. OODA Loop Decision-Making Model

One of the best-known decision-making models in the military is the OODA loop, developed by Boyd (1996). The OODA loop stands for the following four steps:

1. Observation: take in observations of the overall situation
2. Orientation: make judgments of the situation to understand what it means
3. Decision
4. Action: Execute and monitor the decision

Business models serve as a base for strategic decision-making and the framework can serve as a powerful device for a mediating interactive strategizing practice such as participatory decision-making. Such a framework can break dominant cognitive frames by introducing a new perspective into strategic thinking while serving to inspire creative decision-making processes (Hacklin, F. and Walnofer, M.2012: 167).

Many decision-making models share common aspects and attributes but differ in the order, area of emphasis, or underlying assumptions. From a general cognitive perspective, decision-making is the process of selecting a choice or course of action from a set of alternatives. Critical decision-making models have been developed over several decades namely:

- OODA Loop decision-making model,
- Kill chain decision-making model,
- Triage decision-making model,
- the rational decision-making model,
- Wohl's decision-making model,
- the Naturalist decision-making model,
- R/M decision-making model,
- Lawson's control theory decision-making model and
- the team-based decision-making model (Azuma, R., et al., 2005. 2 - 6).

3.6. Conceptualization of Decision-Making Process and Practice

Ethiopia comprises the Federal Government and the States and is divided into nine ethnically based regional states and two chartered cities. The country followed decentralization decision-making methods where the policy framework is framed at the federal level and the regional governments adopted the policy from federal putting their input per the condition of their respective regions and towns. The decision-making process is depending on the region's unique conditions. The federal form of the Ethiopian Government has two houses at the federal level: house of federation (upper house) and people's representatives (Parliament, or lower house), Flowed by the regional government.

The regional governments per their constitution have a different structure where the decision is made. Some of them have regional council with two houses (house of ethnicity and people's representatives) in the case of southern Nation Nationalities people's regional state followed by Zonal council, Woreda council, and Kebele council. The others have regional council, Woreda counsel and kebele council. Despite this division, some of them have a kind of mixed up where few ethnicities might be found in the region, in the case of the Amhara region and for such kind of group they form their Zonal councils followed by Woreda council and kebele council.

In Ethiopia there is no such kind of decision-making models and the decision is made per the structure of the government (see appendix 1). The strategic decision at the federal government level is proposed to the parliament by the prime minister office. After the parliament approved the proposed strategic decision made, the rest organs of the federal ministries and even the regional state are responsible to implement the strategic decision made at the federal parliaments through an executive body called prime ministry office. Lack of well-framed stockholder participation had created an influence on the quality of general education in the Ethiopian education system.

This study aims to conduct analysis on the effect of strategic decision making on the quality of general education in Ethiopia with the main focus on decision making processes and practices in the education system and to develop a new hybrid decision-

making model that hopefully gives us insights into ways of ensuring greater efficiency. There are various models that decision-makers use for decision-making. The hybrid decision-making model is driven from the current Ethiopian decision-making processes three models have been selected primarily because of their relevance to the Ethiopian circumstances. An Ethiopian decision-making process can be placed within the context of rational and time-bounded models. The selected models that will enable us to develop a hybrid model are: The Rational Model or Economic Man, Bounded Rationality (Simon, 1977) and OODA Loop Decision Making Model (Boyd1996). For a more detailed explanation concerning the hybrid decision-making model, see chapter two (4.2.2.) and chapter five (5.10.6).

From Annexed figure 1, we can understand the current strategic decision-making structure of the Federal Democratic of Ethiopian and the regional government administrative' strategic decision-making processes respectively

3.7. Conceptualization of Participatory Decision-Making Processes

Principals and school authorities should make deliberate efforts to involve their students in decision making more especially on matters that involve them in the school such as curriculum design, student- management and, school- community. School managers should establish channels of communication through which students can provide feedback, their views, and suggestions anonymously without being identified with the information. The Ministry of Education should encourage headteachers to adopt a democratic leadership style, which allows the involvement of students in decision making. The ministry of education should hold regular in-service courses for principals and other stakeholders to show them the importance of involvement of other stakeholders in decision making and especially the students because they are the consumers of the services (David. and Maiyo 2010)⁸

⁸ David, M. & Maiyo, J. (2010) 'participatory decision making in Secondary schools: case of Students' involvement in Mwala division, Kenya, Masinde',Muliro *University of Science and Technology. Problems of education in the 21st century*. Volume 21.

Participative decision-making has increasingly become the agreed-upon model around the world for the operation of schools; particularly those in the public education systems. School principals should create a space for debate and dialogue for all stakeholders to participate sufficiently in the school governing body's structure. Stakeholders in a school setting (parents, teachers, learners, and the principal) come together and make decisions in pursuit of a common interest. Such a platform would allow stakeholders to air out their dissatisfaction and ensure their right to participation on issues dealing with school governance (. Mokoena, 2011)

Participatory Decision Making refers to the concept of allowing those involved with the work to be contributing members in the decision-making process. Participatory decision-making contributes to better decisions and strategies. Practicing participatory decision-making has been long acknowledged as an essential ingredient in the quest for better organizational management such as schools. Participatory decision-making is thus expected to lead to better decisions and strategies, as well as to reduce conflicts and facilitate enforcement in the organization. Participatory decision-making leads to problem-solving and decision-making (Lawal. B & Owolabi. M. 2014).

The benefits of participatory decision-making approaches can yield when utilized in the organization by many extant literatures (Habitat, 2009; World Bank, 2005). For instance, according to (Lawal. B & Owolabi. M. 2014) Quick decisions:

- enhance the quality of decisions,
- increase responsibility and accountability,
- enhance the commitment of members,
- enhance self-confidence,
- increase transparency,
- enhance coordination and co-operation among members,
- improve quality of work,
- improve time savings,
- increase flexibility,
- improve performance,

- improve healthy environment,
- enhance problem-solving ability,
- enhance trust among members,
- improve shared /collective responsibility,
- distribute work, lower down risk factors,
- improve readiness to face the challenges,
- sustain interest in work,
- work does not suffer,
- improve quick implementation of decisions,
- lessen conflict,
- maximize effective utilization of resources,
- help effective communication at all levels,
- create a good interpersonal relationship,
- improve members' satisfaction,
- improve good discipline,
- help amicable settlement of disputes,
- reduce power inequality,
- bring desired change in behaviour,
- lower resistance to change,
- build democratic values, and
- enhance motivation to contribute for situation and preparation of employees for higher-level jobs (Lawal. B & Owolabi. M. 2014)

There is a need for participatory decision making in many areas such as:

- A situation whereby an administrator does not have adequate information about the situation which is to be resolved and employees or other significant person possesses the information; and
- A situation whereby employees have a high level of security, social, esteem and self-fulfilment need. These include:

- a situation whereby human values at work are important and need to be enhanced;
- a technical situation in which an administrator lacks knowledge, skills, experience, and expertise to take decision; and
- a situation in which the commitment level of employee is low (Lawal. B & Owolabi. M. 2014)

Organizations should increase participation in their decision-making at each stage of the project/policy cycle. They should establish mandatory minimum standards for consultation and participation. Organizations should improve the transparency of their governance and operations. The task of the school executive is to make subordinates know that they are useful and important members of the team and let them explain their decisions and objections.

On routine matters, the head should encourage his/her subordinates in planning and decision making. Moreover, members of a department should be allowed to exercise self-direction and self-control in carrying out plans (Lawal. B & Owolabi. M. 2014).

According to the literature review narrated above, there is little literature on the participation of different stakeholders in decision-making processes and practice. One of the researcher's focus is to find out the participation of stakeholders in decision making in Ethiopia. Ethiopia is unique in that it wasn't colonized while most of the world passed through such kind of situation. Due to this fact, Ethiopia has a unique culture in making decisions. The cultures, languages, and how those different cultures and languages are amalgamated in decision-making processes and practice are not found in the literature. Due to this gap, the research finds out the existing problem of decision-making and come up with a hybrid strategic decision-making model toward greater efficiency. The researcher believes that this hybrid strategic decision-making model will solve the problem of developing country like Ethiopia.

3.8. Conceptualization of Ethiopian secondary Education

The aim of secondary education of Ethiopia is;

- Promote acceptance and respect for all persons.
- Enhance enjoyment in learning.
- Identify individual talents and develop them.
- Build a foundation for technological and industrial development.

The present status of secondary education in Ethiopia in terms of distribution of schools further reveals that of the total Secondary and Higher Secondary schools covered under DISE, 15.01% are Primary with Upper Primary and Secondary and Higher Secondary schools compared to 25.02% Upper Primary with Secondary and Higher Secondary, 13.86%.

Primary with Upper Ethiopian education policy have different cycles, Primary school education has two cycles from age 7 to 10 years (grades 1 to 4) and from age 11 to 14 years (grades 5 to 8). Regional exams are taken at the end of grade 8 (Primary school certificate exam). The Ethiopian Higher Education Entrance Examination (EHEEE) is taken at the end of grade 12.

The education system in Ethiopia is less than satisfactory and while it is free and compulsory, only 60 per cent of children are enrolled in full-time education.

Although education in Ethiopia has improved over past years, there are still many difficulties that exist within the system. (<https://borgenproject.org/education-system-in-ethiopia/> Accessed on Nov, 17, 2020).

There is a challenge in terms of quality of education in Ethiopia secondary schools. Ethiopian secondary school teachers and education administrators on the challenge of quality of education, opportunities and explores viable options to improve the quality.

According to the study conducted by Education Quality Challenges in Ethiopian Secondary Schools stated that, the result shows in contrast to remarkable achievements in access, progress to date in raising the quality of education in Ethiopia has been

limited. Most of the respondents agree that the achievement in gross enrolments is good but in quality, at a low rate and has learning achievement in education system remains unacceptably low. This has become a source of concern for government officials, educators, parents, teachers, students, and other stakeholders. In addition, the results confirm that curriculum content needs to be relevant to a labour market where meta-cognitive skills are at a premium while providing schools with the flexibility to create an instructional environment suited to local conditions and revising teacher training method in university or colleges. (Belay and Melaku, 2019)

The central problems of the quality of education lies on teachers preparedness, good leadership which feet for a defined purpose, skilled and qualified administrative staff, commitment of leadership who stretch proper management system, method of teaching, students, teachers, availability of adequate infrastructure, finance and budget and teaching and learning materials. Curriculum is also high. Moreover, students' family, schoolteachers, education administrators and the community at large should work on the attitudes of students (Belay and Melaku, 2019)

3.9. Summary

This chapter focused on reviewing existing literature related to the study topics such as:

- a) conceptualizations of strategic decision making,
- b) conceptualizations of social development,
- c) conceptualizations of educational accessibility, relevance, equity and educational equality.
- d) conceptualizations of educational efficiency and decision-making mode,
- e) conceptualizations of decision-making models which provided a background analysis for the development of a hybrid decision-making model and
- f) Capitalization of participatory decision-making model

Per the conceptualization of the above empirical literature review, there is very little evidence and almost null suggesting the participation of stakeholders in strategic decision-making processes and practices in developing economies. Most of the empirical literature focuses on the developed economy of decision-making processes and practice.

This makes the researcher focus on developing hybrid strategic decision-making for effective and efficient decisions in developing economies like Ethiopia.

The next chapter focused on the theoretical and conceptual framework of the study exploring the key phase of the proposed decision-making model namely overall observation, stakeholder's participation, alignment, determining outcomes and final decision and implementation.

CHAPTER FOUR: RESEARCH METHODOLOGY

4.1. Introduction

Chapter four presents the theoretical foundation and conceptual framework of the study, study hypothesis, research design and paradigm, source of the data, data collection techniques, reliability and validity, sampling techniques such as sample size and unit of analysis, data analysis and interpretation as well as final key terms.

4.2. Theoretical and conceptual framework of the study

4.2.1. Theoretical framework

Theory is a statement (or statements) used to explain phenomena; one definition of theory is that it is a generally accepted statement that is valid after reputed testing (Pellissier, 2007). This study is built on stakeholder theory. Stakeholder theory is a theory of organizational management and ethics. Indeed, all theories of strategic management have some moral content, though it is often implicit (Phillips et al, 2003). Stakeholder theory is concerned with who has input in decision-making as well as who benefits from the outcomes of such decisions. Procedure is as important to stakeholder theory as the final distribution (Phillips et al, 2003). Stakeholder theory is a comprehensive moral doctrine (Orts and Strudler, 2002). Stakeholder theory requires changes to current law (Hendry 2001a, 2001b; Van Buren 2001). All stakeholders must be treated equally (Gioia 1999; Marcoux 2000; Sternberg 2000).

An organization will maintain relationships with several groups that affect or are affected by its decisions (Freeman, 1984). Stakeholder theory will be dependent on the nature of such relationships because of how the processes involved and the outcomes achieved can affect society and stakeholders. Stakeholders' interests have some intrinsic value, but no one interest should be able to dominate all of the others (Clarkson, 1995; Donaldson & Preston, 1995). Stakeholder theory also focuses on managerial decisions (Donaldson & Preston, 1995).

Therefore, stakeholder theory describes a conceptual framework of business ethics and organizational management that addresses moral and ethical values in the management of a business or other organization. The stakeholder theory was first proposed in the

book 'Strategic Management: A Stakeholder Approach' by R. Edward Freeman and outlines how management can satisfy the interests of stakeholders in a business (www.kefid.com, Scheid, et al, 2011). Organizations are also dependent on their stakeholders for their successes and failures. According to Joseph Heath and Wayne Norman, there are different forms of stakeholder theory, namely:

Ontological Stakeholder Theory: a theory about the fundamental nature and purpose of the corporation;

Explanatory Stakeholder Theory: a theory that purports to describe and explain how corporations and their managers behave;

Strategic Stakeholder theory: a theory about how devoting sufficient resources and managerial attention to stakeholder relations will tend to lead to positive outcomes for the corporation;

Stakeholder Theory of Branding and Corporate Culture: a subset of strategic SHT- this is a theory about how a commitment to pay extraordinary attention to the interests of particular stakeholder groups;

Deontic Stakeholder theory: a theory that determines the legitimate interests and rights of various stakeholders;

Managerial Stakeholder theory: a catch-all theory of management incorporating theories of organizational behaviour and stakeholders (both in the establishment of organizational structures and general policies and in case-by-case decision making);

Stakeholder Theory of Governance: a theory about how specific stakeholder groups should exercise oversight and control over management;

Regulatory Stakeholder theory: a theory in which interests and rights of specific stakeholder groups ought to be protected by government regulation of business activities, and;

Stakeholder Theory of Corporate Law: a theory about how traditional corporate law should be amended to reflect the principles and practices favoured by Ontological,

Deontic and Governance approaches to Stakeholder Theory (Journal of Business Ethics 53, pp. 247-265, 2004).

The form of SHT that will serve as the focus of our discussion is managerial stakeholder theory. For the success and failure of any organization, the handling and involvement of the stakeholder in any decision-making processes and practices are required. In this particular stakeholder theory, social aspects of decision making such as culture, language, and religion are not necessarily taken into consideration. It is therefore so that managers or leaders making decisions should incorporate these factors in the process. This is especially important in the case of Ethiopia that has a dualistic or traditional and modern society. The Emperor Hailesilase and the Military Government has been failed to achieve their development goals because they did not take into consideration the culture, customs, religions, and language of the society in decision-making processes and practices. These issues will be examined in greater detail during the findings.

In the meantime, we can note that this study employed stockholder theory as a theoretical lens to explore the interconnectedness amongst different stakeholders such as teachers, students, parents, communities, political parties, business schools, consultants and school management. As indicated before, the study also aims to identify gaps in the literature on strategic decision-making processes and practices, concerning Ethiopia.

This study aims to conduct analysis on the effect of strategic decision making on the quality of general education in Ethiopia with the main focus on decision making processes and practices in the education system and to develop a new hybrid decision-making model that hopefully gives us insights into ways of ensuring greater efficiency. There are various models that decision-makers use for decision making. Three models have been selected primarily because of their relevance to the Ethiopian circumstances. An Ethiopian decision-making process can be placed within the context of rational and time-bounded models. The selected models that will enable us to develop a hybrid model are: The Rational Model or Economic Man, Bounded Rationality (Simon, 1977) and OODA Loop Decision Making Model (Boyd, 1996).

4.2.1.1. The Rational or Economic Man Model

Annex figure 3 shows that Rational or Economic Man Model decision making follows a logical sequence of activities while deciding. Accordingly, before alternatives are generated first problems are identified; second, alternatives are generated third alternatives are evaluated fourth, alternative is chosen, and finally decisions are implemented and finally, the effectiveness of the decision is evaluating. This cycle is necessary in the decision-making processes according to the Rational or Economic Man Model Decision Making Model.

A decision is said to be effective if it helps a decision-maker to achieve a specific objective or set of goals for the organization. Failure to achieve a desired goal becomes a problem, and the head of the organization is ultimately responsible for solving it. Effective decision-makers are keenly aware of the importance of properly identifying the problem and understanding the problem situation (Lunenburg, 2010). The positive part of this decision-making model is decisions are based on rational and logical thinking; a logical sequence is followed before a decision is made.

However, the problem with this model (the Rational Decision-Making Model) is that solutions cannot be easily translated into a logical sequence of steps; meaning that it is not clear how decisions are made (IGNOU MS.1, 2006.24). Moreover, the model does not reflect stakeholders' participation in decision-making processes and practices while appropriate critical intervention is seen as time-consuming. Decision-making is made based on the best rather than satisfactory alternatives that are arrived at through information gathering without considering cultural, customs and traditional aspects as well as previous experience.

4.2.1.2. Bounded Rationality Model

The Rational Decision-Making Model discussed above characterizes the decision-maker as completely rational. In this circumstance, the decision-maker is said to have perfect information: know all alternatives; determine every consequence; and establish a complete preference scale. Indeed, the decision-maker selects the alternatives that maximize the solution to each decision problem.

Bias may thus affect the effectiveness of a decision maker's information within the bounded rationality model, and this involves Satisficing, Heuristics, and Primacy Effect, Bolstering the Alternative, Intuition, and Incrementalising. These biases are discussed as follows:

Satisficing: The principle of satisficing refers to decision-makers choosing the first alternative that satisfies minimal standards of acceptability without exploring all possibilities. It is argued that decision-makers usually follow this approach (Nielsen, 2011). Simon (1997) expresses it this way: "Most human decision making, whether individual or organizational, is concerned with the discovery and selection of satisfactory alternatives; only in exceptional cases is it concerned with the discovery and selection of optimal alternatives." (pp. 140-141).

Heuristics: When decision-makers make satisfying decisions, they may use a set of heuristics to guide their decisions. Heuristic rules of thumb can help the decision-maker find a solution in a complex and uncertain situation (Moustakas, 1990). Similarly, to judgment and intuition, the heuristic approach tends to oversimplify complex problems or introduce bias into decision making.

Primacy/Recency Effect: Decision makers may have different strategies for different purposes while they are often inordinately influenced by information discovered early in the search process (the primacy effect) or late in the search process (the Recency Effect). Thus, all things being equal, the importance attached to information may be affected by its order in the search sequence (Brown & Moberg, 2004).

Bolstering the Alternative: Another way in which the search for information is biased and inhibits decision optimization is the phenomenon of bolstering the alternative (Bubnicki, 2003) Even before accumulating the information on which to base a decision, the decision-maker may prefer one alternative to all the others; they may, therefore, search for information that rationalizes the choice. The only information that supports the decision maker's preferred alternative is considered legitimate and acceptable.

Intuition: Another aspect of bounded rationality is intuition, which represents a quick apprehension over a situation, based on experience, and is reinforced by these experiences, all of which is arguably devoid of conscious thought (Myers, 2002).

Incrementalizing: This approach to decision making, sometimes referred to as muddling through, involves making small changes (increments) in the existing situation (Lindblom, 1993). Charles Lindblom (1993), its main proponent, distinguishes full rational decision making from Incrementalizing that is based on successive limited comparisons. On the one hand, the rational approach to decision making involves determining objectives, considering all possible alternative solutions, exploring all conceivable consequences of the alternative solutions, and finally choosing the optimal alternative solution that will maximize the achievement of the agreed-on goals. On the other hand, Incrementalizing requires no agreement on goals, on whether there is an exhaustive search of all possible alternatives and their consequences, or the selection of the optimal alternative. Instead, Lindblom argues that no more than small or incremental steps that are, "muddling through", are required. In other words, Incrementalizing is a process of successive limited comparisons of alternative courses of action until decision-makers arrived at an agreed alternative.

A basic strategy for defeating an enemy's command and control is referred to as "getting inside his/her OODA loop" by executing your own OODA loops faster than the enemy can. Therefore, the enemy falls behind in his/her understanding of the situation and makes ineffective decisions based upon his/her old and inaccurate assessments of the situation. Simply increasing the rate of decision making is not sufficient to achieve this goal. The decisions must also be timely and appropriate to achieve the desired effect.

4.2.1.3. OODA Loops Decision Making Model

This decision-making model has a positive effect primarily because it takes account of cultures and traditions, thus helping in the making and determination of urgent decision.

However, some biases may affect the effectiveness of a decision of this model. These are failure to take account of stakeholder participation in decision making processes and practices, limited rationality in decision making, exclusion of experience (past results in

the analysis), lack of provision of alternatives for decision-makers, poor predictive powers, lack of direction and little consideration of time that is taken for adjustments.

To the extent that decision making is an important daily activity, the success of an organization relies on effective decisions. The process involves choices and generally consists of several steps: identifying problems, generating alternatives, evaluating alternatives, choosing an alternative, implementing the decision, and evaluating the effectiveness of decision making. So far, three major approaches to decision making have been discussed. First, the rational model characterizes decision-makers as completely rational through accurate/perfect information to make optimal decisions. Second, in so far as the inherent imperfections and the social and organizational systems in which decision-makers are imbedded impose limitations on their ability to process information that is needed to make complex decisions, bounded rationality restricts decision makers resulting in solutions that are less than optimal. According to Cameron and Ndhlovu (2000), the full rationality that is tempered by bounded rationality is often described as New Institutional Economics (NIE). Finally, the OODA loop approach comes from military science and results in solutions of urgency. Consequently, the decision-maker is unable to make decisions that are based on alternatives.

It is against this background in which the role of education will be evaluated in the context of decision-making strategies and practices. Despite examination by many studies concerning these issues, there is, however, limited evidence to suggest that participation of stakeholders in strategic decision-making has been considered, let alone cultural and linguistic aspects of a country such as Ethiopia. What also makes Ethiopia an interesting case study is that it was not colonized and is an amalgam of home and foreign cultures with more than eighty different ethnic groups and languages.

4.2. 2 Conceptual frameworks

Ethiopia is unique in that it was one of the few countries that were not colonized, and where culture, customs, and heritage were initially not undermined by foreign interventions. In addition, Ethiopia has more than a hundred languages and is a country of different nations and nationalities.

Ethiopia is also among ten fastest developing nations in the African continent and in the world. Clearly, what is required is strategic decision making to facilitate the eradication of poverty that is accompanied by high rates of growth that brings about social development that is close to the global level. It is for this reason that the researcher aims to conduct analysis on strategic decision-making processes and practice in developing countries and to develop an appropriate hybrid decision-making model as discussed above.

Engaging citizens in decision-making has become an important function of government around the world (Kyrgyzstan and Schachter, 2014). Strategy as a practice provides important insights into the tools and methods of strategy making (Vaara and Whitting, 2012). Strategy development is a multi-faceted process, which requires input from a variety of people within the organization who come from different backgrounds and disciplines (Hammer et al, 2013).

A hard look at the available literature reveals that there are four conditions that affect strategic decision-making in public service. These include funding uncertainty, agency capacity, stakeholder variation, and project timeline (Meek & Rhodes, 2014). It is on this basis that the researcher seeks to develop the following hybrid decision-making model on the assumption that such decision-making processes and practices in Ethiopian education sector will enhance stakeholders' participation through participatory decision-making approaches and contribute towards the improvement of the general quality of education. Its foundation rests on the cornerstone of freedom, democracy and sustainable human development (UNICEF Report 1999, 4). The problems related to these concepts will be set out below. The conceptualization of strategic decision-making is discussed in the historical context of the federal democratic republic of Ethiopia.

Independent variables are assumed as source of the problem. The annexed Appendix figure 5 shows the conceptual framework of independent variables of this study that are strategic decisions making processes and practices. The independent variables are the overall observation, stakeholder's participation, and alignment, determination of outcome, decision-making and implementation.

Dependent variables are assumed to be the outcome of another variable. In this case, the researcher's dependent variable is the quality of general education. Given the decision-making approach, the independent variable effect will trigger a change in the general quality of education. The quality of education is measured by education parameters such as curriculum (curriculum design, curriculum revision), physical infrastructure (school buildings, classroom equipment...etc.), teachers and classroom conditions (teachers' qualifications, experience, provisional development, teacher-student ratios, class sizes, student textbook ratios...etc.) (For the quality of education parameters, see the attached Annex – III. These issues will be addressed later).

The following conceptual framework model shows the relationships among variables i.e., the approach to decision-making and how this influences the independent variable interactions and how they affect the dependent variable. The assumption of the model is that the decision-making approach influences the independent variable as the result of its interaction with the dependent variable. The more appropriate the decision-making approach, the better the impact on the quality of general education.

The hybrid decision making new model stands for the following five steps of decision-making processes and practices:

4.2.2.1. Overall observation: this step is adopted from the OODA loop and Bounded Rationality Decision Making Model. At this stage, the decision-maker first conducts observations about nature or situation they are dealing with locally, regionally, globally and take a look at what they are planning, and finally take into consideration experience, explore it and act accordingly.

4.2.2.2. Stakeholders' participation: At this stage, the decision-maker creates an awareness of the case, identify the real problem and come up with different options, conduct a plan to tackle the issue and forecast the expected outcomes for the stakeholder. Here, some ingredient was taken from Rational or the Economic Man Model.

4.2.2.3. Alignment: the decision-maker takes into consideration the culture, customs, and traditions of the nation and aligns them with expected results (output, outcomes, and impact); and, before going to the next decision-making process and practice, conducts discussions with the stakeholders on the issue and reaches a consensus. This step was adopted from OODA Loop and Bounded Rationality Decision Making Models.

4.2.2.4. Determine outcomes: Based on the consensus reached with stakeholders, the decision-makers determine the results (output, outcomes and expected impact), prioritize them, develop deferent alternatives, provide guidance and control mechanisms, and finally develop monitoring and evaluation systems whilst conducting discussions with stakeholders before taking action. This step adopted from Rational or the Economic Man Model.

4.2.2.5. Decision Making and Implementation: At this stage, the decision-maker implements the decision with the participation of stakeholders, evaluate the effectiveness of decisions made and work towards sustainability. This step adopted from Rational Economic Man Model, Bounded Rationality Model, and OODA Loops Decision Making Model.

4.2.3. Hybrid Strategic Decision Making Adapted by the Researcher

The Preliminary Conceptual Frameworks of Hybrid Strategic Decision Making (annexed Appendix figure 1) was developed by the researcher. This model was derived from current Ethiopia Federal Democratic Government strategic decision-making processes and three selected models namely, the Rational Model or Economic Man, Bounded Rationality (Simon,1977) and OODA Loop Decision Making Model. Three models have been selected primarily because of their relevance to the Ethiopian circumstances. An Ethiopian decision-making process can be placed within the context of rational and time-bounded models.

The new hybrid decision-making model developed by the researcher follows five steps of decision-making processes and practices. The decision-maker before deciding

- first, conduct overall observations about the nature or situation to be dealt with by considering the local, regional and global contexts; take a look at what to be

planned; and finally, take into consideration past experiences, explore them and act accordingly.

- Second, secure Stakeholders' participation by creating an awareness for the cases; identify the real problem; come up with different options; conduct a plan to tackle the issue and forecast the expected outcomes with the stakeholder.
- Third, conduct an alignment at this stage, takes into consideration the culture, customs, and traditions of the nation before going to the next decision-making process and practice, and aligns them with expected results (output, outcomes, and impact) and conducts discussions with the stakeholders on the issue and reaches a consensus.
- Forth, determine outcomes: based on the consensus reached with stakeholders, determine the results (output, outcomes and expected impact), prioritize the results, develop deferent alternatives, provide guidance and control mechanisms, and finally develop monitoring and evaluation systems whilst conducting discussions with stakeholders before taking action.
- Fifth, decision-making and implementation: At this stage, the decision-maker implements the decision with the participation of stakeholders, evaluate the effectiveness of decisions made and work towards sustainability. See attached (Fig.5) for the details of the hybrid decision making processes and practice.

4.3. Hypotheses of the study

A hypothesis can be defined as a testable proposition stating that there is a significant difference or relationship between two or more variables often referred to as H1 or alternative Hypothesis and testable proposition about the relationship between two or more events or concepts referred to H2 null hypothesis. (Sander's et. al, 2009). The researcher formulated the following nine hypotheses.

1. Hypothesis one:

H0: Level of agreement on applying participatory approach decision-making processes is equal to non-participatory approach while making strategic decision-making processes and practices were executed in Ethiopia.

H1: Level of agreement on applying participatory approach decision-making processes is greater than non-participatory approach while making strategic decision-making processes and practices were executed in Ethiopia.

2. Hypothesis two:

H0: Strategic decision-making processes and practices in Ethiopia was using bottom up approach.

H1: Strategic decision-making processes and practices in Ethiopia was not using bottom up approach.

3. Hypothesis three:

H0: Level of agreement on applying top down decision-making processes is equal to bottom up approach while making strategic decision-making processes and practices were executed in Ethiopia.

H1: Level of agreement on applying top down decision-making processes is greater than bottom up approach while strategic decision-making processes and practices were executed in Ethiopia

4. Hypothesis four:

H0: Level of agreement with partnering organizations in making them participate on problem identification stage, planning stage, implementation stage, monitoring and evaluation stage and sustainability issue is equal or similar.

H1: Level of agreement on partnering organizations participation on problem identification stage, planning stage, implementation stage, Monitoring and Evaluation stage and on-sustainability issue is not equal or not similar

5. Hypothesis five:

H0: There is a relationship between strategic decision-making processes, practices and the quality of general education.

H1: There is no relationship between strategic decision-making processes, practices and the quality of general education.

6. Hypothesis Six:

H0: The involvement of partnering organization is contributing to the enhancement of strategic decision-making processes and practices, and the quality of general education in Ethiopia.

H1: The involvement of partnering organization is not contributing to the enhancement of strategic decision-making processes and practices, and the quality of general education in Ethiopia.

7. Hypothesis Seven:

H0: The proportion (percentage of “yes” responds) of conducting overall observation while deciding are equal across Local, Regional, global, on basis of fact findings and from past experience.

HA: The proportion (percentage of “yes” responds) of conducting overall observation while deciding is not equal across Local, Regional, global, on basis of fact findings and from past experience.

8. Hypothesis Eight:

H0: The proportion (percentage of responds yes) of organization alignment with expecting out comes (output, outcomes and impact) before going to make a decision are equal across identifying problems, understanding the situation, previous experience, culture tradition custom of societies using new information and analysis and synthesis.

HA: The proportion (percentage of responds yes) of organization alignment with expecting out comes (output, outcomes and impact) before going to make a decision are not equal across identifying problems, understanding the situation, previous experience, culture tradition custom of societies using new information and analysis and synthesis.

9. Hypothesis Nine;

H0: Level of agreement considering before determining the outcome (output, outcomes and impact) before going to decide are equal (based on median ranks) across prioritizing the output developing alternatives, provision (getting) of guidance and developing monitoring and evaluation method

HA: Level of agreement considering before determining the outcome (output, outcomes and impact) before going to decide are not equal (based on median ranks) across prioritizing the output, developing alternatives, provision (getting) of guidance and developing monitoring and evaluation method.

4.4. Research Design

A research design refers to the proposed plan to conduct research. It involves the interaction of philosophy, strategies of inquiry and specific methods (Creswell, 2009). In this study, a mixed method approach was used. Such a methodology employs both quantitative and qualitative methods. The reason that the researcher has chosen this mixed method approach is to address biases inherent in employing a single method. Thus, the strength in using both quantitative and qualitative is to provide the best understanding of the problem (Creswell 2009). Qualitative and quantitative researches are not in opposition to one another. Rather, they can complement each other” (Thomas 2009:83).

The quantitative approach was used to capture relevant quantitative data from various secondary sources while the qualitative approach applied to gather experts' opinions regarding the subject under consideration through key informant interviews and questionnaires. In this regard, relevant officials from the Federal Ministry of Education, Ministry of Finance and Economic Cooperation, Ministry of Public Service and Human Resource Development, Ministry of Federal and Pastoral Development Affairs, National Planning Commission and five regional education bureaus (viz., Addis Ababa, Benishangul Regional State, Afar Regional State, Oromia Regional State, & Southern Nation, Nationalities Peoples Regional State), as well as key people from development partners were served as important sources of the qualitative data. A thorough review of the available literature was also made to triangulate the data generated through qualitative methods.

The qualitative data were analysed thematically using descriptive analysis; and the quantitative data were analysed using nonparametric methods such as Wilcoxon signed-

rank test, Wilcoxon signed rank sum test, Friedman test on related ordinal measures, Cochran test on related binary measures and McNemar test.

Wilcoxon Signed-Rank Test on Related Ordinal Measures

The nonparametric tests for two related samples allow you to test differences between paired scores when the assumptions required by the paired-samples t-test are not satisfied. The Wilcoxon signed-rank test is a non-parametric statistical hypothesis test for the case of two related samples or repeated measurements on a single sample. This procedure tests the null hypothesis that two related medians are the same.

Note: This test allows comparing a single median against a known value or paired medians from the same (or matched) sample.

Carrying out the Wilcoxon signed rank-sum test

H_0 : State that the median difference is equal to zero (medians of two groups are equal)

H_1 : State that the median difference is not equal to zero (medians of two groups are not equal)

Tests concerning between k-dependent samples (groups)

Friedman test on related ordinal measures

The Friedman procedure tests the null hypothesis that multiple ordinal responses come from the same population. As with the Wilcoxon test for two related samples, the data may come from repeated measures of a single sample or the same measure from multiple matched samples. The Friedman test is a nonparametric alternative to the repeated measures analysis of variance.

- You might use the Friedman test if you are evaluating a small sample, if your hypothesis concerns ordinal outcomes, or if you simply do not want to make the assumptions required for a repeated-measures analysis of variance.
- The only assumptions made by the Friedman test are that the test variables are at least ordinal and that their distributions are reasonably similar.

H_0 : All k populations have the same equal medians

H_1 : Not all k populations' medians are equal (at least one differs).

We then need to perform appropriate multiple comparisons (pairwise comparisons) using Wilcoxon signed-rank tests for two related samples allow you to test for differences between paired scores.

The hypotheses of the Cochran test are:

H_0 : $\pi_i = \pi_j$: (the medians of two groups are equal)

H_1 : $\pi_i \neq \pi_j$: (the medians of two groups are not equal)

Cochran Test on Related Binary Measures

As explained in the previous section, the Friedman procedure is used to test the hypothesis of a difference between related ordinal variables. If the aim is to test a hypothesis that implies change in a binary outcome (coded as 0 and 1) over repeated measurements or between multiple matched samples, one should consider using the Cochran Q test. The Cochran test is a non-parametric statistical test of whether k treatments have identical effects.

In other words, it tests the null hypothesis that multiple related proportions are the same or whether the probability of a target response is equal across all conditions. The Cochran test assumes that there is k ($k > 2$) experimental treatments and that observations on a random sample of n subjects are available. The outcomes of the treatments (the observations) are coded as binary responses ("0" or "1"). The data layout is shown below.

The hypotheses of the Cochran test are:

H_0 : $\pi_1 = \pi_2 = \dots = \pi_k$: (the treatments are equally effective) or all tasks are equally appealing.

H_1 : At least two population proportions are significantly different.

If the Cochran test rejects the null hypothesis of equally effective treatments, pair-wise comparisons can be made by applying the McNemar test on two treatments of interest.

Cochran's Q-statistic computed as:

$$Q = \frac{n^2(k-1)\sum_{j=1}^k(\bar{x}_{.j} - \bar{x}_{..})^2}{\sum_{i=1}^n\sum_{j=1}^k(x_{ij} - \bar{x}_{i.})^2}$$

Where,

n = Sample size,

$$x_{ij} = \begin{cases} 1, & \text{if respondents response is yes as they are doing our job or participate on certain activity} \\ 0, & \text{elsewhere} \end{cases}$$

$\bar{x}_{.j} = \frac{\sum_{i=1}^n x_{ij}}{n}$ (Proportion of participation of respondents (samples) or doing their job on particular activity (classification)).

$\bar{x}_{.j} = \frac{\sum_{j=1}^k x_{ij}}{k}$ (Proportion or cumulative percentage of participation or doing his/her job by an individual respondent across **two activities** (classifications) we are comparing them.

$\bar{x}_{..} = \frac{1}{nk} \sum_{i=1}^n \sum_{j=1}^k x_{ij}$ (Proportion or cumulative percentage of participation or doing a certain task by respondents (samples) across two activities we are comparing them.

The hypotheses of the Cochran test are:

H_0 : $\pi_i = \pi_j$ (two treatments are equally effective) or the two tasks are equally appealing.

H_1 : $\pi_i \neq \pi_j$ (two treatments are not equally effective) or the two tasks are not equally appealing.

Decision: we reject the null hypothesis if: $Q > x_{(\alpha)}^2(1)$ where, $x_{(\alpha)}^2(1)$ where is the critical value from the chi-square distribution with $(k-1)$ degrees of freedom and level of significance α .

The results of the analyses were carefully interpreted, and conclusions were drawn based on the analysed results. The research is more qualitative dominated and supported by quantitative techniques.

The researcher used focus group interview and group interview. Focus group interview is composed of a small number of participants who are facilitated by a 'moderator' and in which the topic is defined clearly and precisely; and there is a focus on enabling and recording interactive discussion between participants Actors (Sander's et. al, 2009). Group interview general term to describe all non-standardized interviews conducted with two or more people actors (Sander's et. al, 2009).

The strategy chosen for this mixed method is concurrent triangulation that enables the researcher to collect both quantitative and qualitative data concurrently or at the same time, and then compare the two data sets to determine if there is convergence, deference, or some combination (Creswell, 2009).

According to Leedy and Ormrod (2005: 85), research design provides the overall structure for the procedures the researcher follows, the data the researcher collects, and the data analysis the researcher conducts. The process of the research design used in this paper is followed the following steps;

1. Identify & state the problem
2. Review & summarize the related literature
3. Construct the relevant proposition following the literature review
4. Set research Methodology, objectives and conceptualize the research design, the sample design and the data collection design.
5. Design research instruments
6. Select an appropriate sample size & sample population
7. Collect the data through distributing the questionnaires
8. Processes the data
9. Develop a framework of analysis & analyse the processed data
10. Conclude and make appropriate recommendations

For detail, information sees attached Figure 6

Adopted from Leedy and Ormrod, 2005: 85

4.5. Research paradigm

As both quantitative and qualitative data (mixed research method) were considered, this study is a combination of both positivist and interpretivist paradigms. Mixed method is used to achieve complete answers to research questions; that is, a gap left by the quantitative method can be filled by the qualitative one (Creswell, 2009)

Positivism is the epistemological position that advocates working with an observable social reality. The emphasis is on highly structured methodology to facilitate replication, and the end product can be law-like generalizations similar to those produced by the physical and natural scientists (Sander's et. al, 2009). On the other hand, Interpretivism is the epistemological position that advocates the necessity to understand differences between humans in their role as social actors (Sander's et. al, 2009).

Thus, it can be said that this research was a mixture of both the positivist paradigm and interpretivist paradigm. It is said to be a positivist paradigm in a sense that it quantitatively or statistically tests the extent to which Independent variable influence the dependent variables of the strategic decision making and practice following the stakeholder theory. From the methodological point of view, the researcher is considered to be an interpretive paradigm because it employs qualitative methods both in data collection and data analysis to supplement quantitative data. However, as the qualitative methodology is dominantly applied in this research, the researcher can be said to follow the interpretative research paradigm.

4.6. Source of the Data

In this study, data was gathered from both primary and secondary sources. Primary data was collected via interviews with decision-makers and line managers in the Ministry of Education, Ministry of Finance and Economic Cooperation, Ministry of Public Service and Human Resource Development, Ministry of Federal Development and Pastoral Affairs, Ethiopian National Planning Commission, Addis Ababa City Education Bureau, Afar Education Bureau, Benishangul Gumuz Education Bureau, Oromia Education Bureau, SNNPR Regional State Education Bureau, World Bank and the African

Development Bank. Secondary data was reviewed by examining different documents related to the research topics such as financial documents of the Ministry of Education, World Bank, African Development Bank and the Ministry of Finance and Economic Cooperation of the Federal Democratic Republic of Ethiopia and the Ethiopia national Planning Commission.

4.7. Data Collection Techniques

Data refers to facts, opinions, and statistics that have been collected and recorded for reference or analysis (Saunders et al, 2009). In this study, data is collected through triangulated multiple data collection techniques. Triangulation refers to the use of different data collection techniques within one study to ensure that the data are telling an audience what they think about them. For example, qualitative data collected using structured, semi-structured and group interviews can be a valuable way of triangulating quantitative data collected by tools such as a questionnaire (Saunders et, al, 2009).

Data collection includes setting the boundaries for the study, collecting information through unstructured or semi-structured observation, interviews, documents and visual materials (Creswell, 2009). To collect primary data, the researcher used Interviews, questionnaire and focus group techniques. Also, the researcher used documentary analysis methods for secondary data collection.

The data were gathered by using six sets of structured questionnaires. For Strategic decision-making execution questionnaires, 19 structured questionnaires were designed by the researcher; and/or hybrid strategic decision-making model testing questionnaires, 7 questionnaires were designed. For School headmasters and schoolteachers, testing questionnaires were adapted from Bandura's Instrument 'Teachers Self – Efficient Scale'. For the quality of education testing, questionnaires were adapted from the National Assessment and Accreditation Council (NAAC). (NAAC) is the only external quality assurance agency for higher education in India. Similarly, lead questionnaires were designed for focus group and one to one interview.

4.8. Reliability and Validity

"Reliability is the extent to which the data collection technique applied to yield consistent findings, or how similar observations are made, or conclusions reached by other researchers. Reliability also refers to the transparency in how sense was made from the raw data" (Saunders et al, 2009). The researcher used the reliability instrument called Cronbach's Alpha to test the reliability of the questionnaires.

Reliability tests (meaningful) for only those variables having more than 3 or more variables to establish whether the items on this questionnaire all measure the same construct (perceived task value) or not.

1. Reliability Tests of Quality of Education

Perceived concept measured	Cronbach's Alpha	No. of Items
School context and Physical Infrastructure	0.892	8
Teachers and Classroom	0.947	20
Feedback Mechanism	0.863	3
Diagnosis and Remedial Programme	0.800	3
Guidance and Counselling Service	0.837	3
Social, Cultural and Leisure Activities	0.765	3
Financial Governance	0.884	9

The above reliability test (Cronbach's Alpha) shows that the variables were more than 0.70 (Nunnaly, 1967). This shows that the questions used to measure quality of education possess high validity, accuracy, stability, or consistent. Questioners design to measure quality of educations address the required perceived task for each dimension sufficiently.

2. Reliability Tests Questionnaires for School Teachers

Perceived concept measured	Cronbach's Alpha	No. of Items
Efficacy to Influence Decision making	0.701	4
Instructional Self-Efficacy	0.837	7
Disciplinary Self-Efficacy	0.812	3
Efficacy to Enlist Parental Involvement	0.840	3
Efficacy to Enlist Community Involvement	0.786	3
Efficacy to Create a Positive School Climate	0.875	7

The above reliability test (Cronbach's Alpha) shows that the variables were more than 0.70 (Nunnally, 1967). This shows that the questions used to measure schoolteacher possess high validity, accuracy, stability, or consistent. Questioners design to measure schoolteachers address the required perceived task for each dimension sufficiently.

3. Questionnaires for school headmasters and teachers

Perceived concept measured	Cronbach's Alpha	No. of Items
Authority to Influence planning, Decision making, Resource utilization & Instructional activities	0.817	15
Authority to Influence, parent, community & School climate (stakeholders)	0.910	18

The above reliability test (Cronbach's Alpha) shows that the variables was more than 0.70 (Nunnally, 1967)⁹. This shows that the questions used to measure school headmaster and teacher possess high validity, accuracy, stability, or consistent. Questioners design to measure school headmasters and teachers address the required perceived task for each dimension sufficiently.

As the result of the nature of data we use are ordinal (Likert) and binary (dichotomies), we apply non parametric tests as inferential statistical procedures which is supported by literature for such

⁹Nunnally, JC (1967). 'Psychometric Theory,' McGraw-Hill, New York.

data sets instead of using (applying) regression analyses which is valid for continuous data, and requires assumption of normality. For detail reliability testes see the attached annexed table -2

“Validity is the extent to which data collection method accurately measures what they were intended to measure or the extent to which research findings are really about what they profess to be about” (Saunders.et al, 2009). Moreover, “Various methods of validity can be identified including construct validity, criterion-related validity (Predictive validity), ecological validity, face validity, internal validity, external validity and measurement validity” (Saunders.et al, 2009, Marczyk.et al, 2005). The researcher used content validity with the help of experts. This method has been chosen for checking of triangulating data source and to demonstrate the accuracy of their findings and convince readers of this accuracy. According to the feedback received from expertise the result was fine.

In order to ensure a high degree of validity, a panel of experts and statistical consultants evaluated the reliability and validity of this study. The experts in the field of stakeholder relations and the management ensured content validity of the questionnaires. Item analysis and alpha technique were also employed to evaluate the reliability and validity of the data and the questionnaires.

4.9. Sampling

A sample is a sub-group or part of a larger population (Saunders et, al, 2009). Population is defined as the complete set of elements or entities under investigation (Pellissier, 2007).

The study population is the Federal Democratic Republic of Ethiopia’s Ministry of education, Ministry of Finance and Economic Cooperation, National Planning Commission, Ministry of Public Service and respective regional offices, and World Bank Ethiopia office and African Development Bank.

The sample was drawn from Federal Ministry of Education, Ministry of Finance and Economic Cooperation, National Planning Commission, Ministry of Public Service and Human Resource Development, Development partners (World Bank Ethiopia office and African Development Bank), two big regions (Oromia and SNNPRS) and two small regions (Afar and Benishangul) and Addis Ababa city.

The researcher used stratified Random sampling and purposive random sampling methods. Stratified Random sampling is probability-sampling procedure in which the population is divided

into two or more relevant strata and a random sample (systematic or simple) is drawn from each of the strata (Sandra.M.et al, 2009). Purposive random sampling is a non-probability sampling

Procedure in which the judgment of the researcher is used to select the cases that make up the sample. This can be done on the basis of extreme cases, heterogeneity (maximum variation), homogeneity (maximum similarity), critical cases or typical cases (Creswell, Sandra, M.et al, 2009 and Kathari; 2004).

The questionnaire was distributed to 413 respondents who are engaged in planning processes and practices of the respective selected federal ministries, regional bureaus and bilateral and multilateral organizations. For detail sampling technique, see 4.9.4 and annexed appendix table

4.9.1. Sample size

Sample size refers to the number of items to select from a universe that constitutes the sample. The size of the sample should be optimum. The optimum sample fulfils the requirement of efficiency, representativeness, reliability and flexibility. While deciding the size of the sample, the researcher must determine the desired precision as an acceptable level for the estimate (Sandra et al., 2009, and Kthari, 2004).

The research division of National Education Association (NEA) has published a formula that determines a sample size (Krejcie, V.R and Morgan.W, D.1960). They also come up with a *table for Determining Sample Size from a Given Population*. The quantitative and qualitative (mixed) method research sample size is taken from this table. In the concurrent triangulation of mixed research strategy, the data is collected concurrently or at the same time on the research site (*NEA Research Bulletin*, 1996, Vol. 38, p. 99). As indicated earlier, the country comprises the Federal Government and State members. It is divided into nine ethnic-based regional states and two chartered cities. The researcher chooses two among four big regions, two among five small regions and one among the two chartered cities.

The study population was divided into three strata based on their homogeneity (maximum similarity) characteristics. The first strata comprise 6 ministries, 20 State ministers, 30 directors in federal and regional Level and 16 regional bureau heads. They were totally 66 study populations. Out of these, the sample size for qualitative research was obtained. The sample size of first strata for qualitative data collection was determined as follows:

4.9.2. Determining sample size:

According to Krejcie.V. R & Morgan. W, D, (1960), the following formula was used to determine the sample size of the qualitative data.

$S = \text{sample size, } = \chi^2 = \text{the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).}$

$$1.96 \times 1.96 = 3.8419$$

$N = \text{the population size.}$

$P = \text{the population proportion (assumed to be .50 since this would provide the maximum sample size).}$

$d = \text{the degree of accuracy expressed as a proportion (.05).}$

$$S = \frac{\chi^2 NP (1-P)}{d^2 (N-1) + \chi^2 P (1-P)}$$

$N = 66$ is the population size,

$$S = \frac{(3.8419) (66) (0.5) (1-0.5)}{(0.05)^2(66-1) + 3.846*0.5(1-0.5)}$$

$$S = 63.4 \div 0.16 + 0.96$$

$$\mathbf{S = 57}$$

The second strata comprise 961 experts working on the quality of education and strategic decision making at the federal and regional level, 12 development partners expertise (African Development Bank and World Bank), 76 finance and budget officials at the federal and regional level, and 25 consultants at the federal and regional level. The population totals **1,073**. Out of this, the sample size, quantitative research data was obtained. The sampling size of second strata for quantitative data collection is determined as follows:

According to Krejcie and Morgan (1960), the following formula enables us to determine the sample size of the quantitative data.

$S = \text{sample size, } = \chi^2 = \text{the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).}$

$$1.96 \times 1.96 = 3.8419$$

$N = \text{the population size.}$

P = the population proportion (assumed to be .50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (.05).

$$S = \frac{X^2 NP (1-P)}{d^2 (N-1) + X^2 P (1-P)}$$

$N = 1,073$ the population size.

$$S = \frac{(3.8419) (1073) (0.5) (1-0.5)}{(0.05)^2(1073 -1) + 3.846*0.5(1-0.5)}$$

$$S = 1030.6 \div 2.68 + 0.96$$

$$\mathbf{S = 283}$$

The third strata comprise stakeholders namely: 7 teacher association representatives, 25 civil society representatives, 32 business school representatives and 25 parent-teacher committee representatives at the federal and regional level totalling 89. Out of this population, the sample size for quantitative research data was obtained. The sampling size of second strata for quantitative data collection is determined as follows.

According to Krejcie, V. R. & Morgan, W. D. D. (1960), the following formula enables us to determine the sample size of the qualitative data.

S = sample size, X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).

$$1.96 \times 1.96 = 3.8419$$

N = the population size.

P = the population proportion (assumed to be .50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (.05).

$$S = \frac{X^2 NP (1-P)}{d^2 (N-1) + X^2 P (1-P)}$$

$N = 89$ is the population size

$$S = \frac{(3.8419) (89) (0.5) (1-0.5)}{(0.05)^2(89 -1) + 3.846*0.5(1-0.5)}$$

$$S = 85.5 \div 0.22 + 0.96$$

$$\mathbf{S = 73}$$

The research population used for the quantitative study of second strata is **1,073** and that for qualitative study of the first and third population is **66** and **89** respectively. The sample size for the second quantitative data is 283 while the first and third strata of the qualitative data sample size are 57 and 73 respectively. The total sample size of this mixed method was 413.

4.9.3. Unit of analysis

The researcher's unit of analysis comprises officials working on strategic plan, partnering organizations' fund, monitoring and evaluation in government, Bilateral and Multilateral organizations namely: the World Bank, African Development Bank, Ministry of Education Ministry of Finance and Economic Development Cooperation, Ministry of Public Service and Human Resource Development, National Planning Commission, Oromia, SNNPRS, Benishangul and Afar Regional States, Bureau of Education, Bureau of Finance and Economic Cooperation, Bureau of Public Service and Human Resource Development.

4.9. 4. Sampling Techniques

The respondents for data collection were selected through stratified and purposive sampling techniques. The calculated sample size for the study population was 413. Hence, the researcher distributed

- 86 executive testing questionnaires to ministries, state ministers, directors at the federal and regional level, regional bureau heads and workers working on quality of education in partnering organization;
- 86 hybrid model testing questionnaires to State ministers, directors in federal, directors in region, bureau heads in region, Workers on quality of education at federal and regional level and stakeholders;
- 88 headmasters and teachers involved in school strategic decision-making testing questionnaires to primary school headmasters, secondary school headmasters, primary school teachers and secondary school teachers;
- 75 teacher who involve in school decision making, to primary school teachers and secondary school teacher;
- 78 quality of education testing questionnaires to state ministries, Ministry of education head office officials working on quality of education, regional bureau, zonal bureau, woreda Bureau, primary schools' teachers, secondary schools' teachers and stakeholders were distributed with the assumption of 100% response rate. The total

sample size of this research is 413. The participant of the research distributed per the data collection instruments or questionnaires are annexed in appendix table 7 for details.

4.10. Summary

The purpose of this chapter was to discuss the theoretical and conceptual framework of the study, exploring the key phase of the proposed decision-making model namely overall observation, stakeholder's participation, alignment, determining outcomes and final decision and implementation. This chapter presents different research methodologies and tools used in this study. Major contents of the chapter include:

- Theory,
- Theoretical framework,
- Conceptual framework,
- Research design,
- Research paradigm- qualitative versus quantitative approach,
- Hypotheses of the study,
- Independent and dependent variables along with their measurements,
- Source of data and data collection tool, and
- Population, sampling, and sample size.

Finally, data analysis methods and tools along their measurements of validity and reliability were discussed.

It was indicated that this study was exploratory in its nature and built from an interpretative research paradigm. In addition, triangulation by means of combining a quantitative and qualitative (mixed method approach) was used. Qualitative one-to-one interviews were outlined as the research methodology. It was indicated that a predominantly qualitative research design would be followed. The purpose of using qualitative and quantitative mixed method, which constituted the first phase of data collection, would be to obtain inputs from several respondents working in strategic decision-making processes and practice at federal and regional level respectively; and multilateral and bilateral development organization in Ethiopia.

The data obtained from this study would inform the second phase of data collection, the one-on-one interviews, which would be conducted to address the trends identified in the processes and Practice; explore the finer details of the steps in the conceptual framework; and specifically address the process of building the decision-making model. Since this study was primarily

concerned with obtaining insights from the decision-making professionals who were regarded as management experts, it was to determine whether the hybrid decision-making model was applicable or not. The sample of the study comprised 413 tops, senior and middle-level professionals from the listed federal, regional and partnering organization. Only 391 respondents in the study completed the questionnaires.

Stratified and purposive sampling method was applied to select the respondent in federal, regional and partnering organization who are working on the position of strategic planning and strategic decision-making process and practice in Ministry of Education, Ministry of Public Service and Human Resource Development, Ministry of Finance and Economic Cooperation, Planning Commission and regional level respectively in Ethiopia. Focus group decision was also conducted in federal and regional level.

The credibility, transferability, dependability and conformability of the study were included. Credibility, which was described as the alternative for internal validity, was achieved through an extensive literature review and the application of triangulation as a research design within the boundaries of the research setting, population and theoretical framework of the study. Transferability, described as the alternative for generalizability, was achieved in this study by generalizing to *theory*. Dependability is defined as the alternative for reliability and was achieved in this study by means of the categories of the interview guide, three pilot interviews and the avoidance of biased questions.

The qualitative data were analysed by thematic and descriptive analysis methods and the quantitative data were analysed by nonparametric methods such as Wilcoxon signed-rank test, Carrying out the Wilcoxon signed rank sum test, Friedman test on related ordinal measures, Cochran test on related binary measures and MCNemar test.

The next chapter focus on discussion, results/findings and interpretation of the data obtained from the respondent through questionnaires, focus group discussion and one-on-one interviews to determine the decision-making processes and practice of the contemporary Ethiopia.

CHAPTER FIVE: RESULTS, DISCUSSIONS, AND INTERPRETATION

5.1. Introduction

The final report of the analysis and result were based on the data obtained from the research respondents namely:

- Ministry of Education,
- Ministry of Public Service and Human Resource Development,
- Ministry of Finance and Economic Cooperation,
- Ministry of Federal and Pastoral Development Affairs,
- Planning Commission at federal and regional level offices.

The data were collected using the one to one interview and focus group discussion data collection instruments.

Furthermore, this chapter discusses the findings in line with the relevant literature in order to answer the research questions of the study. The chapter examine (1) the education sector's strategic decision-making processes and practices as well as execution in Ethiopia; (2) the level and the role of partnering organizations' participation in enhancing the decision-making processes, practices and the quality of general education in Ethiopia; (3) Challenges that confront strategic decision-making processes and practices in Ethiopia; (4).the effect of the relationship between strategic decision-making processes, practices and the quality of general education in Ethiopia; and (5) Model used while making strategic decision-making processes and practices in Ethiopia.

5.2. Data analysis and Interpretation

To achieve the objectives of the study, the researcher used quantitative and qualitative data analysis techniques (mixed methods). Qualitative data were analysed by using descriptive and thematic techniques. Quantitative data were analysed by using one parameter tests such as fried man test, Wilcoxon signed rank test, Chocran test and MCNemer test analysis

The data which were collected from government and bilateral organizations through the questionnaires were presented through tables, graphs and percentages. Respondents' views and opinions were categorized thematically and analysed accordingly.

The qualitative data collected through document analysis was analysed qualitatively through narration and description. The interviews were used to support the findings from the

questionnaires and document analysis. Following the analysis and interpretation, conclusions were drawn, and recommendations were made.

5.3. Definitions of key terms

Key words	Definition	Reference
Decision Making	<p>Decision-making is a part of a problem-solving process that roles with selecting a course of action from among two or more options. Put simply, decision-making is the process of making up one's mind.</p> <p>“Decision making is the study of identifying and choosing alternatives based on the values and preferences of the decision maker.”</p> <p>Decision-making is the process of sufficiently reducing uncertainties and doubts about alternatives to allow a reasonable choice to be made from amongst alternatives.</p> <p>Decision-making is not just about selecting the right choices or compromises. ‘Unless a decision has ‘degenerated into work’, it is not a decision. It is at best a good intention.</p>	<p>D’souza, 1995</p> <p>Robert Harris, 2012</p> <p>Robert Harris, 2012</p> <p>Drucker, 1967</p>
Strategic decision making	<p>Strategic decision-making is an ongoing process that involves creating strategies to achieve goals and altering strategies based on observed outcomes.</p>	<p>Gregory Hamel, 2012</p>
Strategy as a Process	<p>The process is about building commitment by systematically engaging key stakeholders, including clients and the community in the processes of identifying priorities. It allows for constructive engagement with those that disagree and supports better communication and coordination. An inclusive process allows a broad consensus to be built resulting in enhanced accountability throughout the organization. This commitment ensures that a strategic plan will be actively used for guidance and inspiration.</p> <p>Process is the flow of information through interrelated stages of analysis toward the achievement of an aim.</p>	<p>Allisson & Keye, 2005</p> <p>Pearce et a, I 2011</p>
Stakeholder	<p>A stakeholder is simply defined as anyone who cares or should care about the organization. It is anyone who has a stake in the success of its mission. This encompasses those who must implement the strategic plan, those who benefit from its implementation, and those who could significantly help or hinder its implementation.</p>	<p>Allisson & Keye, 2005</p>
Strategy as a practice	<p>Strategy as a practice indicates how strategy works, takes place, as well as the roles and identities of the actors</p>	<p>Vaara and Whitting, 2012.</p>

Key words	Definition	Reference
	involved.	
Strategy	<p>Strategy is a large scale, future-oriented plan for interacting with the competitive environment to achieve company objectives.</p> <p>Strategy is a set of actions that managers take to increase their company's performance relative to rivals.</p> <p>Strategy is the direction and scope of an organization over the long term, which achieves advantage for the organization through its configuration of resources within a changing environment to meet the needs of markets and fulfil stakeholder expectations.</p>	<p>Pearce et al, 2011</p> <p>Jhones, 2009</p> <p>Scholes, 1997</p>
Strategic planning	<p>Strategic planning is a systematic process through which an organization agrees on and builds upon commitment among key stakeholders to priorities that are essential to its mission and are responsive to the environment. Strategic planning guides the acquisition and allocation of resource to achieve these priorities.</p> <p>Several key concepts can be derived out of this definition regarding a successful planning. Some are:</p> <ul style="list-style-type: none"> • The process is strategic because it involves choosing how best to respond to the circumstances of a dynamic and sometimes holistic environment. • Strategic planning is systematic in that it calls for a process that is both structured and data based. • Strategic planning involves choosing specific priorities. • The process is about building commitment. • Strategic planning guides the acquisition and allocation of resource. 	<p>Allisson and Keye, 2005</p>
Strategic thinking	<p>Strategic thinking is defined as the individual's capacity for thinking conceptually, imaginatively, systematically, and opportunistically with regard to the attainment of success in the future.</p>	<p>Githens, 2013</p>
Social development	<p>Social development is a concept indicating the level of communities in terms of knowledge, mentality and life.</p> <p>Improvement in the welfare and quality of the individual or change in societal norms and growth of institutions that make development more equitable for all members of society can be referred to as social development.</p>	<p>Turkkahraman, 2012).</p> <p>Davis, 2004</p>

Key words	Definition	Reference
Educational accessibility,	Access to education is the ability of all people to have equal opportunity in education regardless of their social class, gender, ethnicity background or physical and mental disabilities.	Alike, 2014
Educational relevance,	In education, the term relevance typically refers to learning experiences that are either directly applicable to personal aspirations, interests, or cultural experiences of students (<i>personal relevance</i>) or that are connected in some way to real-world issues, problems, and contexts (<i>life relevance</i>).	Alike, 2014
Educational equity	Equity in education means that personal or social circumstances such as gender, ethnic origin or family background are not obstacles to achieving educational potential and that all individuals reach at least a basic minimum level of skills.	Alike, 2015
Educational quality	Quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being.	UNESCO, 2015
Educational efficiency,	Efficiency refers to a comparison of inputs and their related outputs. A more efficient system obtains more output for a given set of resource inputs, or achieves comparable levels of output for fewer inputs, other things being equal.	Hanushek 1986;

5.4. Testable Objectives and Questionnaires

The researcher has developed five testable research objectives and five main research questionnaires. For detail information see the attached annexed appendix table 5.

5.5. Analytical Approach

The analytical approach used to report the results were quantitative and qualitative data analysis triangulation techniques. Qualitative approach is dominating, and quantitative approach is used as supportive.

Quantitative research is a means for testing objective theories by examining the relationship among variables. These variables can be measured, typically on instruments, so that the numbered data can be analysed using statistical procedures (Cres well, 2009). In quantitative data analysis the data collection techniques and responses were discussed and presented. The demographic profiles of the respondents, as well as the reliability constructs, were discussed. Moreover, the SPSS output for data cleaning which includes normality tests were also

discussed. In addition to that, the hypotheses developed in chapter one was tested using triangulation and numerical analysis, descriptive and thematically. All of the data analyses were performed using SPSS Version 20 as the statistical computer program.

Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The processes of research involve emerging questions and procedures, collecting data in the participants setting, analysing the data inductively, building from particulars to general themes and making interpretations of the meaning of the data (Cres well, 2009). Qualitative data are data whose values cannot be measured numerically but can be distinguished by classifying into sets or categories (sander 2009). In mixed method approach data analysis involves data transformation, exploring outliers, examining multiple levels or creating matrices that combine the quantitative result and qualitative findings (Cres well, 2009). In qualitative data analysis, the data collection techniques and responses are discussed and presented thematically.

5.6. Data Analysis

Quantitative research is a means for testing objective theories by examining the relationship among variables. These variables can be measured typically on instruments so that the numbered data can be analysed using statistical procedures (Cres well, 2009). Accordingly, the demographic profiles of the respondents were discussed; the analysed data were presented and reported; the reliability constructs were discussed; and the SPSS output for data cleaning which includes normality tests were discussed;

The data generated through qualitative method analysed through thematic and descriptive analysis and the data generated through quantitative method analysed through nonparametric methods such as Wilcoxon signed-rank test, Carrying out the Wilcoxon signed rank sum test, Friedman test on related ordinal measures, Cochran test on related binary measures and MCNemar test.

5.7. Data Collection Techniques and Responses

Data refers to facts, opinions and statistics that have been collected and recorded for reference or analysis (Saunders et al, 2009). In this study, data is collected through triangulated multiple data collection techniques. Triangulation refers to the use of different data collection techniques within one study in order to ensure that the data are telling you what you think they are. The researcher used questionnaires, focus group discussion and one to one interview for primary data collection and document analysis method for secondary data collections; and undertook

focus group discussion with teachers, school headmasters, Woreda education office officials, zonal education office leaders, regional education expertise and federal planning and decision-making directorate and expertise. The data were collected by using unstructured and semi-structured questionnaires (see Annexed Appendixes –VII).

The researcher conducted interview with Ato Tagese Chafo from the Federal Democratic Republic of Ethiopia, Ministry of Public Service and the Human Resource Development on July 24, 2017, Dr Tilaye Gete, from the Federal Democratic Republic of Ethiopia Ministry of Education on July 28,2017, Ato Kaydaki Gezahegn from the Federal Democratic Republic of Ethiopia Ministry of Federal and Pastoral Development Affairs state minister on July 31, 2017 and Ato Tsegabthan Tadesse from the Federal Democratic Republic of Ethiopia Federal and Pastoral Development Affairs Inter Governments Relations(IRG) Director General on August 2, 2017.

With the exception conducted with Dr Tilaye Gete, Federal Democratic Republic of Ethiopia Ministry of Education, all interviews were recorded by recording machine and were kept in the researcher's office. The discussion was conducted in Amharic language (Ethiopian Federal Democratic Government Working Language) and finally translated into English language by the researcher. The researcher has taken note while interviewing Dr Tilaye Gete, Ministry of Education, who is not willing to be recorded while being interviewed and used the note for the final analysis. The discussion language used with him was English language. The researcher used thematic way of data analysis technique for qualitative method. The discussions and results were presented intensely in interview section (13.7).

5.8. Response Rate

The calculated sample size for the study population was 413. Hence, the researcher distributed: 86 executive testing questionnaires to ministries, state ministers, directors at the federal and regional level, regional bureau heads and Workers working on quality of education in partnering organization. The other 86 hybrid model testing questionnaires were distributed to state ministers, directors in federal, directors in region, bureau heads in region, workers on quality of education at federal and regional level and stakeholders. In the same way, 88 questionnaires were distributed to headmasters and teachers involved in school strategic decision making, primary school headmasters, secondary school headmasters, primary school teachers and secondary school teachers. In addition, 75 questionnaires were distributed to teachers who are involved in school decision making, primary school teachers, and secondary school teachers. The rest 78 questionnaires were distributed to state ministries, Ministry of Education head office

officials working on quality of education, regional bureau, Zonal Bureau, Woreda Bureau, Primary schools' teachers, Secondary schools' teachers and Stakeholders. The questionnaires were distributed with the assumption of 100% response rate. The respondents were selected through stratified and purposive sampling techniques. See annexed appendix table 7 of research instrument or questionnaires distributed to the respondents for details.

The questionnaire inclusive of a cover letter was sent to all respondent through questionnaire administrator and the researcher. From 413 questionnaires, 413 questionnaires were collected for a response rate of 100%. Out of these 413 questionnaires 15 returned questionnaires, 7 questionnaires received were found to be incomplete where the respondents did not answer some of the questions in the questionnaires. The incomplete questionnaires were rejected and only 391 questionnaires were accepted and used for further analysis, resulting in an effective response rate of 94.67% approximately 95%.

5.9. Respondent Analysis

The responses of four of the items of this construct will be reported which are all relevant for further data reporting and interpretation; and include the following questions:

1. Focus on the gender/sex of the respondents;
2. Highlights the age of the respondents;
3. Focus on the qualifications the respondents; and
4. Focus on the experience of the respondents and the employees on strategic decision-making processes and practice in the government and partnering organization.

The respondent demographic profile (age, marital status, education level and experience are analysed and discussed as follows.

5.9.1 Biographical information of the respondents of the execution questionnaire

5.9.1.1. By Gender/Sex

According to the response obtained from the respondents, out of 86 respondents, the majority of them were male with a percentage of 87.2% (75 male), while female respondents were 12.8 (11 female). According to this result, it can therefore be concluded that respondents are male dominated, and the female participation was very low in the strategic decision-making processes and practice in Ethiopia. (Figure 7)

5.9.1.2. By Age

According to the response obtained regarding age of the, respondents who were above 45 years old constitute 31.4% (27); those who were 35 - 40 years old constitute 26.7 (23); those who were 41-45 years old constitute 25.6% (23); and those who were less than 35 years old constitute 16.3(14). According to this result, it can therefore be concluded that the majority of the respondents were above 45 years old constituting 31.4% (Figure 8).

5.9.1.3. By Educational Status

According to the results obtained from the respondents regarding educational status, out of 86 respondents, the majority of respondents were second degree holders with a percentage of 53.5% (46.), and first -degree holder with a percentage of 46.5% (40). It can therefore be concluded that the majority of the respondents were second degree holders with percentage of 53.5%. While first degree holders were 46.5%. (Figure 9).

5.9.1.4. By Experience

According to the results obtained from the respondents regarding experience the majority of them are 16 - 20 years; and above 20 years of experience with a percentage of 26.7% (23) and 26.7% (23) respectively. The third group have 11 – 15 years of experience with a percentage of 16.3% (14); and the fourth group who have 6 - 10 years and less than 5 years of experience constitutes of experience with a percentage of 15.1% (13) and 15.1% (13) respectively.

According to this result, it can be therefore be concluded that the majority of respondents have 16 - 20 years and above 20 years of experience who we're participating in the strategic decision-making processes and practice in Ethiopia. (Figure 10)

5.9.2. Biographical and Demographic Information for Model Testing

5.9.2.1. By Gender/Sex

According to the results of the demographic profiles of the respondents of the questionnaire for model testing, it can be seen that out of 62 respondents, the majority of respondents were male with 81% (64 male), while female respondents contributed to a percentage of 15 (19 female). According to this result, it can, therefore, be concluded that respondents are male-dominated, and the female participation was very low in the strategic decision-making processes and practice in Ethiopia. (Figure 11)

5.9.2.2. By Age

According to the results obtained from the respondents regarding, age out of 62 respondents, above 45 and 35-40 years old constitute percentage of 30.4% and (30.4%) respectively, 41 - 45 years old constitute 22.8(8), less than 35 years old constitute 16.5(13).

According to this result, it can therefore be concluded that the majority of the respondents have an age of above 45 years old and 35-40 years old constitute percentage of 30.4% and (30.4%) respectively (Figure 12)

5.9.2.3. By Educational Status

According to the respondent respond results of the educational status of the respondents for model testing. It can be seen that out of 62 respondents, the majority of respondents were second degree holders with a percentage of 53.2% (42.), first -degree holder with a percentage of 46.8% (37). It can therefore be concluded that majority of the respondents were second degree holders with percentage of 53.2%. While first degree holders were 46.8%. (Figure 13).

5.9.2.4. By Working Years of Experience

According to the data obtained respondents concerning the Working years of experience of the respondents for model testing, it can be seen that out of 62 of respondents have above 16 - 20 years of experience with a percentage of 29.1% (23). The second group have above 20 years of experience with a percentage of 26.6% (21); and the third group who have 11 – 15 years of experience with a percentage of 20.3% (16). The fourth group have 6 – 10 years of experience which constitutes 13.9% (11) and less than 5 years of experience constitutes 10.1% (8); who we're participating in the strategic decision-making processes and practice in Ethiopia. (Figure 14)

5.9.3. Biographical information respondent for quality of education

5.9.3.1. By Gender/Sex

According to the results obtained regarding the demographic profiles, out of 62 respondents, the majority of respondents were male with a percentage of 82.3% (51 male), while female respondents were 17.7% (11 female). According to this result, it can therefore be concluded that respondents were male dominated and the female participation were very low in the strategic decision-making processes and practice in Ethiopia. (figure 15)

5.9.3.2. By Age

According to the respondent respond results of the age of respondents. It can be seen that out of 62 respondents of questionnaire for quality of education, above 45 years old constitute 33.9%, 30 – 40 years old constitute (30.6%), then 35 years old constitute 27.3%, 41 – 45 years old constitute 22.6% and the rest less than 35 years old constitute 12.9%. According to this result, it can therefore be concluded that the majority of the respondents have an age of above 45 years old constitute (33.9%). (Figure16)

5.9.3.3. By Educational status

According to the respondent respond results of the educational status of the respondents for model testing. It can be seen that out of 62 respondents, the majority of respondents were second-degree holders with a percentage of 53.2% (42.), first -degree holder with a percentage of 46.8% (37).

It can, therefore, be concluded that majority of the respondents were second-degree holders (Figure 13).

5.9.3.4. By Working years of experience

According to the respondent respond results of the Working years of experience of the respondents for quality of education. It can be seen that out of 62 respondents, the majority of respondents have above 20 years of experience with a percentage of 32.3%(20), the second group 16 – 20 years of experience with a percentage of 27.4% (17);the third group who have less than 5 years of experience constitutes 16.1%(10); and the fourth 6 – 10 years of experience constitutes 12.9% (8), the fifth group who have 11 – 15 years of experience constitutes 11.3% (7) who we're participating in the strategic decision-making processes and practice in Ethiopia. (Figure 18)

5.9.4. Biographical information respondent for headmasters and teachers

5.9.4.1. By gender/Sex

According to the results obtained regarding the demographic profiles, out of 62 respondents, the majority of respondents were male with a percentage of 82.3% (51 male), while female respondents were 17.7% (11 female). According to this result, it can, therefore, be concluded that respondents were male-dominated, and the female participation was very low in the strategic decision-making processes and practice in Ethiopia. (Figure 15)

5.9.4.2. By Age

According to the respondent respond results of the age of respondents. It can be seen that out of 62 respondents of questionnaire for quality of education, above 45 years old constitute 33.9%, 30 – 40 years old constitute (30.6%), then 35 years old constitute 27.3%, 41 – 45 years old constitute 22.6% and the rest less than 35 years old constitute 12.9%.

According to this result, it can, therefore, be concluded that the majority of the respondents have an age of above 45 years old constitute (33.9%). (Figure16)

5.9.4.3. By Educational Status

According to the respondent respond results of the educational status of the respondents for quality of education. It can be seen that out of 62 respondents, the majority of respondents were second-degree holders with a percentage of 53.21% (33.), first -degree holder with a percentage of 46.8% (29).

It can, therefore, be concluded that majority of the respondents were second-degree holders with percentage of 53.21%. While first degree holders were 46.8%. (Figure 17).

5.9.4.4. By Experience

According to the respondent respond results of the Working years of experience of the respondents for quality of education. It can be seen that out of 62 respondents, the majority of respondents have above 20 years of experience with a percentage of 32.3%(20), the second group 16 – 20years of experience with a percentage of 27.4% (17);the third group who have less than 5 years of experience constitutes 16.1%(10); and the fourth 6 – 10 years of experience constitutes 12.9% (8), the fifth group who have 11 – 15 years of experience constitutes 11.3% (7) who were participating in the strategic decision-making processes and practice in Ethiopia.

According to this result, it can be therefore be concluded that the majority of respondents have above 20 years of experience who we're participating in the strategic decision-making processes and practice in Ethiopia. (Figure 18)

5.9.5. Biographical information respondent of questionnaire for schoolteachers

5.9.5.1. By Gender/Sex

According to the respondent respond results of the demographic profiles of the respondents of the questionnaire for School headmasters and teachers. It can be seen that out of 88

respondents, the majority of respondents were male with a percentage of 86.4% (76male), while female respondents contributed to a percentage of 13.6 (12 female).

According to this result, it can, therefore, be concluded that respondents are male-dominated, and the female participation was very low in the strategic decision-making processes and practice in Ethiopia. (Figure 19)

5.9.5.2. By Age

According to the respondent respond results of the age of respondents. It can be seen that out of 88 respondents of questionnaire for School headmasters and teachers above 45 and 35-40 years old constitute percentage of 29.5% and (29.5%) respectively, 41 - 45 years old constitute 22.7(20) and less than 35 years old constitute 18.2(16).

According to this result, it can, therefore, be concluded that the majority of the respondents have an age of above 45 years old and 35-40 years old constitute percentage of 29.5% and 29.5% respectively (Figure 20)

5.9.5.3. By Educational Status

According to the respondent respond results of the educational status of the respondents for School headmasters and teachers. It can be seen that out of 88 respondents, the majority of respondents were second-degree holders with a percentage of 53.4% (47.), first -degree holder with a percentage of 46.6% (41).

It can, therefore, be concluded that majority of the respondents were second-degree holders with percentage of 53.4%. While first degree holders were 46.6%. (Figure 21).

5.9.5.4. By Experience

According to the respondents respond results of the Working years of experience of the respondents for School headmasters and teachers. It can be seen that out of 88 respondents, the majority of respondents have above 16 - 20 years of experience with a percentage of 28.4%(23), the second group above 20years of experience with a percentage of 23.9% (21);the third group who have 11 – 15 years of experience with a percentage of 20.5%(18), the fourth group 6 – 10 years of experience constitutes14.8%(13) and less than 5 years of experience constitutes 12.5%(11);

According to this result, it can be, therefore, concluded that the majority of respondents have above 16 - 20 years of experience who we're participating in the strategic decision-making processes and practice in Ethiopia? (Figure 22)

5.10. Measures of Reliability: Cronbach's Alpha Coefficient

The purpose of performing the reliability test is to find out whether the data collecting methods prove their validity, accuracy, stability or consistency level in revealing particular indications of a group of people despite the test is done in different time. This test was done by finding the Cronbach alpha of all the valid questionnaires. If the Cronbach alpha is more than 0.70 (Nunnally, 1967), the questions will be admitted as reliable.

According to Hair et al. (2005), instrument reliability shows the internal consistency of items representing a latent construct. It refers to the extent to which instruments are consistently measuring what they are supposed to. Reliability coefficients or Cronbach's alpha coefficients were calculated for all measures used in this study. As shown in Annexed appendix table 2, 3 and 4, Cronbach's alpha coefficients for total execution, quality of education, school leadership and teachers all achieved above 0.70 this indicating an acceptable statistic testing level (Nunnally, 1967).

Based on the test result using SPSS 20.0 software, the researcher found that the Cronbach's alpha of the variables was more than 0.70 (Nunnally, 1967). This shows that the questions used possess high validity, accuracy, stability, or consistency.

5.11. Data Cleaning

A total of 413 usable questionnaires were first examined for accuracy of data entry and missing values; and then checked for violations of the multivariate statistical assumptions of normality. To address the issue of missing data, the researcher used mean substitution.

5.12. Normality Test

Normality test was performed to determine whether the population data is normality distributed or not. The researcher used graphical histograms to check for normality. All the variables of strategic decision-making execution, strategic decision-making model testing, quality of education, school leadership authority and teacher efficiency were assessed using the test of normality. All these variables were found and did not violate the assumption of normality.

5.13. Discussions, Interpretation and Findings

To analysis the qualitative data the researcher used thematic Analysis (TA). Thematic Analysis is a type of qualitative analysis which is used to analyse classifications and present themes (patterns) that relate to the data. It illustrates the data in great detail and roles with diverse subjects via interpretations (Boyatzis 1998). Thematic provides a systematic element to data

analysis. It allows the researcher to associate an analysis of the frequency of a theme with one of the whole contents. This will confer accuracy and intricacy and enhance the research's whole meaning. Qualitative research requires understanding and collecting diverse aspects and data. Thematic Analysis gives an opportunity to understand the potential of any issue more widely (Marks and Yardley 2004)¹⁰

Namey et al. (2008) said, "Thematic moves beyond counting explicit words or phrases and focuses on identifying and describing both implicit and explicit ideas. Codes developed for ideas or themes are then applied or linked to raw data as summary markers for later analysis, which may include comparing the relative frequencies of themes or topics within a data set, looking for code co-occurrence, or graphically displaying code relationships." (p.138)

Thematic analysis is appropriate for data Interpretation (Hatch 2002; Creswell 2003), for deductive and inductive approaches (Frith and Gleeson 2004; Hayes 1997), to analysis two different phased of data (Creswell 2009; Creswell 2009; Boyatzis 1998) and for coding and categorizing (Creswell 2009; Braun and Clarke 2006; Miles and Huberman 1994).

Thematic Analysis offers a useful and a relatively easy to teach and learn basic introduction to qualitative analysis (Braun & Clarke, 2006; 2012, 2013). Despite widespread use, TA has only recently started to achieve the 'brand recognition' held by methodologies such as grounded theory and interpretative phenomenological analysis (IPA). TA is essentially a method for identifying and analysing patterns in qualitative data. Since first being named as an approach in the 1970s (Merton, 1975), a number of different versions of thematic analysis have been proposed within psychology (Aronson, 1994, Attride-Stirling, 2001, Boyatzis, 1998).

Data obtained from research respondents through research questionnaires, one to one interview, and group-based assessments among focus group discussion were analysed by identifying themes, in order to understand the impact of strategic decision-making processes and practices on the quality of general education in Ethiopia. The annexed table 6 demonstrates the category of the findings-with-identified-theme

Factors contributing to *the effect of strategic decision-making processes and practice on the quality of education* were sought from the study participants' perspectives under six category headings and forty-eighth themes. The category headings and - themes were developed from the findings, as indicated in the annexed appendix table 6. In this section, these themes are individually presented and exact words from the study respondents' reflective notes are listed

¹⁰ Marks, D. and Yardley, L. 2004. 'Research methods for clinical and health psychology', SAGE

for each theme. The number of participants is also indicated in the participants' exact words, in order to ensure inclusivity of all responses from the study.

5.13.1. Execution of Strategic Decision-Making Processes and Practices

To gain a better understanding on the execution of strategic planning, strategic decision-making processes and practices in Ethiopia, the researcher used eighteen questionnaires with twenty-five sub questionnaires. The results of the descriptive analysis supported by statistical measurements are explained as follows;

Strategic decision-making is concerned with understanding how national strategies are formulated and implemented and what the process of strategic change entails (Whittington, 2007). Process is an intervening variable between an individual's characteristic inputs and outcomes (Mcgrath, 1964). Decision-making process influences the strategic choices managers to make, which in turn influence the outcomes affecting a firm (Dean and Sharfmen (1996:389). Strategic decision-making processes and practice in Ethiopia was analysed by using SPSS software 20.0 as follows. For assessing the execution of strategic decision-making processes and practice, there were six items designed to measure based on the respondent's response.

5.13.1.1. Methods Used While Making Strategic Decision

According to annexed appendix figure 11, the majority of respondents, (43.53%) respond that they were strongly agree that they use a participatory method while making strategic decision in Ethiopia. In contrary to this the majority of respondents (43.35%) responded that they disagree that strategic decision-making processes and practices execution in Ethiopia were mainly non participatory method (annexed appendix figure 12). It can therefore be concluded that strategic decision-making processes and practices in Ethiopia followed participatory method. The top-level leaders frame the strategic decision-making processes and practice and the bottom government level filled the document per the responsibility or mandate given to them. The forwarded document to the top would be completed and become a working document of the country.

Let as test statically; test the equality of medians (based on level of agreement) participatory Vs non-participatory method.

H₀: Level of agreement on applying participatory method of the decision-making processes is equal to non-participatory method while the strategic decision-making processes and practices were executed in Ethiopia (based on median ranks).

HA: Level of agreement on applying participatory method decision-making processes is greater than non-participatory method while strategic decision-making processes and practices were executed in Ethiopia (based on median ranks).

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Qp1.1	85	3.71	1.454	1	5
Qp1.2	85	2.82	1.537	1	5

Wilcoxon Signed Ranks Test

Test Statistics

	Qp1.2 - Qp1.1
Z	-2.222 ^b
Asymp. Sig. (2-tailed)	.026
Exact Sig. (2-tailed)	.026
Exact Sig. (1-tailed)	.013
Point Probability	.000

Decision: Since the p-value: $0.026 < 0.05$, we reject the null hypothesis. That is, there is sufficient evidence that supports level of agreement on applying participatory method decision-making processes is significantly greater than on non-participatory method while strategic decision-making processes and practices were executed in Ethiopia.

5.13.1.2. Approach used while making strategic decision

According to annexed appendix figure 13, the majority of the respondents (47.06%) strongly agree that they were using a top-down approach when making strategic planning in Ethiopia. In contrary to this, annexed appendix figure 14, the majority of the respondents (42.35%) said that they strongly disagree and 31.76% of the respondents disagree that they were not using a bottom up approach when making strategic planning in Ethiopia. It can therefore be concluded that the approach of the strategic decision-making processes and practices in Ethiopia were top down approach.

Test statically, test on equality of medians (based on level of agreement) top down Vs bottom up

H0: Level of agreement on applying top down decision-making processes is equal to bottom up approach while strategic decision-making processes and practices were executed in Ethiopia (based on median ranks).

HA: Level of agreement on applying top down decision-making processes is greater than bottom up approach while strategic decision-making processes and practices were executed in Ethiopia (based on median ranks).

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Q2.1td	85	3.84	1.446	1	5
Q2.2bp	85	2.25	1.479	1	5

Wilcoxon Signed Ranks Test

Test Statistics

	Q2.2td - Q2.1bp
Z	-4.356 ^b
Asymp. Sig. (2-tailed)	.000
Exact Sig. (2-tailed)	.000
Exact Sig. (1-tailed)	.000
Point Probability	.000

Decision: Since the p-value: $0.000 < 0.005$, we reject the null hypothesis. That is, there is sufficient evidence that supports the level of agreement on applying top down approach decision-making processes is significantly greater than bottom up approach while strategic decision-making processes and practices were executed in Ethiopia.

5.13.1.3. Relation of Economic Man and Ethiopia Decision Making Model

According to annexed appendix figure 15, the majority of the respondents (41.3%) strongly agree and 25% of the respondents agree that, there was a relationship between Rational or Economic Man Model decision making processes and practice with Ethiopian decision-making

processes and practice. It can therefore be concluded that there is a relationship between the Rational or EconomicMan decision-making model and Ethiopian decision-making processes and practice.

5.13.1.4. Role of Federal and Regional Government

According to annexed appendix figure 16, the majority of the respondents (48.8%) strongly agree and 35.4% of the respondents agreed that the Federal and Regional Governments play their own role in formulating strategic planning based on the constitutional mandate given to them. It can therefore be concluded that the Federal and Regional governments play their own roles in formulating strategic planning based on the constitutional mandate given to them.

5.13.1.5. Status of Employee Participation in Strategic Plan Formulation

According to annexed appendix figure 17, the majority of the respondents (67.6%) replied that employees that were working on the strategic planning, decision making processes and practices in partnering organizations fund have a qualification of master's degree in different fields. While, 28.4% of the respondents replied that employees that were working on the strategic planning, decision making processes and practice in partnering organizations fund have a qualification of first degree in different fields. Furthermore, 3.5% of the respondents said that employees that were working on strategic planning and decision-making processes and practice in partnering organizations fund have a qualification of PhD in different fields. It can therefore be concluded that the majority of employees that were working on the strategic planning and decision-making processes and practice in partnering organizations fund have a qualification of master's degree in different fields.

5.13.1.6. Experience of Employee Participating in Strategic Formulation

According to annexed appendix figure 18, the majority of the respondents (61.6%) argued that employees that were working on the strategic planning and decision-making processes and practice in partnering organizations fund have an experience of more than ten years. While 17.4% of the respondents replied that employees that were working on the strategic planning and decision-making processes and practice in partnering organizations fund have an experience of greater than five and less than ten years. Furthermore, 2.8% of the respondents argued that employees that were working on the strategic planning and decision-making processes and practice in partnering organizations fund have an experience of less than or equal to five years.

According to the analysis above 5.13.1, 5.13.2, 5.13.3, 5.13.4 and 5.13.6 the strategic decision-making processes and practice in Ethiopia were executed with employee having more than ten years of experience, majority of whom with the qualification of above master's degree level. The decision processes are similar with the Rational and Economic Man decision-making model (figure 3). The approach they are using was top-down approach and the method they applied was participatory method where the top-level leaders frame the strategic decision-making processes and practice and the bottom government level filled the document per the responsibility or mandate given to them. The forwarded document to the top would be concluded and become a working document of the country.

It can therefore be concluded that strategic decision-making processes and practices in Ethiopia were top down approach and the method they were using while formulating strategic planning and decision-making process was participatory.

5.13.2. Role of Partnering Organizations.

Stakeholders (partnering organizations) are all those people who have a legitimate interest in the continuing effectiveness and success of an institution. Stakeholders in a school setting (parents, teachers, learners, community, donors, teachers and the principal) come together and make decisions in pursuit of a common interest. Such a platform would allow stakeholders to air out their dissatisfaction and ensure their right to participation on issues with school governance (. Mokoena, 2011)

To assess or to measure the role of partnering organizations in enhancing the strategic decision-making processes, practices and the quality of general education in Ethiopia, the researcher designed eight items. Based on this item, the result of analysis is presented below;

5.13.2.1. Partnering Organizations Participation in SDMPP

According to annexed appendix figure 20, Teacher Association, Women and Youth Association, the ruling party, universities or colleges and academicians were participating in strategic decision making in Ethiopia. However, the rest majority of stakeholders namely business, media, consulting firms, partnering organizations, opposition parties, non-partisan, religious organizations, professional societies and other stakeholders were not participating in strategic decision making in Ethiopia. It can therefore be concluded that all partnering organizations are not equally or similarly participating in strategic planning, decision making processes and practices in Ethiopia.

5.13.2.2. Partnering Organizations' Level in SDMPP

According to the annexed appendix figure 21, 1 -4, level of agreement on stakeholder's or partnering organizations' participation in problem identification stage, in planning stage, in implementation stage, in monitoring and evaluation stage and in sustainability issue are not equal. Let as test statistically by using Friedman Test.

H0: Level of agreement on stakeholder's participation in problem identification stage, in planning stage, in implementation stage, in monitoring and evaluation stage and in sustainability issue are equal or similar (based on median ranks)

HA: Level of agreement on stakeholder's participation in problem identification stage, in planning stage, in implementation stage, in monitoring and evaluation stage and on sustainability issue are not equal or not similar (based on median ranks)

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Have you participated stakeholders on problem Identification stage?	84	3.69	1.335	1	5
Have you participated stakeholders on Planning stage?	84	3.50	1.452	1	5
Have you participated stakeholders on Implementation stage?	84	3.57	1.408	1	5
Have you participated stakeholders on Monitoring and Evaluation stage?	84	2.87	1.378	1	5
Have you participated stakeholders on sustainability issue?	84	2.51	1.156	1	5

Friedman Test

Test Statistics

N	83
Chi-Square	52.903
df	4
Asymp. Sig.	.000

Decision: Since the p-value: $0.000 < 0.05$, we reject the null hypothesis. That means the Level of agreement on stakeholders' participation in problem identification stage, in planning stage, in

implementation stage, in monitoring and evaluation stage and in sustainability issue are not equal or not similar (based on median ranks)

Thus, pairwise comparisons using Wilcoxon Signed Ranks Test will be required and Bonferonni correction was applied to protect against increasing chance of Type I error. In order to have no more than a 5% chance of a Type I error across the pairwise comparisons, Wilcoxon Signed Ranks Test is used as follows.

$$\text{The correct p-value: } \alpha_{adjusted} = \frac{\alpha}{\text{number of pairwise comparisons}} = \frac{0.05}{10} = 0.005.$$

Wilcoxon Signed Ranks Test

Test Statistics

	Q9.1_ problem Identification Vs Q9.2_Planning stage	Q9.1_ problem Identification Vs Q9.3_ implement stage	Q9.1_ problem Identification Vs Q9.4_M&E	Q9.1_ problem Identification Vs Q9.5_sustainability	...	Q9.4_M&E Vs Vs Q9.5_sustainability
Exact Sig. (2-tailed)	.205	0.551	0.000	0.000	...	0.030

The above Wilcoxon Signed ranks test shows that the level of agreement on stakeholder’s participation during problem identification, planning, and implementation stages are significantly greater than the monitoring and evaluation and sustainability issue stages.

It can therefore be concluded that level of agreement on stakeholder’s participation in problem identification stage, planning stage, implementation stage, monitoring and evaluation stage and sustainability issue are not equal.

5.13.2.3. Getting Financial and Human Resource Assistance

According to the annexed appendix figure 27, the majority of the respondents (50%) agreed that they are getting financial and human resource assistance from partnering organization and the assistance enabled them to enhance the quality of general education in Ethiopia.

It can therefore be concluded that getting financial and human resource assistance from partnering organization enabled them to enhance quality of general education in Ethiopia.

5.13.2.4. Roles of Partnering Organization in SSPPD

According to the annexed appendix figure 28 the majority of the respondents 55.4% agreed that there are roles of partnering organization in supporting the strategic plan, decision making, processes and practice in Ethiopia.

It can therefore be concluded that there are roles of partnering organization in supporting the strategic plan, decision making processes and practice in Ethiopia

5.13.2.5. Partnering Organization Enhanced the DMPRQ

According to annexed appendix figure 30, the majority of the respondents (44.6%) agreed that partnering organization enhance the decision-making processes, practice and quality of education in Ethiopia. It can therefore be concluded that partnering organization enhance the decision-making processes, practice and quality of education in Ethiopia.

5.13.2.6. Authority to Influence PDRI

Headmasters of school are among the internal stakeholders of school activities. Fifteen items were used to test the headmaster's authority in influencing planning, decision making, resource utilization and instructional activities in schools. Eighteen items were used to test the headmaster's authority to influence, parent, and community and school climate. The Cronbach's Alpha = is 0.817 which shows that questioners designed to measure school headmasters and teachers address the required perceived task for each dimension sufficiently. Parameters used 1= Nothing, 2=Very little, 3=some influence, 4=quite a bit, 5=A great role. The following descriptive statistically analyses were conducted for all items as follows:

5.13.2.6.1. Influencing the decisions that are made in the school

According to annexed appendix figure 61, the majority of the respondents (31.82%) argued that school headmasters have very little influence on the decisions that are made in the schools. According to this result, it can therefore be concluded that the school headmasters have very little authority to influence the decisions that are made in the schools.

5.13.2.6.2. Expressing Views Freely on Important School Matters

According to the annexed appendix figure 62, the majority of the respondents (33.3%) argued that school headmasters have some authority to express their views freely on important school matters. According to this result, it can therefore be concluded that the school headmasters have some authority to express their views freely on important school matters.

5.13.2.6.3. Participating in School Strategic Planning Formulation

According to annexed appendix figure 63, the majority of respondents (28.2%) argued that school headmasters have some participation in school strategic plan formulation. According to this result, it can therefore be concluded that the school headmasters have some participation in school strategic plan formulation.

5.13.2.6.4. Participating in Monitoring and Evaluation of Schools

According to annexed appendix figure 64, the majority of respondents (27.9%) argued that school headmasters have some participation in monitoring and evaluation the of schools. According to this result, it can therefore be concluded that the school headmasters have some participation in monitoring and evaluation the of schools.

5.13.2.6.5. Getting instructional materials and equipment as needed

According to the annexed appendix figure 65, the majority of respondents (35.2%) argued that school headmasters have a little chance of getting instructional materials and equipment they need. According to this result, it can therefore be concluded that school headmasters have a little chance of getting instructional materials and equipment they need.

5.13.2.6.6. Participation in Budget Planning Processes

According to annexed appendix figure 66, the majority of respondents (49.4%) argued that school headmasters have not participating in budget planning processes of the school. According to this result, it can therefore be concluded that the school headmasters were not participating in budget planning processes of the school

5.13.2.6.7. Influencing the Class Sizes in Your School

According to annexed appendix figure 67, the majority of respondents (29.5%) argued that school headmasters have some influence on the class sizes of the school. According to this result, it can therefore be concluded that the school headmasters have some influence on the class sizes of the school.

5.13.2.6.8. Doing with the most difficult students

According to annexed appendix figure 68, the majority of respondents (41.2%) argued that school headmasters have some influence on the most difficult students. According to this result, it can therefore be concluded that the school headmasters have some influence on the most difficult students.

5.13.2.6.9. Promote Learning

According to annexed appendix figure 69, the majority of the respondents (28.7%) argued that school headmasters have a little chance of promoting learning when there is lack of support from home. According to this result, it can therefore be concluded that the school headmasters have a little chance of promoting learning when there is lack of support from home

5.13.2.6.10. Keep Students on Task on Difficult Assignments

According to annexed appendix figure 70, the majority of the respondents (35.6%) argued that school headmasters have less activity to keep students on task on difficult assignments. According to this result, it can therefore be concluded that the school headmasters have less activity to keep students on task on difficult assignments in Ethiopia.

5.13.2.6.11. Increase Students' Memory

According to annexed appendix figure 71, the majority of the respondents (30.2%) argued that school headmasters have contributed much in increasing students' memory of what they have been taught in previous lessons. According to this result, it can therefore be concluded that the school headmasters have contributed much in role increasing students' memory of what they have been taught in previous lessons.

5.13.2.6.12. Motivate Students Who Show Low Interest in Schoolwork

According to annexed appendix figure 72, the majority of the respondents (29.4%) argued that school headmasters have performed fewer activities to motivate students who show low interest in schoolwork. According to this result, it can therefore be concluded that the school headmasters have performed less activities to motivate students who show low interest in schoolwork.

5.13.2.6.13. Getting Students to Work Together

According to annexed appendix figure 73, the majority of the respondents (34.5%) argued that school headmasters have fewer activities to get students to work together. According to this result, it can therefore be concluded that the school headmasters have less activities to get students to work together.

5.13.2.6.14. Overcome the Influence of Adverse Community Conditions

According to annexed appendix figure 74, the majority of the respondents (27.1%) argued that school head masters have some influence in overcoming the influence of adverse community conditions on students' learning, According to this result, it can therefore be concluded that the

school headmasters have some influence in overcoming the influence of adverse community conditions on students' learning.

5.13.2.6.15. Getting Children to do Their Homework

According to annexed appendix figure 75, the majority of the respondents (30.7%) argued that school headmasters have done much in getting children to do their homework.

According to this result, it can therefore be concluded that the school headmasters have done much in getting children to do their homework.

According to the above discussion, the school headmasters

- have very little authority to influence the decisions that are made in the school;
- have some influential authority to express their views freely on important school matters;
- have some influence in school strategic plan formulation; have some influence in monitoring and evaluation of the school;
- have little chance of getting instructional materials and equipment they need;
- have not participating in budget planning processes of the school;
- have some influence on the class sizes of the school;
- have some influence doing to get with the most difficult students;
- have quite a little chance in promoting learning when there is lack of support from home;
- have less chance in promoting learning when there is lack of support from home;
- have less activity to keep students on task on difficult assignments;
- have done much in increasing students' memory of what they have been taught in previous lessons;
- have less activity to motivate students who show low interest in schoolwork;
- have less activities to get students to work together; and
- Have done some activities to overcome the influence of adverse community conditions on students' learning.

According to these result, it can therefore be concluded that school headmasters have some or quite less influence but not have much authority to influence on the decision making of school

by express ideas freely, participating in school strategic planning, monitoring and evaluation, participation in budget planning processes, influencing the class sizes, getting along with the most difficult students and overcoming the influence of the adverse community conditions.

5.13.2.7. Authority to Influence Community and School Climate

5.13.2.7.1. Get Children to Follow Classroom Rules

According to annexed appendix figure 76, the majority of the respondents (33.7%) argued that school headmasters have many roles in getting children follow classroom rules. According to this result, it can therefore be concluded that the school headmasters have much roles in getting children follow classroom rules.

5.13.2.7.2. Control Disruptive Behaviour in Classroom

According to annexed appendix figure 77, the majority of the respondents (34.1%) argued that school headmasters have quite less activities in controlling disruptive behaviour in classroom. According to this result, it can therefore be concluded that the school headmasters have quite less activities in controlling disruptive behaviour in classroom.

5.13.2.7.3. Preventing Problematic Behaviours on the School Grounds

According to annexed appendix figure 78, the majority of the respondents (33.3%) argued that school headmasters have some influence in preventing problematic behaviours on school grounds. According to this result, it can therefore be concluded that the school headmasters have some influence in preventing problematic behaviours on school grounds.

5.13.2.7.4. Get Parents to Become Involved in School Activities

According to annexed appendix figure 79, the majority of the respondents (30.6%) argued that school headmasters have contributed less in getting parents to get involved in school activities. According to this result, it can therefore be concluded that the school headmasters have contributed less in getting parents to get involved in school activities.

5.13.2.7.5. Assist Parents in Helping their Children

According to annexed appendix figure 80, the majority of the respondents (29.4%) argued that school headmasters have provide very little assistance to parents in helping their children do well in school. According to this result, it can therefore be concluded that the school headmasters have provide very little assistance to parents in helping their children do well in school.

5.13.2.7.6. Make Parents Feel Comfortable Coming to School

According to annexed appendix figure 81, the majority of the respondents (27.4%) argued that school headmasters have some influential and less activity to make parents feel comfortable to come to school. According to this result, it can therefore be concluded that the school headmasters have some influence and less activity to make parents feel comfortable to come to school.

5.13.2.7.7. Getting Community Groups Involved in Working with the Schools

According to annexed appendix figure 82, the majority of the respondents (34.1%) argued that school headmasters have some influential activities to get community groups involved in working with the schools. According to this result, it can therefore be concluded that the school headmasters have some influential activities to get community groups involved in working with the schools.

5.13.2.7.8. Getting Churches/Mosques Involved in Working with the School

According to annexed appendix figure 83, the majority of the respondents (51.2%) argued that school headmasters have done nothing activity to get Churches or Mosques work with schools. According to this result, it can therefore be concluded that the school headmasters have done nothing activity to get Churches or Mosques work with schools.

5.13.2.7.9. Getting Political Parties and businesses organization

According to annexed appendix figure, 84, the majority of respondents (46.5%) argued that school headmasters have done nothing to get businesses organization involved in working with the school. According to this result, it can therefore be concluded that the school headmasters have done nothing to get businesses organization involved in working with the school.

5.13.2.7.10. Getting Local Colleges and Universities

According to annexed appendix figure 85, the majority of respondents (46.5%) argued that school headmasters have done nothing to get local colleges and universities involved in working with the school. According to this result, it can therefore be concluded that the school headmasters have done nothing to get local colleges and universities involved in working with the school.

5.13.2.7.11. Make the School a Safe Place

According to annexed appendix figure 86, the majority of respondents (31.8%) argued that school headmasters have made less effort to make the school a safe place According to this

result, it can therefore be concluded that the school headmasters have made less effort to make the school a safe place.

5. 13.2.7.12. Make Students Enjoy Coming to School

According to annexed appendix figure 87, the majority of respondents (36.5%) argued that headmasters' activity to make students enjoy coming to school is quite less in Ethiopia. According to this result, it can therefore be concluded that headmaster's activity to make students enjoy coming to school is very less

5.13.2.7.13. Make Students Trust Teachers

According to annexed appendix figure 88, the majority of respondents (31.4%) argued that school headmasters have done quite less activities to get students trust teachers. According to this result, it can therefore be concluded that the school headmasters have done quite less activities to get students to trust teachers.

5.13.2.7.14. Helping other Teachers with their Teaching Skills

According to annexed appendix figure 89, the majority of the respondents (32.9%) argued that school headmasters have made little efforts in helping other teachers with their teaching skills. According to this result, it can therefore be concluded that the school headmasters have made little efforts in helping other teachers with their teaching skills.

5.13.2.7.15. Enhance Collaboration between Teachers and the Administration

According to annexed appendix figure 90, the majority of respondents (38.4%) argued that school headmasters have done some influential activities to enhance collaboration between teachers and the administration to make the school run effectively. According to this result, it can therefore be concluded that the school headmasters have done some influential activities to enhance collaboration between teachers and the administration to make the school run effectively.

5.13.2.7.16. Reduce School Dropout

According to annexed appendix figure 91 the majority of the respondents (24.7%) argued that school headmasters have done less to reduce school dropout. According to this result, it can therefore be concluded that the school headmasters have done less activities to reduce school dropout

5.13.2.7.17. Reduce School Absenteeism

According to annexed appendix figure 92 the majority of the respondents (32.9%) argued that school headmasters have contributed less in the activity of reducing school absenteeism. According to this result, it can therefore be concluded that the school headmasters have contributed less in the activity of reducing school absenteeism.

5.13.2.7.18. Making Students Believe they can do well in Schoolwork

According to the annexed appendix figure 93, the majority of the respondents (30.2%) argued that school headmasters have done less in the activity of getting students believe they can do well in schoolwork. According to this result, it can therefore be concluded that the school headmasters' masters have done less in the activity of getting students believe they can do well in schoolwork.

According to the above discussion, the school headmasters:

- have contributed much role in getting children follow classroom rules;
- have done quite less activities to control disruptive behaviour in the classroom;
- make parents feel comfortable to come to school and become involved in school activities;
- make the school a safe place;
- make students enjoy coming to school;
- get students trust teachers;
- help other teachers with their teaching skills;
- reduce school dropout and school absenteeism;
- Get students believe they can do well in schoolwork.
- done some influential activities to prevent disruptive behaviours in the school grounds;
- get the community involved in working with the schools; and
- Enhance collaboration between teachers and the administration to make the school run effectively.

In contrary to these, the school headmasters had done nothing in getting churches, Mosques, businesses organizations, local colleges, and universities involved in working with school. Furthermore, they exerted very little effort to make parent in helping their children do well in school.

Therefore, it can be concluded that school headmasters have done some great role on some school activity, have done quite a bit on some school activities, and have done some influential

activities to influence, parent, community and school climate but not play great role to influence, parent, community and School climate.

5.13.2.8. Participation of Teachers in SSPDMPP

Teachers are among the most important internal stakeholders of school. Eight items were used to test the participation of teachers in school strategic planning and decision-making processes and practice. The following descriptive statistical analysis were conducted for all items as follows;

5.13.2.8.1. Efficacy to Enlist Community Involvement

According to the annexed appendix figure 115, the majority of the respondents (41.5%) argued that schoolteacher had done nothing to get churches/Mosques involved in working with the school. According to this result, it can therefore be concluded that schoolteacher had done nothing to get churches/Mosques involved in working with the school.

5.13.2.8.2. Get businesses Organization.

According to the annexed appendix figure 116, the majority of the respondents (34.4%) argued that schoolteacher had done nothing to get businesses organization involved in working with the school. According to this result, it can therefore be concluded that schoolteacher had done nothing to get businesses organization involved in working with the school in Ethiopia.

5.13.2.8.3. Get local colleges and universities

According to the annexed appendix figure 117, the majority of the respondents (32.3%) argued that schoolteacher had done nothing to get local colleges and universities involved in working with schools in Ethiopia. According to this result, it can therefore be concluded that schoolteachers had done nothing to get local colleges and universities involved in working with schools.

5.13.2.8.4. Efficacy to Create a Positive School Climate

According to the annexed appendix figure 118, the majority of the respondents (37.8%) argued that school teachers had done very less to make the school a safe place in Ethiopia According to this result, it can therefore be concluded that school teacher had done very less activities to make the school a safe place.

5.13.2.8.5. Make Students Enjoy Coming to School

According to the annexed appendix figure 119, the majority of the respondents (37.9%) argued that schoolteacher had some influential activities to make students enjoy coming to school. According to this result, it can therefore be concluded that schoolteacher had some influential activities to make students enjoy coming to school.

5.13.2.8.6. Helping other Teachers with their Teaching skills

According to the annexed appendix figure 120, the majority of the respondents (44.6%) argued that schoolteacher had some influential activities to help other teachers with their teaching skills. According to this result, it can therefore be concluded that schoolteacher had some influential activities to help other teachers with their teaching skills.

5.13.2.8.7. Collaboration between Teachers and the Administration

According to annexed appendix figure 121 majority of respondents 34.8% of them argued that schoolteacher had done quite a bit activity to enhance collaboration between teachers and the administration to make the school run effectively. According to this result, it can therefore be concluded that schoolteacher had done less to enhance collaboration between teachers and the administration to make the school run effectively.

5.13.2.8.8. Reduce School Dropout

According to the annexed appendix figure 122, the majority of the respondents (35.4%) argued that schoolteacher had done quite less to reduce school dropout. According to this result, it can therefore be concluded that schoolteacher had done quite less to reduce school dropout.

5.13.2.8.9. Reduce School Absenteeism

According to the annexed appendix figure 123, the majority of the respondents (33.3%) argued that schoolteachers had done very less to reduce school absenteeism. According to this result, it can therefore be concluded that schoolteacher had done very less and some influential activities to reduce school absenteeism.

5.13.2.8.10. Make Students to believe they can do well in Schoolwork

According to the annexed appendix figure 124, the majority of the respondents (42.4%) argued that schoolteachers had done very less activities in getting students believe they can do well in schoolwork. According to this result, it can therefore be concluded that schoolteacher had done very less activities in getting students believe they can do well in schoolwork.

According to the above discussion result the schoolteachers had:

- done very less activities in making the school a safe place,
- enhanced collaboration between teachers and the administration,
- reduced school dropout,
- reduced school absenteeism
- made students believe they can do well in schoolwork
- had some influential activities to make students enjoy coming to school; and
- Helped other teachers with their teaching skills.

In contrary to this, the schoolteacher had done nothing to get churches/Mosques, businesses organization and local colleges and universities involved in working with the school. Therefore, we concluded that the schoolteachers' participation in school strategic planning and decision-making processes and practice and in creating a positive school climate to enhance the quality of education is quite good. Moreover, the schoolteacher in terms of Community Involvement had done nothing.

5.13.3. Educational Challenges Confronting SDMPP

5.13.3.1. Challenges encountered in formulating the SPPPI

According to the annexed appendix figure 22, the majority (40%) of the respondents said that they agreed with the idea that there are challenges that are being encountered in formulating strategic planning, and decision-making processes and practices in Ethiopia. Similarly, 29.4% of the respondents said that they strongly agreed that there are challenges that are being encountered in formulating strategic planning, and decision-making processes and practice in Ethiopia. Hence, it can be concluded that there is challenge that are being encountered in formulating strategic planning, and decision-making processes and practices in Ethiopia.

5.13.3.2. Overcome the challenges

According to annexed appendix figure 23 the majority 41.5% of them respondents respond agreed that they overcome the challenges in formulating the strategic plan in Ethiopia. In contrary to this 36.6% respondents respond were disagreeing that they were not overcome the challenges in formulating the strategic plan in Ethiopia

it can therefore be concluded that they overcome the challenges in formulating the strategic plan in Ethiopia. Let us test statistically by Cross-tabulation;

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.882 ^a	4	.422
Likelihood Ratio	4.002	4	.406
Linear-by-Linear Association	1.199	1	.274
N of Valid Cases	82		

a. 6 cells (60.0%) have expected count less than 5. The minimum expected count is 2.26.

Decision: Since the p-value for Pearson Chi-Square = 0.422 > 0.05, we do not reject the null hypothesis. That is, there is no sufficient evidence which supports overcoming the challenges and educational status of employees are significantly related. In other words, even though cross-tabulation shows employees who have master's degree are more probable in overcoming challenges, Pearson Chi-Square test of association between employees' qualification and overcoming challenges indicates as it is not significant.

5.13.3.3. Success and Challenges Experienced in Utilizing Fund

According to annexed appendix figure 29, the majority (53.1%) of the respondents agreed that they have experienced successes and challenges in utilizing the educational fund in Ethiopia. In contrary to this, 24.7% of the respondents disagreed that they have experienced no success and challenge in utilizing the educational fund in Ethiopia.

According to this result, it can therefore be concluded that successes and challenges are experienced in utilizing the educational fund in Ethiopia. According to the above discussed result, there are challenges encountered in formulating strategic planning, decision making processes and practices. It can therefore be concluded that success and challenges were experienced in formulating strategic planning, decision making processes and utilizing the educational fund in Ethiopia.

5.13.4. The Effect Correlation relationship between SDMPPQ

5.13.4.1. Relationship between SDMPPQ

According to the annexed appendix figure 24, the majority (50%) of the respondents responds agreed and 38.4% respondents respond strongly agreed that there was a relationship between strategic decision-making processes, practices and quality of general education in Ethiopia.

It can therefore be concluded that there is a relationship between strategic decision-making processes, practices and quality of general education in Ethiopia.

5.13.4.2. Educational SDMPP, Influencing Quality of General Education

According to annexed appendix 19 and 25, the majority of 63.9% and 51.2% respondents respond respectively strongly agree that Educational sector strategic decision-making processes and practice influencing the quality of general education in Ethiopia.

It can, therefore, be concluded that Educational sector strategic decision-making processes and practice influencing the quality of general education in Ethiopia.

5.13.4.3. School context and Physical Infrastructure

5.13.4.3.1. School Leadership

According to the annexed appendix figure 137, the majority of respondents respond 37.9% of them argued that adequately School Leadership having competent leader and school managerial" overhead relative to the Number of students in Ethiopia.

According to this result, it can therefore be concluded that there are adequately enough school Leadership that having competent leader and school managerial in Ethiopia relative to the number of students. However, much to be done improve school leadership

5.13.4.3.2. Professional Community: Skilled man powers needed

According to the annexed appendix figure 138, the majority of respondents (38.3%) argued that there are adequately available skilled man powers in schools.

According to this result, it can therefore be concluded that there are adequately available skilled man powers in Ethiopian schools. However, thought there are adequate, there are still gaps to be filled to attain the desired quantity of skilled manpower.

5.13.4.3.3. Discipline: In Terms of Safety Climate

According to the annexed appendix figure 139, the majority of the respondents (41.7%) argued that there is appropriate safety climate among teacher - student and student- student relationship in Ethiopia. According to this result, it can therefore be concluded that there is appropriate safety climate among teacher - student and student- student relationship in Ethiopia. However, there are much to do to attain the desired safety standard.

5.13.4.3.4. Conducive environment of teaching and learning process

According to the annexed appendix figure 140, the majority of respondents (30.6%) argued that there is favourable working environment of teaching and learning process in Ethiopia.

According to this result, it can therefore be concluded that there is adequate conducive environment of teaching and learning process in Ethiopia. However, much need to be done to attain the best and fitting environment of teaching and learning process in Ethiopia

5.13.4.3.5. Physical infrastructure of the institute

According to the annexed appendix figure 141, the majority of respondents (33.9%) argued that there are sufficient physical infrastructures such as school building, classroom equipment and textbooks in Ethiopia.

According to this result, it can, therefore, be concluded that there is sufficient physical infrastructure such as school building, classroom equipment and textbooks in Ethiopia. However, there is much to do to attain the desired appropriate physical infrastructure of the institute such as school building, classroom equipment and availability of textbooks.

5.13.4.3.6. Availability of Basic Services

According to the annexed appendix figure 142, the majority of respondents (32.3%) argued that basic services like separate toilet for girls and boys are not adequate in Ethiopia.

According to this result, it can, therefore, be concluded that basic service like separate toilet for girls and boys are not sufficiently availability in Ethiopia

5.13.4.3.7. Availability of Water and Electricity

According to the annexed appendix figure 143, the majority of the respondents (32.3%) argued that there is no adequate availability of water and electricity in Ethiopia.

According to this result, it can, therefore, be concluded that there is no adequate availability of water and electricity in Ethiopia.

5.13.4.3.8. Have Sufficient Resources

According to the annexed appendix figure 144, the majority of respondents (42.1%) argued that the schools have no sufficient resources for the regular upkeep of the physical infrastructure. According to this result, it can, therefore, be concluded that the schools have no adequate resources for the regular upkeep of the physical infrastructure in Ethiopia.

According to the above discussion result;

- There is a relationship between strategic decision-making processes, practices, and quality of general education

- Educational sector strategic decision-making processes and practice influencing the quality of general education.
- adequately School Leadership
- having competent leaders
- adequately available of skilled man powers.
- an appropriate safety climate among teacher-student and student-student relationships.
- adequate conducive environment of teaching and learning process
- sufficient physical infrastructure such as school building, classroom equipment and textbooks.

In contrary to this no adequate availability of water and electricity and basic services like separate toilets for girls and boys are not sufficiently availability in Ethiopia.

Therefore, we concluded that there are still gaps to be filled to attain the desired quantity of skilled manpower, much to be done to improve school leadership to attain the desired safety standard, fitting environment of teaching and learning process, appropriate physical infrastructure of the institute such as school building, classroom equipment and availability of textbooks.

5. 13.4.4. Teachers and Classroom (Teachers' Academic Skills)

5.13.4.4.1. Teachers Having Formal Teaching Qualification

According to the annexed appendix figure 145, the majority of the respondents (42.4%) argued that the schools teachers have adequate formal teaching qualification in Ethiopia.

It can, therefore, be concluded that even though 42 % of the teachers hold the necessary qualification, the remaining 29% and 9.7% of the teachers have good and excellent respectively in holding necessary qualification but 16.1% have not adequate in formal teaching qualification and this shows need improvement.

5. 13.4.4.2. Teachers Teaching the Field they trained

According to the annexed appendix figure 146, the majority of respondents 37.1% said that teachers teach effectively in the field they trained in Ethiopia.

It can, therefore, be concluded that even though 37.1% of the teachers teach effectively in the field they trained, the remaining 35.5% and 16.1% of the teachers teach good and excellent in the field they trained but 11.1% have not adequate teaching effectively in the field they trained and this shows need to work for better improvement.

5.13.4.4.3. Teacher Experience in teaching

According to the annexed appendix figure 147, the majority of respondents 53.2% said that teachers have adequate teaching experience in teaching. It can, therefore, be concluded that the teachers have adequate teaching experience.

5.13.4.4.4. Teachers professional development

According to the annexed appendix figure 148, the majority of respondents 44.3% said that teachers taking adequate professional development training in Ethiopia.

It can, therefore, be concluded that even though 44.3% of the teachers have taking adequate professional development training, the remaining, 31.1% and 8.2% of the teachers are good and excellent respectively in taking adequate professional development training but 3.3% are not taking adequate professional development training, this shows need to work on it.

5.13.4.4.5. Teachers knowledge about school and student home language

According to the annexed appendix figure 149, the majority of respondents 43.3% said that teachers have adequate Knowledge about school and students' home language in Ethiopia.

It can, therefore, be concluded that even though 43.3% of the teachers have adequate Knowledge about school and students' home language, the remaining, 23.3% and 8.3% of the teachers are good and excellent respectively in having adequate Knowledge about school and students' home language but 8.3% are not have adequate Knowledge about school and students' home language, this shows need to work.

5.13.4.4.6. Teachers perceived by their students

According to the annexed appendix figure 150, the majority of respondents 45.8% argued that students perceive that the faculty displays adequately the professional and human qualities of a role model.

It can, therefore, be concluded that even though 45.8% students perceive that the faculty display adequately the professional and human qualities of a role model, the remaining, 28.4% and 8.5% of the faculty display good and excellent respectively in the professional and human qualities of a role model. but 8.5% are not display the professional and human qualities of a role model. This shows need intervention.

5.13.4.4.7. Section Student Ratio

According to the annexed appendix figure 151, the majority of respondents 44.3% said that there is adequate section student ratio in Ethiopia.

It can, therefore, be concluded that even though 44.3% said that there is adequate section student ratio in Ethiopia. The remaining, 23% and 6.6% of the respondent said that there is good and excellent section student ratio respectively. But 6.6% said that there is no section student ratio in Ethiopia. This shows need improvement.

5.13.4.4.8. Student teacher ratio

According to the annexed appendix figure 152, the majority of respondents 41.7% replied that there is adequate student-teacher ratio in Ethiopia.

It can, therefore, be concluded that even though 41.7% said that there is adequate student-teacher ratio in Ethiopia. The remaining, 25% and 11.7% of the respondent argued that there is good and excellent student-teacher ratio in Ethiopia respectively. But 5% held there is no student-teacher ratio in Ethiopia. This shows need enhancement

5.13.4.4.9. Completion rate

According to the annexed appendix figure 153, the majority of respondents 32.8% replied that completion rate of male and female student is not adequate in Ethiopia

According to this result, it can therefore be concluded that, completion rate of male students is better than female student in Ethiopia. To fill this gap, we need much to work on it.

5.13.4.4.10. Textbook Ratio

According to the annexed appendix figure 154, the majority of respondents 32.2% replied that student textbook ratio is adequate in Ethiopia.

It can, therefore, be concluded that even though 32.2% said that there is adequate student textbook ratio in Ethiopia. The remaining, 25.4% and 15.3% of the respondent argued that there is good and excellent student textbook ratio respectively. But 8.5% held that there is no student textbook ratio in Ethiopia. This shows need enhancement

5.13.4.4.11. Teachers Beliefs and attitude about teaching

According to the annexed appendix figure 155, the majority of respondents 40% said that teachers have adequate beliefs and attitude about teaching in Ethiopia.

It can, therefore, be concluded that even though 40% said that there is adequate beliefs and attitude about teaching. The remaining, 25% and 8.3% of the respondent argued that there is good and excellent beliefs and attitude about teaching respectively but 5% held that there is no beliefs and attitude about teaching in Ethiopia. This shows need enhancement

5.13.4.4.12. Course Content; Intended and implemented curriculum

According to the annexed appendix figure 156, the majority of respondents 43.3% argued that course content adequately intended and implemented curriculum in Ethiopia.

It can, therefore, be concluded that even though 43.3% said that course content adequately intended and implemented curriculum in Ethiopia. The remaining, 40% and 3.3% of the respondent argued that there is good and excellent course content intended and implemented curriculum respectively but 5% held that there is no course content intended and implemented curriculum in Ethiopia. This shows need enhancement

5.13.4.4.13. Knowledge about Pedagogical and didactic strategies

According to the annexed appendix figure 157, the majority of respondents 42.4% said that teachers have adequate knowledge about *Pedagogical and didactic strategies* in Ethiopia

It can, therefore, be concluded that even though 42.4% said that teachers have adequate knowledge about *Pedagogical and didactic strategies* in Ethiopia. The remaining, 28.8% and 3.4% of the respondent argued that there is good and excellent adequate knowledge about *Pedagogical and didactic strategies* respectively but 5% held that there is no knowledge about *Pedagogical and didactic strategies* in Ethiopia. This shows need improvement

5.13.4.4.14. Teaching-Learning Material Availability

According to the annexed appendix figure 158, the majority of respondents 36.7% said that teaching-learning material availability like, ICT facilities, computer, internet, laboratories and learning resource centre are not sufficient in Ethiopia.

According to this result, it can therefore be concluded that teaching-learning materials like, ICT facilities, computer, internet, laboratories and learning resource centre are not sufficiently available in Ethiopia.

5.13.4.4.15. Teachers' Salaries relative to other professionals

According to the annexed appendix figure 159, the majority of respondents 36.7% said that teachers' salaries are adequately relative to other professions in Ethiopia.

According to this result, it can therefore be concluded that teachers' salaries are good relative to other professionals but not as such good and excellent relative to other professionals in Ethiopia.

5.13.4.4.16. Merit based incentives

According to the annexed appendix figure 160, the majority of respondents 37.3% argued that incentives for teachers were not merit based in Ethiopia.

It can, therefore, be concluded that even though 37.3% said that incentives for teachers were not merit based in Ethiopia. The remaining, 13.6% and 3.4% of the respondent argued that there are good and excellent incentives for teachers were merit based respectively in Ethiopia but 11.9% held that incentives for teachers were not merit based in Ethiopia. This shows need development

5.13.4.4.17. Teachers perception about being needed by the society

According to the annexed appendix figure 161, the majority of respondents (38.3%) argued that teachers perceive that they are not needed by the society in Ethiopia.

According to this result, it can therefore be concluded that teacher's perception is negative in Ethiopia.

5.13.4.4.18. Teacher perceived status as a teacher

According to the annexed appendix figure 162, the majority of respondents 41.7% argued that teachers adequately perceived status as a teacher in Ethiopia.

It can, therefore, be concluded that even though 41.7% said that teachers adequately perceived status as a teacher in Ethiopia. The remaining, 15% and 6% of the respondent argued that there are good and excellently teachers perceived status as a teacher in Ethiopia. But 10% teachers not perceived status as a teacher in Ethiopia This shows need improvement

5.13.4.4.19. Appreciation of work situation at school of current employment

According to the annexed appendix figure 163, the majority of respondents 45.8% said that appreciation of work situation at school of current employment is adequate in Ethiopia.

It can, therefore, be concluded that even though 45.8% said that appreciation of work situation at school of current employment is adequate in Ethiopia. The remaining, 15.3% and 3.4% of the respondent argued that there is good and excellent appreciation of work situation at school of

current employment respectively in Ethiopia. But 10.2% respondent not appreciation of work situation at school of current employment in Ethiopia this shows need some improvement.

5.13.4.4.20. Age, sex, and ethnicity distribution

According to the annexed appendix figure 164, the majority of respondents 39% argued that there is balanced Age, sex, and ethnicity diversity in Ethiopia.

It can, therefore, be concluded that even though 39% said that there is balanced Age, sex, and ethnicity diversity in Ethiopia. The remaining, 32.2% and 3.4% of the respondent argued that there is good and excellent balanced Age, sex, and ethnicity diversity in Ethiopia. But 5.1% respondent argued that there is no balanced Age, sex, and ethnicity diversity in Ethiopia. This shows need some improvement

According to the above discussion results of Teachers academic skill and classroom;

- school's teachers have adequate formal teaching qualification
- teachers teach effectively in the field they trained
- teachers have adequate teaching experience
- teachers taking adequate professional development training
- teachers have adequate Knowledge about school and students' home language
- students perceive that the faculty display adequately the professional and human qualities of a role model
- adequate section student ratio
- there is adequate student-teacher ratio
- student textbook ratio is adequate
- teachers have adequate beliefs and attitude about teaching
- teachers have adequate knowledge about *Pedagogical and didactic strategies*
- teachers' salaries are adequately relative to other professions
- appreciation of work situation at school of current employment is adequate
- appreciation of work situation at school of current employment is adequate

In contrary to this;

- completion rate of male and female student is not adequate
- teaching-learning material availability like, ICT facilities, computer, internet, laboratories and learning resource centre are not sufficient
- incentives for teachers were not merit based

- teachers perceive that they are not needed by the society

Teachers academic skill and class room situation are at average level not such much sufficient and attractive, therefore, we concluded that there are still gaps to be filled such as necessary qualification, teaching effectively in the field they trained, gap in teaching experience, improvement taking professional development training, Knowledge about school and students' home language, display the professional and human qualities of a role model, improve section student ratio and student-teacher ratio, completion rate of female students and improve student text book ratio in Ethiopia.

5.13.4.5. Feedback Mechanism

5.13.4.5.1. Institution values and a comprehensive feedback system

According to the annexed appendix figure 168, the majority of the respondents 36.7% said that the institution values feedback and a comprehensive feedback system is adequately in place in Ethiopia.

It can, therefore, be concluded that even though 36.7% said that the institution values feedback and a comprehensive feedback system is adequately in place, remaining, 15% and 1.7% of the respondent argued that their institution values feedback and a comprehensive feedback system are good and excellently in Ethiopia. But 30% respondent said the institution values feedback and a comprehensive feedback system is not adequately in place in Ethiopia This shows need work more to improve the system.

5.13.4.5.2. Relevant data are collected and allocated for feedback

According to annexed appendix figure 169, the majority of the respondents 31.7% argued that relevant data/information are collected and allocated in good terms for feedback in Ethiopia.

It can, therefore, be concluded that even though 31.7% said that relevant data/information are collected and allocated for feedback, the remaining, 31.7% said that there is good relevant data/information are collected and allocated for feedback but 27.7% argued that there is no relevant data/information are collected and allocated for feedback in Ethiopia. This shows need work more to improve the system.

5.13.4.5.3. Evidences to show that feedback is used for development

According to annexed appendix figure 170, the majority of the respondents 46.7% argued that there are adequate evidences to show that feedbacks are used for development in Ethiopia. It can, therefore, be concluded that even though 46.7% said that there are adequate evidences to

show that feedbacks are used for development in Ethiopia, the remaining, 25% said that there is good evidences to show that feedbacks are used for development in Ethiopia but 18.3% said that there are no adequate evidences to show that feedbacks are used for development in Ethiopia. This shows need work more to improve the evidences to show that feedbacks are used for development.

According to the above discussion results of Feedback Mechanism;

- the institution values feedback and a comprehensive feedback system is adequately in place
- relevant data/information are collected and allocated adequately.
- there are adequate evidences to show that feedbacks are used for development.

Feedback Mechanism situation are at average level not such much sufficient and attractive, therefore, we concluded that there are still gaps to be filled in institutional values feedback and a comprehensive feedback system, relevant data/information collection techniques and evidences to show that feedbacks are used for development in Ethiopia.

5.13.4.6. Diagnosis and Remedial Programme

5.13.4.6.1. Exists of Interest t in Monitoring the Progress of Students

According to annexed appendix figure 171, the majority of the respondents (51.7%) argued that there exist interests of monitoring the progress/development of students in Ethiopia According to this result, it can therefore be concluded that there exists an adequate interest in monitoring the progress/development of students in Ethiopia.

This parameter measurement implies the quality of education in the case of the existence of interest in monitoring the progress or development of students, and student monitoring system in Ethiopian education system. Adequate implies enough for some need or requirement of a quality that is good or acceptable of a quality but not better than acceptable.

5.13.4.6.2. Progress in implementation of the programme

According to annexed appendix figure 172, the majority of the respondents (40.4%) argued that there is adequate progress in implementation of the program and extent of achievement of student are monitored, discussed, and weaknesses identified for remediation in Ethiopia. According to this result, it can therefore be concluded that there is adequate progress in implementation of the program and extent of achievement of student are monitored, discussed, and weaknesses identified for remediation in Ethiopia.

This parameter measurement implies that the quality of education in the case of progress in implementation of the program and extent of achievement of student are monitored, discussed and weaknesses are identified for remediation in Ethiopia education system is adequate. Adequate implies enough of a quality that is good or acceptable but not better than acceptable.

5.13.4.6.3. Undertakes Remedial Programs for Needy Students

According to the annexed appendix figure 173, the majority (30%) of the respondents argued that schools plan and undertakes remedial programs for needy students adequately in Ethiopia. In contrary to this, 30% of the respondents said that school plan and undertake remedial programs for needy students not adequately in Ethiopia. According to this result, it can therefore be concluded that majority (30%) of the respondents replied that the schools plan and undertake remedial programs for needy students adequately. At the same time 26.7% of respondents said that schools plan and undertake remedial programs for needy students in good manner in Ethiopia.

This parameter measurement implies that Schools plan and undertakes remedial programs for needy students are adequate and good in Ethiopian education system. Adequate and good implies of somewhat high but not excellent quality.

According to the above discussion results of diagnosis and Remedial Programme;

- There is an existence adequate interest in monitoring the progress/development of students.
- There is adequate progress in implementation of the program and extent of achievement of student are monitored, discussed, and weaknesses identified for remediation.
- Schools plan and undertake remedial programs for needy students adequately.

Diagnosis and Remedial Programme situation are at average level not such much sufficient and attractive, therefore, we concluded that there are still gaps filled in progress in implementation of the program and extent of achievement of student are monitored, discussed, and weaknesses identified for remediation and undertake remedial programs for needy students in Ethiopia.

5.13.4.7. Guidance and Counselling Service

5.13.4.7.1. Institution has well-structured

According to annexed appendix figure 174, the majority (35%) of the respondents said that the Institution has not adequately well-structured, organized, and have proactive guidance and counselling. According to this result, it can therefore be concluded that the Institution has not

adequately well-structured, organized, and have proactive guidance and counselling unit in Ethiopia.

5.13.4.7.2. Providing guidance and counselling service

According to annexed appendix figure 175, the majority (40%) of respondents argued that schools have adequately qualified staff and faculty to provide guidance and counselling service in Ethiopia. According to this result, it can therefore be concluded that schools have adequate qualified staff and faculty to provide guidance and counselling service in Ethiopia.

5.13.4.7.3. Comprehensive of Guidance and counselling service

According to annexed appendix figure 176, the majority (31.7%) of the respondents responded that students perceive the guidance and counselling service is adequately comprehensive in its coverage depending on the needs of students and is useful to them.

According to this result, it can therefore be concluded that's students perceive that the guidance and counselling service is adequately comprehensive in its coverage depending on the needs of students and is useful to them.

According to the above discussion results of Guidance and Counselling Service;

- the Institution has not adequately well-structured, organized, and have proactive guidance and counselling.
- schools have adequately qualified staff and faculty to provide guidance and counselling service
- students perceive the guidance and counselling service is adequately comprehensive in its coverage depending on the needs of students and is useful to them

Guidance and Counselling Service situation are at average level not such much sufficient and attractive, therefore, we concluded that there are still gaps filled in organized, and have proactive guidance and counselling service, qualified staff and faculty to provide guidance and counselling service and perceive the guidance and counselling service in Ethiopia.

5. 13.4.8. Efficacy to Influence Decision making

5. 13.4.8.1. Influence the decisions that are made in the school

According to the annexed appendix figure 98, the majority (43.9%) of the respondents responded that schoolteachers have some influence in decision-making in their school.

According to this result, it can therefore be concluded that the schoolteachers have some influence in decision making in their school.

5.13.4.8.2. Express your views freely on important school matters

According to the annexed appendix figure 99, the majority (42.4%) of the respondents responded that schoolteachers have rarely express their views freely on important school matters. According to this result, it can therefore be concluded that the schoolteacher has rarely express their views freely on important school matters.

5.13.4.8.3. Participating in school strategic planning formulation

According to the annexed appendix figure 100, the majority (28.6%) of the respondents responded that schoolteacher has some influence by participating in school strategic planning formulation. According to this result, it can therefore be concluded that the schoolteacher has some influence by participating in school strategic planning formulation.

5.13.4.8.4. Participate in evaluating the performance of school

According to the annexed appendix figure 101, the majority (28.8%) of the respondents said that schoolteacher has some influence or quite a bit participate in evaluating the performance of school strategic planning implementation. According to this result, it can therefore be concluded that the schoolteacher has some influence or quite a bit participate in evaluating the performance of school strategic planning implementation.

According to the above discussion results of Efficacy to Influence Decision making;

- school teachers have some influence in decision-making in their school
- school teachers have rarely expressed their views freely on important school matters
- school teacher has some influence by participating in school strategic planning formulation.
- School teacher has some influence or quite a bit participate in evaluating the performance of school strategic planning implementation.

Efficacy to Influence Decision making of teachers are at average level not such much sufficient and attractive, therefore, we concluded that there are still gaps filled in influencing teachers decision-making, expressed their views freely on important school matters, participating in school strategic planning formulation and participate in evaluating the performance of school strategic planning implementation in Ethiopia..

5.13.4.9. Instructional Self-Efficacy

5.13.4.9.1. Activities to get the most difficult students

According to the annexed appendix figure 102, the majority (45.5%) of the respondents said that schoolteachers have some influential activities to get along with the most difficult students. According to this result, it can therefore be concluded that schoolteachers has some influential activities to get along with the most difficult students.

5.13.4.9.2. Promote learning

According to annexed appendix figure 103 majority (39.4%) of the respondents argued that schoolteacher has some influential activities to promote learning when there is lack of support from the home. According to this result, it can therefore be concluded that schoolteacher has some influential activities to promote learning when there is lack of support from the home.

5.13.4.9.3. Keep students on task on difficult assignments

According to annexed appendix figure 104 the, majority (42.4%) of the respondents argued that schoolteacher has some influential activities to keep students on task on difficult assignments, in Ethiopia. According to this result, it can therefore be concluded that schoolteachers has some influential activities to keep students on task on difficult assignments.

5.13.4.9.4. Increase students' memory

According to annexed appendix figure 105, the majority (31.7%) of the respondents argued that schoolteacher role played great roles in increasing students' memory of what they have been taught in previous lessons in Ethiopia. According to this result, it can therefore be concluded that schoolteacher played great roles in increasing role students' memory of what they have been taught in previous lessons in Ethiopia.

5.13.4.9.5. Motivate students who show low interest in schoolwork

According to annexed appendix figure 106, the majority of the respondents (37.9%) argued that schoolteacher played less role in motivating students who show low interest in schoolwork in Ethiopia. According to this result, it can therefore be concluded that schoolteacher played less role in motivating students who show low interest in schoolwork.

5.13.4.9.6. Activities to get students to work together

According to annexed appendix figure 107, the majority of respondents (31.3%) argued that schoolteacher had some influential activities to get students to work together.

According to this result, it can therefore be concluded that schoolteacher had some influential activities to get students to work together.

5.13.4.9.7. Activities to get children to do their homework

According to the annexed appendix figure 108, the majority (34.8%) of the respondents argued that schoolteacher had some influential activities to get children to do their homework. According to this result, it can therefore be concluded that schoolteacher had some influential activities to get children to do their homework.

According to the above discussion results of Instructional Self-Efficacy, the school teacher has some influential activities to get along the most difficult students, to get students to work together, to get children to do their homework and to promote learning when there is lack of support from the home. In addition to this, the schoolteacher has a great role in increasing students' memory and had less activity in motivating students who show low interest in schoolwork.

It can therefore be concluded that schoolteachers have done some influential activities to get the most difficult students, to get students to work together, to get children to do their homework and to promote learning when there is lack of support from the home. Furthermore, school teacher has quite less activities to motivate students who show low interest in schoolwork and played great role in increasing students' memory of what they have been taught in previous lessons on the effect of relationship between strategic decision-making processes, practice and quality of general education in Ethiopia. But school teacher had not done role significant activities to get the most difficult students, to get students to work together, to get children to do their homework and to promote learning when there is lack of support from the home, to motivate students who show low interest in schoolwork in Ethiopia.

5.13.4.10. Disciplinary Self-Efficacy

5.13.4.10.1. Activities to get children to follow classroom rules

According to annexed appendix figure 109, the majority (39.4%) of the respondents argued that schoolteacher had quite less activities to get children to follow classroom. According to this result, it can therefore be concluded that schoolteacher had quite a bit activity to get children to follow classroom.

5.13.410.2. Activates to control disruptive behaviour in the classroom

According to annexed appendix figure 110, the majority (45.5%) of the respondents argued that quite a bit schoolteacher had an activity to control disruptive behaviour in the classroom. According to this result, it can therefore be concluded that quite a bit schoolteacher had an activity to control disruptive behaviour in the classroom.

5.13.4.10.3. Activities to prevent problem behaviour on the school grounds

According to annexed appendix figure 111 the majority 36.4% respondents argued that quite a bit schoolteacher had an activity to prevent problem behaviour on the school grounds. According to this result, it can therefore be concluded that quite a bit schoolteacher had an activity to prevent problem behaviour on the school grounds

According to the above discussion results of disciplinary Self-Efficacy, the schoolteacher has quite a bit activity to get children to follow classroom, to control disruptive behaviour in the classroom and to prevent problem behaviour on the school grounds in Ethiopia.

It can therefore be concluded that school teachers has done quite less activity to get children to follow classroom, to control disruptive behaviour in the classroom and to prevent problem behaviour on the school grounds in Ethiopia on the effect of relationship between strategic decision-making processes, practice and quality of general education in Ethiopia. But they did not played great role to get children to follow classroom, to control disruptive behaviour in the classroom and to prevent problem behaviour on the school grounds to get children to follow classroom and to prevent problem behaviour on the school grounds on the effect of relationship between strategic decision-making processes, practice and quality of general education in Ethiopia.

5.13.4.11. Efficacy to Enlist Parental Involvement

5.13.4.11.1. Activities to get parents to become involved in school activities

According to annexed appendix figure 112 the majority 31.8% of them argued that schoolteacher had some influential activities to get parents to become involved in school activities. According to this result, it can therefore be concluded that schoolteacher had some influential activities to get parents to become involved in school activities

5.13.4.11.2. Assist parents in helping their children do well in school

According to annexed appendix figure 113 the majority (50%) of the respondents argued that schoolteacher had some influential activities to assist parents in helping their children do well in school activities.

According to this result, it can therefore be concluded that schoolteacher had some influential activities to assist parents in helping their children do well in school.

5.13.4.11.3. Activities to make parents feel comfortable coming to school

According to annexed appendix figure 114, the majority (42.4%) of the respondents argued that schoolteacher had some influential activities to make parents feel comfortable coming to school. According to this result, it can, therefore, be concluded that schoolteacher had some influential activities to make parents feel comfortable coming to school.

According to the above discussion results of the *Efficacy to Enlist Parental Involvement* the school teacher had some influential activities to get parents to become involved in school activities, to assist parents in helping their children do well in school and to make parents feel comfortable coming to school in Ethiopia.

It can therefore be concluded that school teachers has done some influential activities to get parents to become involved in school activities, to assist parents in helping their children do well in school and to make parents feel comfortable coming to school on the effect of relationship between strategic decision-making processes, practice and quality of general education in Ethiopia. But school teacher has not done, good role to get parents to become involved in school activities, to assist parents in helping their children, do well in school and to make parents feel comfortable coming to school on the effect of relationship between strategic decision-making processes, practice and quality of general education in Ethiopian.

5.13.5. Developing hybrid decision-making model

To gain a better understanding on the hybrid strategic decision-making model testing the researcher used six questionnaires with twenty-three sub questionnaires. The respondents respond results of the descriptive analysis supported by statistical measurements are explain as follows;

Many decision-making models share common aspects and attributes but differ in the order, area of emphasis, or underlying assumptions. From a general cognitive perspective, decision-making is the process of selecting a choice or course of action from a set of alternatives. Critical

decision-making models have been developed over the course of several decades namely: OODA Loop Decision Making Model, Kill Chain Decision Making Model, Triage Decision Making Model, The Rational Decision-Making Model, Wohl's Decision Making Model, The Naturalist Decision Making Model, R/M Decision Making Model, Lawson's Control Theory Decision Making Model and The Team Based Decision Making Model (Azuma, R., et al., 2005. 2 - 6).

Business models serve as a base for strategic decision-making and the framework can serve as a powerful device for a mediating interactive strategizing practice such as participatory decision-making. Such a framework has the capacity to break dominant cognitive frames by introducing a new prospective into strategic thinking, while serving to inspire creative decision-making processes (Hacklin, F. and Walnofer, M.2012: 167)¹¹.

5.13.5.1. Decision-making model used while making decisions

According to annexed appendix figure 35, the majority (59%) of the respondents respond were argued that they were making decision without considering any decision-making model in Ethiopia. It can therefore be concluded that they were making decisions without considering any decision-making model.

5.13.5.2. Conducting overall observation while deciding

According to annexed appendix figure 36, the majority (55.8%) of the respondents agreed that they conduct over all observation while deciding in Ethiopia. It can therefore be concluded that they conduct over all observation while deciding in Ethiopia. Let us test this statistically;

¹¹Hacklin, F. &Walnofer, M. (2012).167. *'The business model in the practice of decision Making', insights from a case study. Management decision*, vol.5, No. 2. Emerald group publishing limited. Zurich Switzerland.

Crosstabs

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
overall observation * decision making model	77	97.5%	2	2.5%	79	100.0%

overall observation * decision making model Crosstabulation

			decision making model			Total
			Economic man model	Our own model	just making without considering any model	
overall observation	strongly disagree	Count	1	0	5	6
		% within overall observation	16.7%	0.0%	83.3%	100.0%
	Disagree	Count	7	8	23	38
		% within overall observation	18.4%	21.1%	60.5%	100.0%
	Neutral	Count	1	2	4	7
	% within overall observation	14.3%	28.6%	57.1%	100.0%	
	agree	Count	4	6	13	23
		% within overall observation	17.4%	26.1%	56.5%	100.0%
	strongly agree	Count	0	1	2	3

		decision making model			Total
		Economic man model	Our own model	just making without considering any model	
	% within overall observation	0.0%	33.3%	66.7%	100.0%
Total	Count	13	17	47	77
	% within overall observation	16.9%	22.1%	61.0%	100.0%

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.008 ^a	8	.934
Likelihood Ratio	4.746	8	.784
Linear-by-Linear Association	.055	1	.814
N of Valid Cases	77		

a. 10 cells (66.7%) have expected count less than 5. The minimum expected count is .51.

Decision: Since the p-value for Pearson Chi-Square = 0.934 > 0.05, we do not reject the null hypothesis. That is, there is no sufficient evidence which supports; types of decision-making model they are using while making decisions and conducting overall observation while deciding are significantly related.

5.13.5.3. Conducting local observation while deciding

According to the annexed appendix figure 37, the majority (68.3%) of the respondents agreed that they conduct local observation while deciding in Ethiopia. It can therefore be concluded that they conduct local observation while deciding in Ethiopia.

5.13.5.4. Conducting regional observation while deciding

According to the annexed appendix figure 38, the majority (69.23%) of the respondents agree that they conduct regional observation while deciding in Ethiopia. It can therefore be concluded that they conduct regional observation while deciding in Ethiopia.

5.13.5.5. Conducting global observation while deciding

According to annexed appendix figure 39, the majority (63.3%) of the respondents agreed that they did not conduct regional observation while making a strategic decision in Ethiopia. It can therefore be concluded that they did not conduct regional observation while making a strategic decision in Ethiopia

5.13.5.6. Conducting fact findings observation while deciding

According to the annexed appendix figure 40, the majority (69.9%) of the respondents agreed that they were taking fact in to account while making a strategic decision in Ethiopia. It can therefore be concluded that they were taking fact into account while making a strategic decision in Ethiopia.

5.13.5.7. Considering past experience while deciding

According to the annexed appendix figure 41, the majority (69.9%) of the respondents agreed that they were taking in to account past experiences while making a strategic decision. It can therefore be concluded that they were taking in to account past experience while making a strategic decision. Let us test this statistically.

Cochran Test

H0: The proportion (percentage of responds yes) of conducting overall observation while deciding are equal across Local, Regional, global, on basis of fact findings and from past experience.

HA: The proportion (percentage of responds yes) of conducting overall observation while deciding is not equal across Local, Regional, global, on basis of fact findings and from past experience.

Cochran Test

Test Statistics

N	73
Cochran's Q	38.111 ^a
Df	4
Asymp. Sig.	.000
Exact Sig.	.000
Point Probability	.000

Decision: Since the p-value: $0.000 < 0.05$, we reject the null hypothesis. That is, the proportion (percentage of responding yes) of conducting overall observation while deciding are not equal with respect to local, Regional, global, on basis of fact findings and from past experience.

Thus, we have to conduct pairwise comparisons (MCNemar test)

MCNemar Test

Test Statistics

	Q3.1_local Vs Q3.2_regional	Q3.1_local Vs Q3.3_Global	Q3.1_local Vs Q3.4_fact findings	Q3.1_local Vs Q3.5_based past experience	...	Q3.4 fact findings Vs Q3.3_Global
Exact Sig. (2- tailed)	.839	0.000	0.690	0.024	...	0.000

a. MCNemar Test

Applying Bonferonni (p-values) correction for pairwise comparisons to protect against increasing chance of Type I error. The correct p-

$$\text{value: } \alpha_{adjusted} = \frac{\alpha}{\text{number of pairwise comparisons}} = \frac{0.05}{\binom{5}{2}} = \frac{0.05}{10} = 0.005.$$

Thus, considering the overall observation globally while deciding is only significantly less than others point of views (local, regional, on basis of fact findings and from past experience).

5.13.5.8. Identifying problems and align without comes

According to annexed appendix figure 42 the majority, 75% respondents argued that they were aligning and identifying problems with expected outcomes before going to decide in Ethiopia. It can therefore be concluded that they were aligning and identifying problems with expected outcomes before going to decide in Ethiopia.

5.13.5.9. Understanding situation and align without comes

According to annexed appendix figure 43, the majority (68.7%) of the respondents argued that they were aligning and understanding situation with expected outcomes before going to decide in Ethiopia. It can therefore be concluded that they were aligning and understanding situation with expected outcomes before going to decide in Ethiopia.

5.13.5.10. Consider previous experience and align without comes

According to the annexed appendix figure 43, the majority (63.9%) of the respondents were argued that they were aligning and consider previous experience with expected outcomes

before going to decide in Ethiopia. It can therefore be concluded that that they were aligning and consider previous experience with expected outcomes before going to decide in Ethiopia.

5.13.5.11. Consider culture, custom and align without comes

According to annexed appendix figure 45, the majority (52.2%) of the respondents argued that they were aligning and considering culture, tradition and custom of societies with expected outcomes before going to decide in Ethiopia. It can therefore be concluded that they were aligning and consider culture, tradition and custom of societies with expected outcomes before going to decide in Ethiopia.

5.13.5.12. Utilize new information and align without comes

According to annexed appendix figure 46, the majority, (51.2%) of the respondents argued that they were aligning and utilizing new information with expected outcomes before going to decide in Ethiopia. It can therefore be concluded that they were aligning and utilizing new information with expected outcomes before going to decide in Ethiopia

5.13.5.13. Consider analysis, synthesis and align without comes

According to annexed appendix figure 47, the majority (51.2%) of the respondents argued that they were aligning and considering analysis and synthesis with expected outcomes before going to decide in Ethiopia. It can therefore be concluded that they were aligning and considering analysis and synthesis with expected outcomes before going to decide in Ethiopia.

The above discussion under 13.5.8 – 13.5.13 displays the respondent's response concerning different items. Generally seen, 75% of the respondents argued that they were aligning and identifying problems with expected outcomes before going to decide. 68.7% of the respondents argued that they were trying to understand and compare the situation with expected outcomes before going to decide. 63.9% of respondents argued that they are aligning previous experience with expected outcomes before going to decide. 51.2% of respondents argued that they were aligning culture, traditions and customs with expected outcomes before going to decide. 51.2% of respondents said that they were aligning new information with expected outcomes before going to decide; and 51.8% of respondents argued that they were aligning analysis and synthesis it with expected outcomes before going to decide.

According to the discussion under 13.5.8 – 13.5.13, it can be therefore be concluded that the respondents were considering and aligning issues like identifying problems, understanding situations and considering previous experience above 60% before going to decide. The majority

of respondents were considering below 52% the culture, traditions, customs new information and analysis and synthesis before making a strategic decision. Let us teste statistically;

Cochran Test

H0: The proportion (percentage of responds yes) of organization alignment with expecting out comes (output, outcomes and impact) before going to make a decision are equal across identifying problems, understanding the situation, previous experience, culture tradition custom of societies using new information and analysis and synthesis.

HA: The proportion (percentage of responds yes) of organization alignment with expecting out comes (output, outcomes and impact) before going to make a decision are not equal across identifying problems, understanding the situation, previous experience, culture tradition custom of societies using new information and analysis and synthesis.

Cochran Test

Test Statistics

N	70
Cochran's Q	29.698 ^a
Df	5
Asymp. Sig.	.000
Exact Sig.	.000
Point Probability	.000

a. 2 is treated as a success.

Decision: Since the p-value: $0.000 < 0.05$, we reject the null hypothesis. That is, the proportion (percentage of responds yes) of organization alignment with expecting out comes (output, outcomes and impact) before going to make a decision are not equal across identifying problems, understanding the situation, previous experience, culture, tradition, custom of societies using new information and analysis and synthesis.

Thus, we have to conduct pairwise comparisons (MCNemar test)

MCNemar Test

Test Statistics

	Q4.1_idetify problem Vs Q4.2_uners tand situation	Q4.1_idetify problem Vs Q4.3_usee xper	Q4.1_idetify problem Vs Q4.4_Cultrada& custum	Q4.1_idetify problem Vs Q4.3_Analysis& synthesis	Q4.2_unerstand situation Vs Q4.4_Cultrada& custum	Q4.2_uners tand situation Vs Q4.5 use new information	...	Q4.2_ners tand situation Vs Q4.5_anal ysis &synthesis
Exact Sig. (2-tailed)	0.804	0.143	0.001	0.000	0.000	0.000	...	0.000

Decision: MCNemar test, show that, the proportion (percentage of responds yes) of organization alignment with expecting out comes (output, outcomes and impact) before going to make a decision during identifying problems, understanding the situation, and previous experience is significantly greater than the proportion of alignment with expecting out comes regards to culture, tradition and custom of societies, using new information and analysis and synthesis

5.13.5.14. Prioritizing the output (outcome) while made decision

According to annexed appendix figure 48 the majority 44.2% respondents respond were agreed that they were prioritizing the output (outcome) before going to decide in Ethiopia. It can therefore be concluded that they were prioritizing the output (outcome) before going to decide in Ethiopia.

5.13.5.15. Developing alternatives while made decision

According to annexed appendix figure 49 the majority 50% respondents responded were agreed that they were developing alternatives before going to decide in Ethiopia. It can therefore be concluded that they were developing alternatives before going to decide in Ethiopia.

5.13.5.16. Provision of guidance and control while made decision

According to annexed appendix figure 50 the majority 58.3% respondents respond were disagreed that they were not providing guidance and control before going to decide in Ethiopia.

it can therefore be concluded that they were not providing guidance and control before going to decide in Ethiopia.

5.13.5.17. Develop monitoring and evaluation method while made decision

According to annexed appendix figure 51 the majority 38.1% of the respondents respond were disagreed that they were not develop monitoring and evaluation method while made decision in Ethiopia. It can therefore be concluded that they were not develop monitoring and evaluation method while made decision in Ethiopia.

According to the discussion under 15.5.14 – 15.5.17 displays above the respondent's response that they consider while deciding. It can be seen that 44.2% respondents agreed that they consider prioritizing the output (outcome) while made decision, 50% respondents agreed that they take in to account developing alternatives while made decision, 27.4% respondents agreed that they take in to account guidance and counselling while deciding and 36% respondents agreed that they consider monitoring and evaluation while deciding in Ethiopia.,

In contrary to this 31.1% respondents disagreed that they are not considering prioritizing the output (outcome) while made decision, 42.7%. respondents disagreed that they are not taking take in to account developing alternatives while made decision, 58.3% respondents disagreed that they are not taking into to account guidance and counselling while making a decision and 38.1% respondents disagreed that they are not taking into account monitoring and evaluation while making decision in Ethiopia.,

H0: Level of agreement considering before determining the outcome (output, outcomes and impact) before going to decide are equal (based on median ranks) across prioritizing the output developing alternatives, provision (getting) of guidance and developing monitoring and evaluation method

HA: Level of agreement considering before determining the outcome (output, outcomes and impact) before going to decide are not equal (based on median ranks) across prioritizing the output, developing alternatives, provision (getting) of guidance and developing monitoring and evaluation method.

Friedman Test

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Q5.1_prioritizetheoutput	71	3.38	1.235	1	5
Q5.2_devalternatives	71	3.06	1.054	1	5
Q5.3_provguidcontrol	71	2.80	1.090	1	5
Q5.4_MEmethod	71	3.13	1.253	1	5

Test Statistics

N	71
Chi-Square	11.204
Df	3
Asymp. Sig.	.011

Decision: Since the p-value: $0.01 < 0.05$, we reject the null hypothesis. That is, Level of agreement considering before determining the outcome (output, outcomes and impact) before going to decide are not equal (based on median ranks) across prioritizing the output, developing alternatives, provision (getting) of guidance and developing monitoring and evaluation method.

Thus, pairwise comparisons using Wilcoxon Signed Ranks Test will be required.

(P-value adjusted = $0.05/6=0.00833$)

Wilcoxon Signed Ranks Test

Test Statistics

	Q5.1_prioritizeth eoutput VsQ5.2_devalternatives	Q5.1_prioritizeth eoutput Vs Q5.3_provguidcontrol	Q5.1_prioritizeth eoutput Vs Q5.4_M&E	Q5.2_devalternatives Vs Q5.3_provguid control	Q5.2_devalternatives Vs Q5.4_M&E	Q5.4_M&E Vs Q5.3_provguid control
Exact Sig. (2-tailed)	0.083	0.000	0.210	0.066	0.566	0.024

The above Wilcoxon Signed Ranks Test shows that the level of agreement considering to determine the outcome (output, outcomes and impact) during prioritizing the output before going to make a decision is significantly greater than (based on median ranks) during provision (getting) of guidance and control, but not on others (pair wisely).

5.13.5.18. Involving stakeholders during Identification stage

According to annexed appendix figure 52 the majority 53.6% of the respondents respond were argued that they were not involving stakeholders during identifying stage while consulting them in Ethiopia. It can therefore be concluded that they were not involving stakeholders during identifying stage while consulting them in Ethiopia

5.13.5.19. Involving stakeholders during planning stage

According to annexed appendix figure 53 the majority 74.1% of the respondents respond were argued that they were involving stakeholders during planning stage while consulting them in Ethiopia. It can therefore be concluded that they were involving stakeholders during planning stage while consulting them in Ethiopia

5.13.5.20. Involving stakeholders during Implementation stage

According to annexed appendix figure 54 the majority 59.3% of the respondents respond were argued that they were involving stakeholders during implementation stage while consulting them in Ethiopia. It can therefore be concluded that they were involving stakeholders during implementation stage while consulting them in Ethiopia

5.13.5.21. Involving stakeholders during monitoring and evaluation stage

According to annexed appendix figure 55 the majority 53.5% of the respondents respond were argued that they were not involving stakeholders during monitoring and evaluation stage while consulting them in Ethiopia. It can therefore be concluded that they were not involving stakeholders during monitoring and evaluation stage while consulting them in Ethiopia

5.13.5.22. Involving stakeholders during sustainability stage

According to annexed appendix figure 56 the majority 61.2% of the respondents respond were argued that they were not involving stakeholders during sustainability stage while consulting them in Ethiopia. It can therefore be concluded that they were not involving stakeholders during sustainability stage while consulting them in Ethiopia

According to the discussion under 13.5.18 – 13.5.22 displayed above the respondents' response the status of involving consulting stakeholders in decision-making processes and practice at different stage. As it can be seen that 74.1% of the respondents were argued that they were consulting stakeholders at planning stage. 59.3% of respondents respond were argued that they were consulting stakeholders at the implementation stage. 46.5% of respondents were argued that they were consulting stakeholders at the evaluation and monitoring stage. 46.4% of respondents argued that they were consulting stakeholders at the stage of problem identification and 38.8% of respondents responded were argued that they were consulting stakeholders on sustainability issues.

According to these analyses, it can therefore be concluded that the respondents respond were consulting stakeholders above an average at the planning and implementation stage. The majority of the respondents respond were consulting stakeholders poorly at the problem identification, monitoring and evaluation, and during sustainability stages. Let as teste statistically;

Cochran Test

H0: The proportion (percentage of responding yes) on involvement of stakeholders while they are consulting them are equal during identifying stage, planning stage, implementation stage, evaluation and monitoring stage, and sustainability issue.

HA: The proportion (percentage of responding yes) on involvement of stakeholders while they are consulting them are not equal across during identifying stage, planning stage, implementation stage, monitoring and evaluation stage, and sustainability issue.

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Q6.1_Identifying	75	1.52	.503	1	2
Q6.2_planning	75	1.25	.438	1	2
Q6.3_implementation	75	1.41	.496	1	2
Q6.4_ME	75	1.53	.502	1	2
Q6.5_sustainability	75	1.61	.490	1	2

Cochran Test

Test Statistics

N	75
Cochran's Q	31.912 ^a
Df	4
Asymp. Sig.	.000
Exact Sig.	.000
Point Probability	.000

a. 2 is treated as a success.

Decision: Since the p-value: $0.000 < 0.05$, we reject the null hypothesis. That is, the proportion (percentage of responding yes) on involvement of stakeholders while they are consulting them are not equal during identifying stage, planning stage, implementation stage, monitoring and evaluation stage, and sustainability issue.

Thus, pairwise comparisons using MCNemar test will be required (P-value adjusted = $0.05/10=0.005$).

MCNemar Test

Test Statistics

	Q6.1_idetifying stage Vs Q6.2_planning stage	Q6.1_idetifying stage Vs Q6.3_implementation stage	Q6.1_idetifying stage Vs Q6.4_M&E	Q6.1_idetifying stage Vs Q6.5_sustainability	...	Q6.4_M&E Vs Q6.5_sustainability
Exact Sig. (2-tailed)	0.000	1.000	0.108	0.281	...	0.307

Decision: MCNemar test, show that, the proportion (percentage of responding yes) of stakeholder's involvement stakeholders on planning stage is significantly greater than on other steps while they are consulting them

5.13.6. Focus Group Discussion

Focus group discussion, composed of a small number of participants, facilitated by a 'moderator', in which the topic is defined clearly and precisely and there is a focus on enabling and recording interactive discussion between participants (Sanders et al, 2009). The researcher undertook focus group discussion with teachers, school headmasters, Woreda education office officials, Zonal education office leaders, regional education experts and federal planning and decision-making directorate and expertise when collecting data by using unstructured and semi-structured questionnaires.

The results obtained from the focus group discussion analysis are presented thematically as follows:

5.13.6.1. Strategic planning formulation and implementation

Informants at regional level argued that the strategic planning document was developed at federal levels by team, and it seems participatory approach. They follow inclusive method like teachers and parent's involvement in the planning processes. They also followed mixed approach: sometimes top down and other time bottom up approach. This means, there is no clear-cut approach which governs their strategic planning formulation processes and practice. Most often they followed top dawn approach. Initiation was from federal Government in collaboration with regional and the implementer (Zone and Woreda).

The informant at Woreda level argued that the strategic planning processes and practices were not participatory. They were forced to use the lead planning framework sent to them from the region which was prepared by regional state. One among the respondents said that, “in my experience of teaching and being school principal for a long period of time planning was allowed made without consulting schoolteachers, school community (parent and students) and another stakeholder”. The trend was that the Woreda education offices take an approved plan from zone and transfer to school to get it enriched without considering local conditions, as well as without consulting school, community, pupils and finally send to Zonal by arguing that this strategic plan is worked out with consultation of all stakeholders of the school. At the time of implementation, nothing could be achieved. As a result, they report things, which are not true.

The informant at Zonal level argued that the strategic planning processes and practice was using top down approach. The reason why it became top down approach was the very poor capacity of bottom officials. They could not able to develop strategic plan even though the direction was given from the Ministry of Education through the government structure up to the Woreda and Kebele level accordingly. Hence the education sector decision-making processes and practice were executed by command of the government only.

According to the argument of the focus group discussion above, it can therefore be concluded that strategic planning processes and practices in Ethiopia was top down approach. The framework of strategic planning was framed at federal level and send to the bottom structure of the government line started from regional state up to the kebele level and the bottom bodies were responsible for the implementation of the planned strategy. This approach consequently resulted in dissatisfaction by the bottom down work force; and as a result of this, the outcome of the plan was not achieved as expected.

5.13.6.2. Organizing the planning processes

The informants at Zonal and Woreda level argued that framework skeleton was prepared by top leaders at federal or regional levels. Regional bureau framed the framework and sent it to bottom structure accordingly at all level so that the bottom up work force forced to fill the requested. Students, teachers, and parents were participating in the filling of the requested strategic planning processes. That document then forwarded to zonal, regional and finally sent to the Federal Government. The stakeholders at the Woreda level were forced to accept what they were told to do so. Such types of planning processes were affected the creativity of the work force and obliged them to be dependent on the top leader rather than be an innovative workforce.

5.13.6.3. Strategic plan implementation and the outcome achieved

The informant at Woreda and regional levels argued that the strategic planning processes and practices were monitored and evaluated on the quarterly, semi-annual and annually basis at different levels by executive team leaders, management teams, supervisors and teacher through quarterly reports, semi-annual reports and yearly reports. Discussion conducted on each report and action will be taken accordingly even it seems traditional.

Concerning the outcome achieved, they said that they were building a new culture that indicated a society living by planning and discussing together toward the common goals. The achievement of the strategic plan is based on the commitment, quality and capacity of leaders and the community at large. In terms of these, they said that they were weaker. They also said they had a problem of poor working culture; shortage of input such as human resource, capital, financial and material problems. Due to these problems, they have a drawback on the implementation of planning performance as initiated.

5.13.6.4. Partnering organizations participation in strategic decision-making

The informant at Woreda, Zonal and regional level argued that the stakeholder's participation was not fully used in strategic planning processes. Some of them like Teacher Associations were participating. However, they did not have experience of participating all Partnering organizations in strategic decision-making processes and practice. In contrary to this, especially at Woreda level, some informants replied that they were using school community like teachers, students and parents who have kids in the school were among the few Partnering organizations that were participating in the strategic decision-making processes and practices. However, they did not involve the large community who were outside the school. Hence, the participation level was so limited as they particularly involve the parents in student enrolment time and building school (if there is a need arise). In federal level Women Association, Youth Association, Disabled Association, and Civil Society were among the Partnering organizations who were participating in the strategic planning processes.

According to the focus group discussion above, it can therefore be concluded that strategic decision-making processes and practices affected positively or negatively quality of general education. It can also be concluded that if the plan is not participatory, it will be difficult to implement and if problems are not identified well with collaboration of stakeholders, it will be ending with poor result and the expecting result will be not achieved as planned.

5.13.6.5. Involvement of opposition party in decision-making

Informant at Woreda, Zonal, and Regional even at Federal level argued that the ruling party was dominating all the planning processes and practice. Opposition parties were not engaged in the formulation and implementation of the strategic planning processes and practices. At Federal level, the head of the state when the planning processes finalized, prepared a venue for a kind of questioning and answering or less of debate with opposition parties who were organized at national level but those at regional Level, they could not get such kind of opportunity. The major problem was that there was no even a single opposition party who had a seat in the current parliament of Ethiopia.

5.13.6.6. Educational Challenges and their effect on the quality of education

The informant at Woreda, Zonal, Regional and Federal level argued that they were challenges namely, human resource, laboratory chemicals, materials, leaders with integrity and inefficient teachers, lack of policy understanding among the teachers; for example, there were tendencies where automatic promotion was translated as free promotion.

In terms of promotion policy, the informant argued that “policy forced us all student should be passed to the next level without repeating in the class”. If the teachers did not accept and implement this policy, they were given low evaluation grade, and this hinders them from promotion and upgrading. On the students’ side, due to this problem, they become laze in performing their study. As the result of this, the teachers become dissatisfied, demoralized, and finally the quality of general education become worsened.

Another challenge that faced the education sector was the inability to get general education fund income and expense report due to changing of recording system from manual to software except the income and expense data of general education expenditure from 1999 onward.

In addition to that lack of quality report and information; traditional data collection system; commitment and accountability problems at all levels; attitude problem and inability to correct the problem; poor national learning assessment; poor reading ability of the students; low family capacity in supporting students with educational materials; poor willingness of teacher to teach with motivation and inspiration; lack of appropriate mechanisms to control quality of education budget; and policy implementation problems were among the major problems. Finally, because of these all problems, there was a decision making and capacity problems at all level of education sector.

The Federal, Regional, Zonal and Woreda level informant argued that they had tried to provide upgrading training programs for teachers to improve their capacity, qualification and enhancing community participation by contributing the material and fill the gaps of materials; but yet the problem was going on. Having such kind of huge problem as they said, there was encouraging changes coming towards improvement though not significant so far. Ministry of education at federal and regional level tried to do many things but due to poor participation from teacher's side, the result was not as expected. Headmasters of the schools had no right to recruit their staff. Due to this problem, untrained teachers were recruited and created big problem on the quality of general education. Per the interview the researcher had on November 4, 2016 in Southern Nation Nationalities Peoples Regional State Education bureau, one expert said that 56 teachers were recruited by forged certificates in Sidama Zone.

Most of the informants explained that there were a lot of challenges that faced strategic decision-making processes and practices namely:

- poor incentive package from government side,
- the government's reaction to shape the level of education according to its interest; not according to the need and interest of the people,
- lack of right professionals with capacity to monitor and evaluate the plan,
- low capacity of planning,
- lack of qualified educational skilled human resource,
- shortage of finance and limitation of material resource,
- high turnover of working staff,
- poor evaluation of effectiveness of decisions,
- appointing of school leadership was not merit based- (due to this schools were being managed by least experienced principals,
- data organization and reporting mechanism were very poor,
- lack of commitment,
- adequate continuous training and lack of knowledge,
- focusing on routine work rather than strategic work;
- high turnover of political leaders,
- lack of managerial skill,
- false information and communication in the system,
- poor communication of stakeholders in strategic planning and decision making,

- lack of electronic material and skilled expert and lack of freedom on decision making as an expert,
- lack of equity in education specifically to children with special needs and disabled,
- Inability to adequately distribute educational materials,
- lack of appropriate monitoring and evaluation system,
- lack of poor reporting mechanism, and
- inability to provide quality training to teachers were among the major problem which education sector was suffering from. The serious challenges were mostly lack of planning skill from top up to bottom, lack of visionary leaders, poor accountability, transparency and commitment.

5.13.6.7. Effect of strategic decision making on quality of education

According to the informants' opinion, the correlation between strategic decision-making and quality of education was high. Consequently, they affect quality of general education interims of input provision and the process of conducting ethical assessment of the expert, etc. Furthermore, decisions that come from top decision makers also affect the quality of education.

One informant argued that private schools in Ethiopia might be said that they are the best in terms of student results. The reason behind was that they select the best student in intake time. Quality of education is not only aside to the government schools it creates problem on the country Economy unless and otherwise we take care. After the falling down of the Socialist government (Military government Derg) there were transition government periods. At the transition time, no standard was framed concerning the use mother tongue as an instructional medium. With ambitious interest, mother tongue was implemented unethically.

Mother-tongue seen as breast-feeding for education and used as language for mind, said one among the group discussion participants. According to the focus group discussion above, it can therefore be concluded that the Federal Government was unable to guide regions when they translate the mother tongue to the instructional language (English). Due to regionalism politics, the Federal Government was unable to draft strategy and guidance. Quality of general education works should be planned, and the implementation should be started from KG classes. In Ethiopian case, Government focused on primary and above classes but the basement work investment on education was given to private school or neglected by government. For example, 90% KG schools were managed under private and religious organization. Only in big cities that the Government owned few KG schools. Since decisions were made by government high

officials only, as to the respondents, the decision-making processes and practices has a negative impact on the quality of education.

5.13.6.8. Partnering organizations enhancement of strategic decision-making

Informant of the group discussion argued that partnering organizations like GEQIP, World Bank, UNESCO, USID, UNISEF, DFID, AfDB, Jica, and World Vision are widely supporting the education system by contributing material supply through school grant program to improve special education. World Bank supports the general education and quality of education; and UNICEF participates in enhancing preschool age especially the kindergarten. In Ethiopia, there are more than 1,000.00(one thousand) partnering organizations that support education sector. All Partnering organizations are participating in monitoring and evaluation processes. Some of them assist by providing human resource despite of financial resource assistance. Partnering organizations therefore enhance the quality of education by assisting in provision of finance and human resource.

5.13.6.9. Decision making model used when making decisions

The informant of focus group discussion said that they did not have a decision-making model which they need to follow when deciding, but they made decisions simply through the top down instruction of the leaders and using the expertise opinions. Ethiopian government implemented different change management tools such as Business Process Reengineering (BPR), Balanced Score Card (BSC), Kaizen and etc....The informant said that at the time of implementing the Business Processes Reengineering (BPR), the power of making decision was given to the education expertise. Due to the abusing of the power it was prohibited to give decision making power to experts. And finally, they said that the decision was made based on the structure of the organization and by the head of the organization.

5.13. 7. One to one interview

The researcher conducted interview with:

- a. Ato Tagese Chafo, Federal Democratic Republic of Ethiopia, Ministry of Public Service and Human Resource Development on July 24,2017,
- b. Dr Tilaye Gete, Federal Democratic Republic of Ethiopia, Ministry of Education on July 28,2017,
- c. Ato Kaydaki Gezahegn, Federal Democratic Republic of Ethiopia, Ministry of Federal and Pastoral Development Affairs State Minister on July 31, 2017, and

- d. Ato Tsegabthan Tadesse, Ministry of Federal Democratic Republic of Ethiopia, Federal and Pastoral Development Affairs Inter Governments Relations (IRG) Director General on August 2, 2017.

5.13.7.1. Interview with Ministry of Public Service and HRD, and MOE

Interview conducted with Ato Tagedese Chafo Federal Democratic Republic of Ethiopia Ministry of Public Service and Human Resource Development Ministry and Dr Tilaye Gete, Federal Democratic Republic of Ethiopia Ministry of Education Ministry on July 24, 2017 and July 28,2017 are presents respectively as follow.

5.13.7.1.1 Strategic decision-making processes and practice in Ethiopia

According to Ato Tagedese, the trend was that strategic planning framework is prepared by planning commission and sent to each government offices at federal and regional level and they fill all the required input per the mandate given to them with the help of teams formed at national level based on clusters. Planning commission compiles the entire responded document and presents them to council of Ministries and finally the parliament approves it and it became the document of the country.

Prior approval by parliament the discussions are held by different stakeholders including opposition parties and group of donors. According to Ato Tagedese, when they are making discussion with opposition parties, the meeting is led by prime ministry. The document is sent to them earlier of the meeting and they prepare themselves on it and come up with their own input to the planning meeting session. The problem faced with this group was lacking enough capacity and sufficient professional capability in the area.

5. 13.7.1.2. *Strategic planning formulation approach*

Ato Tagedese explained that they are using mixed approach. The frame of the strategic plan is prepared for the period of the plan at federal level by planning commission based on the country-shared vision and distributed to the regions and respective federal government organs. After each organ enrich the document per their mandate given to them, they send back to planning cluster team which led by the planning commission. Planning commission compiles the document and present to council of Ministers and finally the document is approved by the house of the representatives (parliament). Contrary to the developed nation who are using bottom up approach as they are already developed; Ethiopia uses mixed up approach. The developed nations do not have an issue of development; but in our case, we are planning to eradicate

poverty and develop in the spheres of many fields. That is why we are constricting vision and working toward the achievements of the vision.

According to Dr Tilaye Gete, Ministry of education Ministry, our government's modality is federal, which give us division of labour between Federal Government and Regional Governments. We use this model as a base for decision-making. We do not have such as a top down and bottom up approach of strategic decision-making model.

In the case of planning, Dr Tilaye said, Ministry of Education has a responsibility for framing policies, procedures, rules, regulations and resource mobilization with collaboration of regions. Decentralization is a basic principle for Federal Government. It is not offering budget to regions its relationship with regions is just working together collaboratively rather than giving authoritarian kind of leadership.

According to the one to one interview discussion above, it can therefore be concluded that strategic planning approach of Ethiopia was mixed up approach. The strategic plan is framed by National Planning Commission and distributed to regional and respective Federal Ministries and finally the feedback collected from them will be compiled by the planning commission, presented to council of ministries and finally approved by the house of representative or parliament and becomes the working document of the country.

5.13.7.1.3. Educational Strategic Plan Formulation and Implementation

Dr Tilaye Get Ministry of education Ministry said that, Education strategic plan was conduct with the collaborators of stakeholders namely, Civil Society, Donors, Teachers' Association, Women and Youth Association, Civic Society...etc. In addition, he explained that monitoring and evaluation processes and practices were also conducted with those stakeholders together on quarterly, Sami-annually, and annual basis. Furthermore, he explained that the education sector strategic planning processes is divided into different sub sections such as: sectorial plan, administrative plan, higher education plan, TVET and general education plan.

5.13.7.1.4. Strategic plan implementation, monitoring and evaluation

Ato Tagedese explicated that there is a performance indicator on each strategic plan document. One among his Ministry mandate according to him was playing regulatory role by monitoring and evaluating the work of federal level Ministries according to their plan. In their controlling mechanism, they do the monitoring and evaluation on the monthly and quarterly based by using the regulatory standard prepared by the Public Service and Human Resource Development Ministry which is led by him. Based on the evaluation result, they take corrective measure and

reward the well performed once and assist the weaker once. Finally, the best practices are compiled and used for further work.

5.13.7.1.5. Outcome achieved per the plan

Ato Tagede argued that in terms of education, currently Ethiopia have 30,000,000(thirty million) of the country's citizens are in school out of approximately hundred million people. If this is compared with the previous regime, the country had a lot in terms of education accesses since one can get school in each Kebele. In terms of quality of education, he has two opinions, first, the size or accesses and second, transition. The accesses are being achieved but quality is a process; it cannot be achieved overnight. Ethiopia is on the transition and hence it does not yet fulfil the parameter of quality of education. He said he do not think it is late according to the capacity of the country. Currently, it is working intensively toward the quality of education.

Dr Tilaye explained that they had a good achievement in terms of teachers' qualifications and assignment. At a present time, primary school, the first cycle from grade 1 up to 4 teaching and learning processes and practice is led by diploma holder, primary school second cycle of grade 5 up to 8 led by first degree holder and secondary school from grade 9 – 12 led by master holder teachers. This is a great achievement in terms of upgrading quality of education. He said they are intensively working toward the achievement of the quality of education but still they had not yet on the position of achieving the desired result.

5.13.7.1.6. Educational Challenges confronting strategic decision-making

Ato Tagede explained that they did not have challenges on the planning processes, but they faced challenges in implementing the strategic plan. The challenges emanated from lacking capacity, finance and commitment from all work force including the leader themselves. They have college degrees but lacking skills, experience and exposure toward the implementation of the designed strategic plan. These were among the challenges they were facing as a nation.

Lack of the provision of the necessary inputs like the instructional materials-enough textbook, well-furnished classroom, teaching material, well designed curriculum, upgrading teacher's qualification and incentives were some of factors that affected the quality of general education negatively.

Ato Tagede said that they are on the processes of learning and changing. Leading transformation is not an easy thing according to him. He said that they need commitment, time and patience to achieve their plan, but the society is optimistic and need to see change overnight. He said, they need to work to empower workforce in government and in private

organization toward the current technology and provide necessary resources as a government as well. To that end, there are three institutions working toward building government workforce capacities namely, Ethiopian Management Institute, Civil Service University and Kaizen Institute. On top of these, he added that they have a plan to build management consultant association which consults government and private organizations especially on the management and leadership matters. Finally, he adds that getting implemented all these, they can overcome the challenges.

Dr Tilaye Gete Ministry of Education argued that they were facing efficiency challenges like dropout rates that were very high and completion rate which was very low. In addition, in terms of quality they faced serious problems of special needs student, functional adult program, poverty situation and capacity of work force. Furthermore, Dr Tilaye explained that they are building a nation. Hence, if they are not leading strategically, they cannot meet their objective. Seriously educational challenges affect positively and negatively the quality of education. It should work toward being inclusively and cooperatively with the stakeholders. In addition, this requires combined effort of all stakeholders. According to him, Ethiopian government allocated 25% of national budget for education sector. This indicates how the government of Ethiopia is committed toward educating its citizens.

5.13.7.1.7. Educational Promotion policy

In the case of promotion policy, Dr Tilaye explained that repeating in one class is not grant quality of education. If student handled properly, they will pass, and the country's education policy didn't anywhere state the free and automatic promotion of student.

According to the information gained from the focus groups discussions, the policy is enforcing that all student should be passed to the next level without repeating in the class. If the teachers do not accept or ignore to implement this policy, they are given low evaluation grade, and this hinders them from promotion.

According to the discussion above, it can therefore be concluded that there was a misunderstanding over the educational promotion policy between the Ministry of Education and the bottom down workforce. This indicates that there was an observable problem of no alignment between the top leader and bottom once in the Ministry of Education.

5.13.7.1.8. Mother tongue impact on the quality of education

Dr Tilaye explained that mother tongue looks like mother's breast; if student attend lower grade by their mother tongue, the achievement and performance in secondary language or foreign

language is high. Mother tongue is the base for language instructions. In Ethiopia, 51 languages are used as a medium of instructions. Some of the languages become medium of instruction in university level. The student those who have not attending their lower class by mother tongue, especially first cycle of primary school, have created a problem on the quality of education.

5.13.7.1.9. Decision making model usage

Ato Tagedese said that they did not have a strategic decision-making model at country level. For the known issue per the job description, rules and the regulations we are involving the respective stakeholders and decide. As a Public Civil Service and Human Resource Development Ministry, Ato Tagedese said that they were making standards, rules, and regulations to guide the work of the entire country. Based on these rules and regulation they were deciding, he said.

According to Ato Tagedese, in terms of decision-making, the constitution was the base for all decisions. There are nine regional states and two administrative cities. To solve the decision-making problems that they were facing, he said that the Federal Democratic Republic of Ethiopia, Ministry of Federal and Pastoral Development affair were working on Inter Governmental Relations document that enables the Regional States and Federal Government how to govern each other. According to him, this work might bring the frame of decision-making processes for the Federal Democratic Republic of Ethiopia.

Dr Tilaye explained that decision making model in Ethiopian case was the government modality federal system itself was our decision-making model. According to him, they had division of Labour which was stipulated in the constitution between the Federal and Regional stats. Hence, they made decision based on the given mandate of the constitution, he said.

5.13.7. 2. Interview with Ministry of FPDA State Minister and IRG

The Interview that was conducted with Ato Kaydaki Gezahegn, Federal Democratic Republic of Ethiopia Ministry of Federal and Pastoral Development Affairs (FPDA) State Minister on July 31, 2017 and Ato Tsegabthan Tadesse, Ministry of Federal Democratic Republic of Ethiopia Federal and Pastoral Development Affairs Inter Governments Relations (FPDA, IRG) Director General on August 2, 2017 was discussed and interpreted as follows:

5.13.7.2.1. Strategic Decision-Making Processes and Practice

Ato Kaydaki Gezahegn explicated that at the initial stage, they were using top dawn approach type of decision-making processes and practice. Because the people did not have equal

understanding about planning and most of them believed that they were not poor in spite of the fact that they were looking food assistance from abroad. He said that, from the initial point of their departure as a new government, they had poor working culture, lack of educated professionals and poor initiation toward development. Due to such kind of attitude among the people, they used top down approach until they understood thinking mutually, planning together and have the same position. From 2012 onward, they started a kind of mixed up approach where the Federal Government was responsible to framework the strategic planning based on the stated shared vision and regions were put their part in the plan and finally the federal economic commission compiled it and it became the working document of the country.

Ato Kaydaki Gezahegn said that, beginning from 2016, they employed bottom up approach while they were making national strategic plan. The bottom organs of the government initiated their will and send the plan to federal government. The federal government compiled it and it became the document of the country.

Ministry of Federal and Pastoral Development Affairs is coordinating six federal different Ministries namely: Ministry of Health, Ministry of Civil Service and Human Resource Development, Ministry of Agriculture, Ministry of Water Resource, Ministry of Education and Ministry of Natural Resource and Fishery. He said that the ministries are using their consultant so that they can have assist the developing regional stat in order to enable them produced their own plan. There is a technique committee which Ato Kaydaki Gezahegn leads and present the document to the Board. The board members are the respective Ministers and region presidents; and the chairman of the board is Deputy Prime Ministry of the country. He said that mostly, they are focusing on operational plan. Generally, as to him, it can be said that their plan approach is mixed up approach in which the federal and regional government play their own role.

5.13.7.2.2. Stakeholder Participation

Ato Kaydaki argued that they had stakeholder's participation when making strategic plan formation. But they were not involving opposition parties in the planning processes and practice, for the reason that they did not have a seat in the parliament. According to him, currently at national level, the government is working on how to involve the opposition party in the decision-making processes and practice by changing the Electoral system of the country.

5.13.7.2.3. Amalgamation of traditions, culture and custom in the plan

Ato Kaydaki said that they were using amalgamation of traditions, cultures, and customs especially in health and agriculture sector when making strategic decision-making processes

and practice. According to him, due to heterogeneity of the society, it was not easy to practice the amalgamation of all traditions, cultures, and customs in all spheres of planning and decision-making processes.

5.13.7.2.4. Plan reviewing culture

Ato Kaydaki elucidated that strategic decision-making processes and practice was conducted by using a mixed method. He said that they review their plan yearly. For example, they had a plan of building 44,000 rehabilitation centres in 2015/16. When it comes to implementation, they achieved 29,000 only, he said. Based on their achievement, they reviewed the 2016/17 plan to build 48,000 rehabilitation centres in the emerging regions. This type of practice was common in all sectors of the country, according to Ato Kaydaki. In terms of monitoring and evaluation, they used three mechanisms said Ato Kaydaki. They were getting feedback through report, supervision and finally through conducting evaluation based on the feedback of the report and supervision.

5.13.7.2.5. Challenges faced when making strategic decision

Ato Kaydaki explained that the primary and serious challenge that they faced when making strategic decision-making processes and practice were lack of appropriate capacity of planning, appropriate skill, financial and technology inputs problem, infrastructure and quality problem, transportation problem, lack of commitment and low performance capacity. According to him, they were providing short term trainings to minimize the problem of capacity and raising loans from bilateral and multilateral financial institutions to solve the problem of inputs even though much need to be done.

5.13.7.2.6. Decision making model usage

Ato Kaydaki said that they do not have as such a decision-making model when they were making strategic decision. According to him, up to 2000, they were using top down approach of decision making by instructing “do this and that”. But from 2001 onward, they adopted South Asian decision-making model especially of South Korea and Taiwan. Korea and Taiwan focus on development and later on worked on democracy. Ato Kaydaki said that due to diversified Ethiopian society, they made their model of decision making which was both developmental and democratic together; and made the stakeholders parts of the planning and decision making by mobilizing the community in rural area and towns.

5.13.7.2.7. Challenge faced in using federalism modality

Ato Kaydaki explained that due to the previous history of the country they were facing many challenges namely, rent seeking, narrowness, corruption, lacking good governance and terrorism in all of our nations. Ato Kaydaki said that they opened an office called Integral Government Relation (IGR) in the Ministry of Federal and Pastoral Development Affairs to assist the regional states to develop their capacity to use federalism government modality to solve their conflict.

5.13.7.2.8. Managing Integral government relation (IGR)

Ato Kaydaki said that the federalism government modality Ethiopia implemented, which is sometimes called cooperative federalism, is not a competitive federalism. Each region works cooperatively rather than competitively. For example, SNNPRS region assists Gambela region, Amhara region assists Benishangul Gumuz region, Oromia region assists Somali region and Tigray region assists Afar region by facilitating training to build their capacity and so on. They have also been working together in terms of good governance, development issues, and security issues with their adjacent woreda as and zones.

To enhance the cooperative between states, Ato Kaydaki said that they have Inter Government Relation Office in Federal Democratic Republic of Ethiopia, Ministry of Federal and Pastoral Development Affairs led by Director General. According to him, the purpose of this office was to draft policies, rules and regulations to govern the entire relational states in terms of supporting each other by having memorandum of understanding based on mutual benefits.

He added that a proclamation was already drafted and is being expecting the approval of Ministry of Councils. As to him, this office might be independent institution that will work on inter-governmental relations issues in the near future. He also added that the problem they had with that office was resembled rule maker instead of implementing office. According to Ato Kaydaki, this problem might be solved after the office become independent identity, which is on the initiation stage.

Ato Tsegabthan, the Government Interrelation Directorate Director and the former Tigray People Liberation Front (TPLF) guerrilla fighter explained that, when they were in the forest, their party had a culture of conducting studies on the challenging issue that they were facing. They were also conducting discussions based on the findings of the studies and arriving at a consensus; and finally forwarding for implementation the issues on which consensuses were reached up on.

According to him, after they won the battle, they formed a party called Ethiopian People Revolutionary Democratic Front (EPRDF).

In the constitution of Federal Democratic Republic of Ethiopia (FDRE) Article 89 said that, each region has its own identity and are independent. To keep the good interrelationship among each state, the IGR office which was led by Ato Tsegabthan established. Due to rent seeking and lack of good governance, Ato Tsegabthan elucidated that there were conflicts among different states. They were trying to assist the regions in terms of creating peace among themselves, he said.

According to Ato Tsegab than, even though his bureau was working towards creating good relationship among states, they had a plenty of challenges such as lack of attention from each region for the reason that they assumed this office as it was created to impose the will of federal government on the regional states. Consequently, he added that all the regions labelled the bureau aside.

Turnover, especially the leaders, in the regional states was another challenge that gave them additional assignments such as training the newly elected or appointed once, said Ato Tsegabthan. Another problem they faced according to Ato Tsegabthan was lack of accepting the federal modality of government among some regional states 'leaders and poor commitment to create good relationship with the bordering regional states.

Finally, Ato Tsegabthan explained that they were facing challenges like lack of inputs especially finance and human resource. On top of these, he added that some of the regional leaders seen them partiality makers among conflicting regions. According to Ato Tsegabthan, even though the constitution of FDRE allows that each government is independent, it also obliges each regional government should work cooperatively and assist the adjacent regions accordingly. Ato Tsegabthan concluded that lack of clear decision-making structure cost a lot and created a negative influence on the interrelationship, peace, security and development of the entire country.

5.13.8. Findings

5.13.8.1. Introduction

This section briefly links the discussions and results of the findings back to the problem statement, research questions, and theoretical framework of this study. It presents research conclusion Vis – a - Vis his hypothesis and research questions as well as implication of these

findings to the existing knowledge. To remind readers, research questions and research hypothesis are presented here below:

Research questions:

1. How the execution of strategic decision-making processes and practice accomplishment in the general education in terms of current model and steps used in Ethiopia?
2. To what extent were partnering organizations able to participate in strategic decision-making processes, practices and quality of general education in Ethiopia?
3. What are the challenges or problems that confronting strategic decision-making processes and practices in Ethiopia?
4. What is the effect or relationship between strategic decision-making processes, practices and the quality of general education in Ethiopia?
5. What type of model are you using while making strategic decision-making processes and practices in Ethiopia?

Research hypothesis:

No	H1	H0
1	H0: Level of agreement on applying participatory approach decision-making processes is equal to non-participatory approach while making strategic decision-making processes and practices were executed in Ethiopia.	H1: Level of agreement on applying participatory approach decision-making processes is greater than non-participatory approach while making strategic decision-making processes and practices were executed in Ethiopia.
2	H0: Strategic decision-making processes and practices in Ethiopia were using bottom up approach.	H1: Strategic decision-making processes and practices in Ethiopia were not using bottom up approach
3	H0: Level of agreement on applying top down decision-making processes is equal to bottom up approach while making strategic decision-making processes and practices were executed in Ethiopia.	H1: Level of agreement on applying top down decision-making processes is greater than bottom up approach while making strategic decision-making processes and practices were executed in Ethiopia.
4	H0: Level of agreement on partnering organizations participation on problem identification stage, planning stage, on implementation stage, Monitoring and Evaluation stage and on sustainability issue is equal or similar.	H1: Level of agreement on partnering organizations participation on problem identification stage, planning stage, on implementation stage, Monitoring and Evaluation stage an on-sustainability issue is not equal or not similar.
5	H0: There is a relationship between strategic decision-making processes,	H1: There is no relationship between strategic decision-making processes,

No	H1	H0
	practices and the quality of general education.	practices and the quality of general education.
6	H0: The involvement of partnering organization is contributing to the enhancement of strategic decision-making processes practices and the quality of general education in Ethiopia.	H1: The involvement of partnering organization is not contributing to the enhancement of strategic decision-making processes, practices and the quality of general education in Ethiopia
7	H0: The proportion (percentage of responds yes) of conducting overall observation while deciding are equal across Local, Regional, global, on basis of fact findings and from past experience.	HA: The proportion (percentage of responds yes) of conducting overall observation while deciding is are not equal across Local, Regional, global, on basis of fact findings and from past experience.
8	H0: The proportion (percentage of responds yes) of organization alignment with expecting out comes (output, outcomes and impact) before going to make a decision are equal across identifying problems, understanding the situation, previous experience, culture tradition custom of societies using new information and analysis and synthesis.	HA: The proportion (percentage of responds yes) of organization alignment with expecting out comes (output, outcomes and impact) before going to make a decision are not equal across identifying problems, understanding the situation, previous experience, culture tradition custom of societies using new information and analysis and synthesis.
9	H0: Level of agreement considering before determining the outcome (output, outcomes and impact) before going to decide are equal (based on median ranks) across prioritizing the output developing alternatives, provision (getting) of guidance and developing monitoring and evaluation method	HA: Level of agreement considering before determining the outcome (output, outcomes and impact) before going to decide are not equal (based on median ranks) across prioritizing the output, developing alternatives, provision (getting) of guidance and developing monitoring and evaluation method.

The researcher received data from the respondents through structured and unstructured questionnaires, group discussion and one to one interview. The interview conducted with Ato Tagese Chafo, Federal Democratic Republic of Ethiopia, Ministry of Public Service and Human Resource Development on July 24, 2017, Dr Tilaye Gete, Federal Democratic Republic of Ethiopia, Ministry of Education on July 28, 2017, Ato Kaydaki Gezahegn, Federal Democratic Republic of Ethiopia, Ministry of Federal and Pastoral Development Affairs State Minister on July 31, 2017, and Ato Tsegabthan Tadesse, Ministry of Federal Democratic Republic of Ethiopia, Federal and Pastoral Development Affairs Inter Governments Relations (IRG) Director General on August 2, 2017.

The key findings from the structured and unstructured questionnaires, focus group discussion and one to one interview analysis conducted in this study will be provided within the context of the research questions of the study: The findings, conclusion and the recommendations are discussed as follows:

- How the execution of strategic decision-making processes and practice accomplishment in the general education in terms of current model and steps used in Ethiopia?

5.13.8.2. Strategic decision-making processes and practice accomplishment.

With regarding to the strategic decision-making processes and practices execution in Ethiopia from the result of descriptive, thematic and statistical analysis, using triangulation method the researcher used four structured questionnaires, focus group discussions and one to one interview and arrived at the major findings and conclusions as follows:

1. According to discussion result of 5.13.1.1 and 5.13.1.2 the method and approach being used when conducting strategy decision making processes and practice were participatory and top down approach respectively: The majority of the respondents respond 43.53% and 47.06% of them replied that they were using participatory method and top-down approach while making strategic decision making processes and practice in Ethiopia. They said that the capacity of bottom officials was very low. They could not able to develop strategic plan. Strategic planning framework was prepared at the Federal level based on the national shared vision. Then cascade to bottom down bodies of the nations like to Regions, Zones and Woredas. The Regions, Zones and Woredas prepared their strategic plan based on the Federal strategic framework plan and forwarded to the Federal Government. The Federal Government played the leading role in constructing strategic planning. Based on the feedback, the Federal Government compiled the document and forwarded to the bottom level and ordered them to perform accordingly.

Based on this frequency and statistically analysis results it can therefore be concluded that strategic decision-making processes and practices method and approach in Ethiopia were participatory and top dawn.

2. Focused group discussion of the participants at Regional and Federal levels were elucidated that the strategic planning processes and practice in Ethiopia was a top-down approach. The framework of strategic planning was framed at the Federal level and sent to the bottom structure of the government line starting from Regional State up to the kebele level and the bottom bodies were responsible for the implementation of the planned strategy. This approach resulted in

dissatisfaction by the bottom down workforce because they were not fully participating in the planning processes. As the result of this, the outcome of the plan was not achieved as expected.

3. According to discussion result of 5.13.1.3 there is a relationship between the Rational or Economic Man decision-making model and Ethiopian decision-making processes and practice: The majority of respondents, 41.3% of them, responded that there was a relationship between Rational or Economic Man model decision making processes and practice and Ethiopian decision-making processes and practice. Rational or Economic Man model decision making processes and practice can break into six steps as identifying the problem, generating alternatives, evaluating alternatives, choosing some alternatives, implementing the decision and evaluating decision effectiveness. (Lunenburg, 2010.3). The respondent responds argued that in Ethiopian, decisions were made mostly by government officials without involving the main partnering organizations like the opposition party, community at large, academicians, consulting firms...etc. The only difference was the way to express the stages and the steps; besides, there were relationships between them.

4. The Federal and Regional Governments role in the formation of strategic planning: According to discussion in 5.13.1.4 the majority of respondents respond 48.8% of them, argued that the Federal and Regional Government played their own role in formulating strategic planning based on the constitutional mandate given to them. The Federal Government was responsible for national strategic issues. However, that was not implemented without the full consent of Regional Government. Both the Federal and Regional Government played key roles in terms of strategic planning. The Federal Government formulated the general overview of the strategic plan and Regional Governments prepared the plan as per the overall direction given. Strategic plans were generally made at the Federal level based on its domains. The same was sent to regions that might be translated into the regional languages and adapted contextually.

5. Status of employee participating in strategic formulation: According to discussion result of 5.13.1.5 the majority of respondents respond 67.6% of them, argued that employees that were working on the strategic planning, decision making processes and practice on partnering organizations fund had qualification of master's degree in different fields namely, Economics, Management, Geography, Business Administration (MBA), Accounting and Educational Planning and Management.

6. Experience of employee participating in strategic formulation: : According to the discussion in 5.13.1.6 the majority of respondents respond 61.6% % of them, argued that employees that

were working on the strategic planning, decision-making processes and practice on partnering organizations fund had an experience of more than ten years.

7. According to the annexed appendix figure 61 SPSS software result headmaster of the school and the schoolteacher had very little or some influence on strategic decision-making processes and practices executed in Ethiopia. Headmasters and teachers of schools were those who were responsible for the implementation of the general educational strategic plan.

8. According to the focus group discussion concerning the outcome achieved, respondents explained that they were building a new culture that indicates a society of living by planning and discussing together toward the common goals by having common shared vision. The achievement of the strategic plan was based on the commitment, quality and capacity of leaders and the community at large. In terms of these, they were less weak. They were also said that there were problems of poor working culture, shortage of input such as human resource, financial and material; and due to these problems, there were drawbacks on the implementation of planning performance as initiated.

9. Strategic planning formulation and implementation

According to the focus group discussion informants at regional level argued that the strategic planning document was developed at federal levels by team, and it seems participatory approach. They follow inclusive method like teachers and parent's involvement in the planning processes. They also followed mixed approach: sometimes top down and other time bottom up approach. This means, there is no clear-cut approach which governs their strategic planning formulation processes and practice. Most often they followed top dawn approach. Initiation was from federal Government in collaboration with regional and the implementer (Zone and Woreda).

The informant at Woreda level argued that the strategic planning processes and practices were not participatory. They were forced to use the lead planning framework sent to them from the region which was prepared by regional state. One among the respondents said that, "in my experience of teaching and being school principal for a long period of time planning was allows made without consulting schoolteachers, school community (parent and students) and another stakeholder". The trend was that the Woreda education offices take an approved plan from zone and transfer to school to get it enriched without considering local conditions, as well as without consulting school, community, pupils and finally send to Zonal by arguing that this strategic plan

is worked out with consolation of all stakeholders of the school. At the time of implementation, nothing could be achieved. As a result, they report things, which are not true.

The informant at Zonal level argued that the strategic planning processes and practice was using top down approach. The reason why it became top down approach was the very poor capacity of bottom officials. They could not able to develop strategic plan even though the direction was given from the Ministry of Education through the government structure up to the Woreda and Kebele level accordingly. Hence the education sector decision-making processes and practice were executed by command of the government only.

According to the argument of the focus group discussion above, it can therefore be concluded that strategic planning processes and practices in Ethiopia was top down approach. The framework of strategic planning was framed at federal level and send to the bottom structure of the government line started from regional state up to the kebele level and the bottom bodies were responsible for the implementation of the planned strategy. This approach consequently resulted in dissatisfaction by the bottom down work force; and as a result of this, the outcome of the plan was not achieved as expected.

10. Organizing the planning processes

According to the focus group discussion the informants at Zonal and Woreda level argued that framework skeleton was prepared by top leaders at federal or regional levels. Regional bureau framed the framework and sent it to bottom structure accordingly at all level so that the bottom up work force forced to fill the requested. Students, teachers, and parents were participating in the filling of the requested strategic planning processes. That document then forwarded to zonal, regional and finally sent to the Federal Government. The stakeholders at the Woreda level were forced to accept what they were told to do so. Such types of planning processes were affected the creativity of the work force and obliged them to be dependent on the top leader rather than be an innovative workforce.

11. Strategic plan implementation and the outcome achievement

According to the focus group discussion the informant at Woreda and regional levels argued that the strategic planning processes and practices were monitored and evaluated on the quarterly, semi-annual and annually basis at different levels by executive team leaders, management teams, supervisors and teacher through quarterly reports, semi-annual reports and yearly reports. Discussion conducted on each report and action will be taken accordingly even it seems traditional.

Concerning the outcome achieved, they said that they were building a new culture that indicated a society living by planning and discussing together toward the common goals. The achievement of the strategic plan is based on the commitment, quality and capacity of leaders and the community at large. In terms of these, they said that they were weaker. They also said they had a problem of poor working culture; shortage of input such as human resource, capital, financial and material problems. Due to these problems, they have a drawback on the implementation of planning performance as initiated.

12. According to the interview result of AtoTagese Chafo, Ministry of Public Service and Human Resource Development Minister, strategic planning framework was prepared by planning commission and sent to each government offices and they filled all the required input per the mandate given to them with the help of a team formed at the national level based on clusters. Planning Commission compiled the entire responded document, presented it to Council of Ministries, and finally got it approved by the parliament and it becomes the document of the country.

. Prior approvals by parliament, discussions were held by different stakeholders on the draft of strategic plan including opposition parties and group of partnering organizations, said Ato Tagese. According to Ato Tagese, when they were making discussion with the opposition party, the meeting was led by the Prime Ministry. The document then sent to them earlier meeting and they get prepared for it and come up with their own input to the planning meeting session. The problems that were faced with these groups were capacity and lack of professionals in the area. Consequently, the expected input from them could not be obtained, he said.

13. According to Ato Tagese Chafo, Ministry of Public Service and Human Resource Development Minister and Dr Tilaye Gete Ministry of Education Minister, strategic planning approach of Ethiopia was a mixed-up approach. The frame of the strategic plan was made by the National Planning Commission and distributed to Regional and respective Federal Ministries and finally, the feedbacks were collected from them and compiled by the Planning Commission, presented to Council of Ministries and finally approved by the House of Representative or Parliament. Then the document becomes the working document of the Country.

14. Ato Kaydaki Gezahegn, state, Ministry of Federal and Pastoral Development Affairs explained that, when they were starting strategic decision making in this government, they used top down approach because it was believed that people did not have an equal understanding about planning. Surprisingly, most of them believed that they were not poor even though they were looking for food assistance from abroad. Ato Kaydaki Gezahegn explained that from the

initial point of their departure as a new government they had poor working culture, lack of educated professionals and poor initiation toward development. Due to such kind of attitudes, they were obliged to use the top-down approach till they understood to the advantage of thinking mutually and planning together. According to him 2012 onward, they started a kind of mixed up approach where the Federal Government was responsible to frame the work of strategic planning based on the stated shared vision and regions put their part in the plan and finally the federal planning commission compiled it and it became the working document of the country.

15. Strategic decision-making processes and practice in Ethiopia

According to Ato Tagese, the trend was that strategic planning framework is prepared by planning commission and sent to each government offices at federal and regional level and they fill all the required input per the mandate given to them with the help of teams formed at national level based on clusters. Planning commission compiles the entire responded document and presents them to council of Ministries and finally the parliament approves it and it became the document of the country.

Prior approval by parliament the discussions are held by different stakeholders including opposition parties and group of donors. According to Ato Tagese, when they are making discussion with opposition parties, the meeting is led by prime ministry. The document is sent to them earlier of the meeting and they prepare themselves on it and come up with their own input to the planning meeting session. The problem faced with these group was lacking enough capacity and sufficient professional capability in the area.

According to Ato Kaydaki Gezahegn explicated that at the initial stage, they were using top down approach type of decision-making processes and practice. Because the people did not have equal understanding about planning and most of them believed that they were not poor in spite of the fact that they were looking food assistance from abroad. He said that, from the initial point of their departure as a new government, they had poor working culture, lack of educated professionals and poor initiation toward development. Due to such kind of attitude among the people, they used top down approach until they understood thinking mutually, planning together and have the same position. From 2012 onward, they started a kind of mixed up approach where the Federal Government was responsible to framework the strategic planning based on the stated shared vision and regions were put their part in the plan and finally the federal economic commission compiled it and it became the working document of the country.

Ato Kaydaki Gezahegn said that, beginning from 2016, they employed bottom up approach while they were making national strategic plan. The bottom organ of the government initiated their will and sends the plan to federal government. The federal government compiled it and it became the document of the country.

Ministry of Federal and Pastoral Development Affairs is coordinating six federal different Ministries namely: Ministry of Health, Ministry of Civil Service and Human Resource Development, Ministry of Agriculture, Ministry of Water Resource, Ministry of Education and Ministry of Natural Resource and Fishery. He said that the ministries are using their consultant so that they can have assist the developing regional stat in order to enable them produced their own plan. There is a technique committee which Ato Kaydaki Gezahegn leads and presents the document to the Board. The board members are the respective Ministers and region presidents; and the chairman of the board is Deputy Prime Ministry of the country. He said that mostly, they are focusing on operational plan. Generally, as to him, it can be said that their plan approach is mixed up approach in which the federal and regional government play their own role.

16. Strategic planning formulation approach

Ato Tagede explained that they are using mixed approach. The frame of the strategic plan is prepared for the period of the plan at federal level by planning commission based on the country-shared vision and distributed to the regions and respective federal government organs. After each organ enrich the document per their mandate given to them, they send back to planning cluster team which led by the planning commission. Planning commission compiles the document and present to council of Ministers and finally the document is approved by the house of the representatives (parliament). Contrary to the developed nation who are using bottom up approach as they are already developed; Ethiopia uses mixed up approach. The developed nations do not have an issue of development; but in our case, we are planning to eradicate poverty and develop in the spheres of many fields. That is why we are conscripting vision and working toward the achievements of the vision.

According to Dr Tilaye Gete, Ministry of education Ministry, our government's modality is federal, which give us division of labour between Federal Government and Regional Governments. We use this model as a base for decision-making. We do not have such as a top down and bottom up approach of strategic decision-making model.

In the case of planning, Dr Tilaye said, Ministry of Education has a responsibility for framing policies, procedures, rules, regulations and resource mobilization with collaboration of regions.

Decentralization is a basic principle for Federal Government. It is not offering budget to regions its relationship with regions is just working together collaboratively rather than giving authoritarian kind of leadership.

According to the one to one interview discussion above, it can therefore be concluded that strategic planning approach of Ethiopia was mixed up approach. The strategic plan is framed by National Planning Commission and distributed to regional and respective Federal Ministries and finally the feedback collected from them will be compiled by the planning commission, presented to council of ministries and finally approved by the house of representative or parliament and becomes the working document of the country.

17. Educational strategic plan formulation and Implementation

Dr Tilaye Get Ministry of education Ministry said that, Education strategic plan was conduct with the collaborators of stakeholders namely, Civil Society, Donors, Teachers' Association, Women and Youth Association, Civic Society. etc. In addition, he explained that monitoring and evaluation processes and practices were also conducted with those stakeholders together on quarterly, Sami annually, and annual basis. Furthermore, he explained that the education sector strategic planning processes is divided into different sub sections such as: sectorial plan, administrative plan, higher education plan, TVET and general education plan.

18. Strategic plan implementation, monitoring and evaluation

Ato Tagese explicated that there is a performance indictor on each strategic plan document. One among his Ministry mandate according to him was playing regulatory role by monitoring and evaluating the work of federal level Ministries according to their plan. In their controlling mechanism, they do the monitoring and evaluation on the monthly and quarterly based by using the regulatory standard prepared by the Public Service and Human Resource Development Ministry which is led by him. Based on the evaluation result, they take corrective measure and reward the well performed once and assist the weaker once. Finally, the best practices are compiled and used for further work.

19. Outcome achieved per the plan

Ato Tagese argued that in terms of education, currently Ethiopia have 30,000,000(thirty million) of the country's citizens are in school out of approximately hundred million people. If this is compared with the previous regime, the country had a lot in terms of education accesses since one can get school in each Keble. In terms of quality of education, he has two opinions, first, the size or accesses and second, transition. The accesses are being achieved but quality is a

process; it cannot be achieved overnight. Ethiopia is on the transition and hence it does not yet fulfil the parameter of quality of education. He said he do not think it is late according to the capacity of the country. Currently, it is working intensively toward the quality of education.

Dr Tilaye explained that they had a good achievement in terms of teachers' qualifications and assignment. At a present time, primary school, the first cycle from grade 1 up to 4 teaching and learning processes and practice is led by diploma holder, primary school second cycle of grade 5 up to 8 led by first degree holder and secondary school from grade 9 – 12 led by master holder teachers. This is a great achievement in terms of upgrading quality of education. He said they are intensively working toward the achievement of the quality of education but steal they had not yet on the position of achieving the desired result.

20. Educational Challenges confronting strategic decision making

Ato Tagede explained that they did not have challenges on the planning processes, but they faced challenges in implementing the strategic plan. The challenges emanated from lacking capacity, finance and commitment from all work force including the leader themselves. They have college degrees but lacking skills, experience and exposure toward the implementation of the designed strategic plan. These were among the challenges they were facing as a nation.

Lack of the provision of the necessary inputs like the instructional materials-enough textbook, well-furnished classroom, teaching material, well designed curriculum, upgrading teacher's qualification and incentives were some of factors that affected the quality of general education negatively.

Ato Tagede said that they are on the processes of learning and changing. Leading transformation is not an easy thing according to him. He said that they need commitment, time and patience to achieve their plan, but the society is optimistic and need to see change overnight. He said, they need to work to empower workforce in government and in private organization toward the current technology and provide necessary resources as a government as well. To that end, there are three institutions working toward building government workforce capacities namely, Ethiopian Management Institute, Civil Service University and Kaizen Institute. On top of these, he added that they have a plan to build management consultant association which consults government and private organizations especially on the management and leadership matters. Finally, he adds that getting implemented all these, they can overcome the challenges.

Dr Tilaye Gete Ministry of Education argued that they were facing efficiency challenges like dropout rates that were very high and completion rate which was very low. In addition, in terms of quality they faced a serious problem of special needs student, functional adult program, poverty situation and capacity of work force. Furthermore, Dr Tilaye explained that they are building a nation. Hence, if they are not leading strategically they cannot meet their objective. Seriously educational challenges affect positively and negatively the quality of education. It should work toward being inclusively and cooperatively with the stakeholders. In addition, this requires combined effort of all stakeholders. According to him, Ethiopian government allocated 25% of national budget for education sector. This indicates how the government of Ethiopia is committed toward educating its citizens.

21. Educational Promotion policy

Educational promotion policy is one among the challenges in Ethiopia. In the case of promotion policy, Dr Tilaye explained that repeating in one class is not grant quality of education. If student handled properly, they will pass, and the country's education policy didn't anywhere state the free and automatic promotion of student.

According to the information gained from the focus groups discussions, the policy is enforcing that all student should be passed to the next level without repeating in the class. If the teachers do not accept or ignore to implement this policy, they are given low evaluation grade, and this hinders them from promotion.

According to the discussion above, it can therefore be concluded that there was a misunderstanding over the educational promotion policy between the Ministry of Education and the bottom down workforce. This indicates that there was an observable problem of no alignment between the top leader and bottom once in the Ministry of Education.

22. Mother tongue impact on the quality of education

Mother tongue usage in education is the other challenge in Ethiopia. Dr Tilaye explained that mother tongue looks like mother's breast; if student attend lower grade by their mother tongue, the achievement and performance in secondary language or foreign language is high. Mother tongue is the base for language instructions. In Ethiopia, 51 languages are used as a medium of instructions. Some of the languages become medium of instruction in university level. The student those who have not attending their lower class by mother tongue, especially first cycle of primary school, have created a problem on the quality of education.

23. Stakeholder participation

Ato Kaydaki argued that they had stakeholder's participation when making strategic plan formation. But they were not involving opposition parties in the planning processes and practice, for the reason that they did not have a seat in the parliament. According to him, currently at national level, the government is working on how to involve the opposition party in the decision-making processes and practice by changing the Electoral system of the country.

24. Amalgamation of traditions, culture and custom in the plan

Ato Kaydaki said that they were using amalgamation of traditions, cultures, and customs especially in health and agriculture sector when making strategic decision-making processes and practice. According to him, due to heterogeneity of the society, it was not easy to practice the amalgamation of all traditions, cultures, and customs in all spheres of planning and decision-making processes.

25. Plan reviewing culture

Ato Kaydaki elucidated that strategic decision-making processes and practice was conducted by using a mixed method. He said that they review their plan yearly. For example, they had a plan of building 44,000 rehabilitation centres in 2015/16. When it comes to implementation, they achieved 29,000 only, he said. Based on their achievement, they reviewed the 2016/17 plan to build 48,000 rehabilitation centres in the emerging regions. This type of practice was common in all sectors of the country, according to Ato Kaydaki. In terms of monitoring and evaluation, they used three mechanisms said Ato Kaydaki. They were getting feedback through report, supervision and finally through conducting evaluation based on the feedback of the report and supervision.

- To what extent were partnering organizations (stakeholders) able to participate in strategic decision-making processes, practices and quality of general education in Ethiopia?

5.13.8.3. Extent of partnering organizations participates in SDM.

Concerning the roles of partnering organizations in enhancing the decision-making processes, practices and the quality of education in Ethiopia, from the result of descriptive, statistical and thematic analysis of four questions, focus group discussion, one to one interview, the following major findings and conclusions were found:

1. Partnering organizations participation in strategic planning, decision making

Processes and Practice

According to discussion result above 12.2.1, Teacher Association, Women and Youth

Association, the ruling party, universities or colleges and academicians were participating in Strategic decision - making in Ethiopia. While, the rest majority of stakeholders namely business, media, consulting firms, partnering organizations, opposition parties, non-partisan, religious organizations, professional societies and other stakeholders were not participating in strategic decision making in Ethiopia.

It can therefore be concluded that all partnering organizations are not equally or have similarly participating in strategic planning, decision making processes and practice in Ethiopia.

2. Partnering organizations participation level

According to statistically discussion result above of 13.2.2 the level of agreement on stakeholder's (Partnering organizations) participation during problem identification, planning, on implementation stages are significantly greater than during monitoring and evaluation and on sustainability issue stages. It can therefore be concluded that Level of agreement on stakeholders' participation on problem identification stage, planning stage, on implementation stage, monitoring and evaluation stage and on sustainability issue are not equal

3. Role of Partnering organization

According to statistical discussion result in 13.2.3, 13.2.4 and 13.2.5, there are roles of partnering organization in financial, human resource assistance and getting to support in developing strategic plan, strategic decision-making processes, practice and quality of general education in Ethiopia. It can therefore be concluded that getting financial, human resource and getting support in strategic plan development, strategic decision-making assistance from partnering organization enables to enhance quality of general education in Ethiopia.

4. Authority to Influence planning, Decision making, Resource utilization and Instructional activities

Headmaster of the school is one among the predominant internal stakeholders of the school. Fifteen items used to test the headmaster's authority in influencing planning, decision making, resource utilization and instructional activities in the school. According to discussion results above of 13.2.6.1 -13.2.6.15, it can therefore be concluded that the school headmasters have

some or quite less influence but not have great] authority to influence decision making in the school, express his idea freely, participating in school strategic planning, monitoring and evaluation, participation in budget planning processes, influencing the class sizes, doing with the most difficult students and overcome the influence of adverse community conditions in Ethiopia.

5. Authority to Influence, parent, community & School climate

According to discussion results above of 13.2.7.1 – 13.2.7.18, the school headmasters have a great role in getting children follow classroom rules. In addition to this the school teacher have done quite less activity to control disruptive behaviour in the classroom, make parents feel comfortable coming to school and become involved in school activities, make the school a safe place, make students enjoy coming to school, get students to trust teachers, help other teachers with their teaching skills, reduce school dropout and school absenteeism, and get students to believe they can do well in schoolwork. Furthermore, the school headmasters have done some influential activity of prevent problem behaviour on the school grounds, get community groups involved in working with the schools and enhance collaboration between teachers and the administration to make the school run effectively. In contrary to these the school headmasters had done nothing activity to get churches, Mosques, businesses organization, local colleges and universities involved in working with the school and provide very little assist parents in helping their children do well in school,

6. Participation of teachers in school strategic planning and decision-making Processes and practice to enhance the quality of education

Teachers are one among the important internal stakeholders of the school. Eight items used to test the participation of teachers in school strategic planning, decision making processes and practice to enhance the quality of general education. According to discussion results above 13.2.8.1 - 13.2.8.10 of the school teachers had done quite less activities to make the school a safe place, enhance collaboration between teachers and the administration, reduce school dropout, reduce school absenteeism and make a student believe they can do well in schoolwork In addition to this the school teacher had some influential activities to make students enjoy coming to school and help other teachers with their teaching skills. In contrary to this the schoolteacher had done nothing activities to get churches/Mosques, businesses organization and local colleges and universities involved in working with the school.

7. According to Focus group informant argued that partnering organizations like GEQIP, World Bank, UNESCO, USAID, UNICEF, DFID, AfDB, Jica, and World Vision were widely supporting the education system by contributing material supply through school grant program to improve special education. World Bank supports the general education and quality of education; UNICEF participates in enhancing preschool age especially kindergarten. In Ethiopia, there were more than 1,000.00(one thousand) partnering organizations that support education sector. All partnering organizations we're participating in monitoring and evaluation processes. Some of them assist by providing human resource despite financial resource assistance.

It can therefore be concluded that partnering organizations enhance the quality of general education by assisting in the provision of finance and human resource.

8. Partnering organizations participation in strategic decision-making

According to the focus group discussion the informant at Woreda, Zonal and regional level argued that the stakeholder's participation was not fully used in strategic planning processes. Some of them like Teacher Associations were participating. However, they did not have experience of participate all Partnering organizations in strategic decision-making processes and practice. In contrary to this, especially at Woreda level, some informants replied that they were using school community like teachers, students and parents who have kids in the school were among the few Partnering organizations that were participating in the strategic decision-making processes and practices. However, they did not involve the large community who were outside the school. Hence, the participation level was so limited as they particularly involve the parents in student enrolment time and building school (if there is a need arise). In federal level Women Association, Youth Association, Disabled Association, and Civil Society were among the Partnering organizations who were participating in the strategic planning processes.

According to the focus group discussion above, it can therefore be concluded that strategic decision-making processes and practices affected positively or negatively quality of general education. It can also be concluded that if the plan is not participatory, it will be difficult to implement and if problems are not identified well with collaboration of stakeholders, it will be ending with poor result and the expecting result will be not achieved as planned.

9. Involvement of opposition party in decision-making

According to the focus group discussion informant at Woreda, Zonal, Regional even at Federal level argued that the ruling party was dominating all the planning processes and practice.

Opposition parties were not engaged in the formulation and implementation of the strategic planning processes and practices. At Federal level, the head of the state when the planning processes finalized, prepared a venue for a kind of questioning and answering or less of debate with opposition parties who were organized at national level but those at regional Level, they could not get such kind of opportunity. The major problem was that there was no even a single opposition party who had a seat in the current parliament of Ethiopia.

What are the challenges that confronting strategic decision-making processes, practices and quality of general education in Ethiopia?

5.13.8.4. Challenges confronting SDMQGE

1. According to discussion results above 13.3.1 there is a challenge encountered in formulating strategic planning, decision making processes, practice and quality of education in Ethiopia.

2. According to discussion results above 13.3.2 they overcome the challenges; the majority respondents respond agreed that they overcome the challenges which they faced in formulating the strategic plan in Ethiopia. In contrary to this some of the respondents respond were disagreeing that they were not overcome the challenges in formulating the strategic plan in Ethiopia

it can therefore be concluded that they overcome the challenges in formulating the strategic plan in Ethiopia. Let us test this statistically by **Cross-tabulation**;

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.882 ^a	4	.422
Likelihood Ratio	4.002	4	.406
Linear-by-Linear Association	1.199	1	.274
N of Valid Cases	82		

a. 6 cells (60.0%) have expected count less than 5. The minimum expected count is 2.26.

Decision: Since the p-value for Pearson Chi-Square = 0.422 > 0.05, we do not reject the null hypothesis. That is, there is no sufficient evidence which supports; overcoming the challenges and educational status of employees are significantly related. In other words, even though cross-tabulation shows employees who have master's degree are more probable in overcoming

challenges, Pearson Chi-Square test of association between employees' qualification and overcoming challenges indicates as it is not significant.

According to discussion results above in 13.3.3, the majority (53.1%) of the respondents agreed that success and challenges were experienced in utilizing the educational fund in Ethiopia. It can therefore be concluded that there were success and challenges in utilizing the educational fund in Ethiopia

According to the above discussion result of no 1 - 3, there is a challenge encountered in formulating strategic planning, decision making processes and they also overcome the challenges encountered in formulating the strategic plan in Ethiopia. It can therefore be concluded that there are success and challenges they are experiencing in formulating strategic planning, decision making processes and utilizing the educational fund in Ethiopia.

3. According to focus group discussion; the informant at Woreda, Zonal, Regional and Federal level argued that they were challenges namely, human resource, laboratory chemicals, materials, leaders with integrity and inefficient teachers, lack of policy understanding among the teachers; for example, there were tendencies where automatic promotion was translated as free promotion.

4. According to focus group discussion in terms of promotion policy, the informant argued that "policy forced us all student should be passed to the next level without repeating in the class". If the teachers did not accept and implement this policy, they were given low evaluation grade, and this hinders them from promotion and upgrading. On the students' side, due to this problem, they become laze in performing their study. As the result of this, the teachers become dissatisfied, demoralized, and finally the quality of general education become worsened.

5. According to focus group discussion another challenge that faced the education sector was the inability to get general education fund income and expense report due to changing of recording system from manual to software except the income and expense data of general education expenditure from 1999 onward.

6. According to focus group discussion, in addition to that lack of quality report and information, traditional data collection system; commitment and accountability problems at all levels; attitude problem and inability to correct the problem; poor national learning assessment; poor reading ability of the students; low family capacity in supporting students with educational materials; poor willingness of teacher to teach with motivation and inspiration; lack of appropriate mechanisms to control quality of education budget; and policy implementation problems were

among the major problems. Finally, because of these all problems, there was a decision making and capacity problems at all level of education sector.

7. According to focus group discussion the Federal, Regional, Zonal and Woreda level informant argued that they had tried to provide upgrading training programs for teachers to improve their capacity, qualification and enhancing community participation by contributing the material and fill the gaps of materials; but yet the problem was going on. Having such kind of huge problem as they said, there was encouraging changes coming towards improvement though not significant so far. Ministry of education at federal and regional level tried to do many things but due to poor participation from teacher's side, the result was not as expected. Headmasters of the schools had no right to recruit their staff. Due to this problem, untrained teachers were recruited and created big problem on the quality of general education. Per the interview the researcher had on November 4, 2016 in Southern Nation Nationalities Peoples Regional State Education bureau, one expert said that 56 teachers were recruited by forged certificates in Sidama Zone.

8. According to focus group discussion most of the informants explained that there was a lot of challenges that faced strategic decision-making processes and practices namely:

- poor incentive package from government side,
- the government's reaction to shape the level of education according to its interest; not according to the need and interest of the people,
- lack of right professionals with capacity to monitor and evaluate the plan,
- low capacity of planning,
- lack of qualified educational skilled human resource,
- shortage of finance and limitation of material resource,
- high turnover of working staff,
- poor evaluation of effectiveness of decisions,
- appointing of school leadership was not merit based- (due to this schools were being managed by least experienced principals,
- data organization and reporting mechanism were very poor,
- lack of commitment,
- adequate continuous training and lack of knowledge,
- focusing on routine work rather than strategic work;
- high turnover of political leaders,

- lack of managerial skill,
- false information and communication in the system,
- poor communication of stakeholders in strategic planning and decision making,
- lack of electronic material and skilled expert and lack of freedom on decision making as an expert,
- lack of equity in education specifically to children with special needs and disabled,
- Inability to adequately distribute educational materials,
- lack of appropriate monitoring and evaluation system,
- lack of poor reporting mechanism, and
- Inabilities to provide quality training to teacher were among the major problem which education sector was suffering from. The serious challenges were mostly lack of planning skill from top up to bottom, lack of visionary leaders, poor accountability, transparency and commitment.

9. Challenges faced when making strategic decision

Ato Kaydaki explained that the primary and serious challenge that they faced when making strategic decision-making processes and practice were lack of appropriate capacity of planning, appropriate skill, financial and technology inputs problem, infrastructure and quality problem, transportation problem, lack of commitment and low performance capacity. According to him, they were providing short term trainings to minimize the problem of capacity and raising loans from bilateral and multilateral financial institutions to solve the problem of inputs even though much need to be done

- What is the effect or relationship between strategic decision-making processes, practices and the quality of general education in Ethiopia?

5.13.8.5. Relationship between SDM and quality of education

1. According to discussion results above, in 13.4.1, the majority (50%) of the respondents responds agreed and 38.4% of the respondents strongly agreed that there was a relationship between strategic decision-making processes, practices and quality of general education in Ethiopia. It can therefore be concluded that there is a relationship between strategic decision-making processes, practices and quality of general education in Ethiopia.
2. According to discussion results above in 5.13.4.2, the majority (63.9%) and (22.9%) of the respondents strongly agree and agree respectively that Educational sector strategic

decision-making processes and practice influencing the quality of general education in Ethiopia. It can therefore be concluded that Educational sector strategic decision-making processes and practice influencing the quality of general education in Ethiopia.

3. According to discussion above 5.13.4.3.1 – 5.13.4.3.8, It can be concluded that School context and Physical Infrastructure were some part of them are at adequate or average level such as School have competent leader and school managerial" overhead relative to the Number of students, available skilled man powers in the school, safety climate teacher - student and student- student relationship, Conducive environment of teaching and learning process, physical infrastructure of the institute such as school building, classroom equipment availability of text book are adequate but not good or excellent in Ethiopian school. In contrary to this classroom equipment such as availability of textbook, availability of basic service like separate toilet for girls and boys, availability of water and electricity. And schools' sufficient resources for regular upkeep of the physical infrastructure are not adequate. in Ethiopian school.

This implies that the strategic decision-making processes, practice had a great impact on the quality of general education. If the strategic decision-making process and practice participatory and well performed the effect will be producing good quality of education and the relation will be excellent. The more the SMARTR the plan set and implemented, the more the quality of general education delivered

4. According to discussion above 13.4.4.1 - 13.4.4.20 indicated that the teachers and class room in terms of quality of education to the relation of strategic decision making processes and practice, such as formal teaching qualification, teacher teaching the field they trained, teacher experience in teaching, taking professional development training, Knowledge about school and student home language, Students perceive that the faculty display the professional and human qualities of a role model, Section student ratio, Student teacher ratio, text book ratio, Beliefs and attitude about teaching, course content:- intended and implemented curriculum, Knowledge about pedagogical and didactic strategies, teachers' salaries relative to other professionals, perceived status as a teacher, Appreciation of work situation at school of current employment, Age, sex, and ethnicity distribution are responded by the respondents adequate . In contrary to this the completion rate (male and female), the teaching-learning material availability like, ICT facilities, computer, internet, laboratories and learning resource centre, teacher Merit

based incentives and perception about being needed by the society responded by the respondents as not adequate in Ethiopia.

5. According to the discussion above in 5.13.4.5.1 - 5.13.4.5.3, the institution values feedback and a comprehensive feedback system is adequately in place and used for development in Ethiopia for feedback mechanism. Adequate and good implies of somewhat high but not excellent quality.
6. According to discussion above in 5.13.4.6.1 – 5.13.4.6.3, the case of the diagnosis and remedial programme in terms of quality of education were adequate and good in Ethiopia education system. Adequate and good implies of somewhat high but not excellent quality.
7. According to the discussion in 5.13.4.7.1 – 5.13.4.7.3, the guidance and counselling service provision in terms of quality of education were adequate in Ethiopia education system. Adequate implies that the guidance and counselling service provision in Ethiopian education system is at average level and need much work on it.
8. According to discussion in 5.13.4.8.1 – 5.13.4.8.4, schoolteachers has done some influence or quite less but did not played great role on the effect of relationship between strategic decision-making processes, practice and quality of general education by expressing their views freely on important school matters.
9. According to the discussion above in 5. 13.4.9.1 – 5. 13.4.9.7, schoolteachers have done some influential activities to get along with the most difficult students, to get them to work together, to get children to do their homework, and to promote learning when there is lack of support from the home. Furthermore, school teacher has quite less activity to motivate students who show low interest in schoolwork and done few activities to increase students' memory of what they have been taught in previous lessons on the effect of relationship between strategic decision-making processes, practice and quality of general education in Ethiopia.

In contrary to this school teacher had not done great role to get the most difficult students, to get students to work together, to get children to do their homework and to promote learning when there is lack of support from the home, to motivate students who show low interest in schoolwork in Ethiopia.

10. According to discussion above, 5.13.4.10.1 – 5.13.4.10.3 school teachers has done quite fewer activities to get children to follow classroom, to control disruptive behaviour

in the classroom and to prevent problem behaviour on the school grounds in Ethiopia on the effect of relationship between strategic decision-making processes, practice and quality of general education. But not done great role activity to get children to follow classroom, to control disruptive behaviour in the classroom and to prevent problem behaviour on the school grounds to get children to follow classroom, to control disruptive behaviour in the classroom and to prevent problem behaviour on the school grounds on the effect of relationship between strategic decision-making processes, practice and quality of general education in Ethiopia.

11. According to discussion above 5.13.4.11.1 – 5.13.4.11.3 school teachers has done some influential activities to get parents to become involved in school activities, to assist parents in helping their children do well in school and to make parents feel comfortable coming to school on the effect of relationship between strategic decision-making processes, practice and quality of general education in Ethiopia. In contrary to this school teacher has not done great role activities to get parents to become involved in school activities, to assist parents in helping their children do well in school and to make parents feel comfortable coming to school on the effect of relationship between strategic decision-making processes, practice and quality of general education in Ethiopian.

12. Effect of strategic decision making on quality of education

According to the focus group discussion informants' opinion, the correlation between strategic decision-making and quality of education was high. Consequently, they affect quality of general education interims of input provision and the process of conducting ethical assessment of the expert, etc. Furthermore, decisions that come from top decision makers also affect the quality of education.

One informant argued that private schools in Ethiopia might be said that they are the best in terms of student results. The reason behind was that they select the best student in intake time. Quality of education is not only aside to the government schools it creates problem on the country Economy unless and otherwise we take care. After the falling down of the Socialist government (Military government Derg) there were transition government periods. At the transition time, no standard was framed concerning the use mother tongue as an instructional medium. With ambitious interest, mother tongue was implemented unethically.

Mother- tongue seen as breast-feeding for education and used as language for mind said one among the group discussion participant. According to the focus group discussion above, it can

therefore be concluded that the Federal Government was unable to guide regions when they translate the mother tongue to the instructional language (English). Due to regionalism politics, the Federal Government was unable to draft strategy and guidance. Quality of general education works should be planned, and the implementation should be started from KG classes. In Ethiopian case, Government focused on primary and above classes but the basement work investment on education was given to private school or neglected by government. For example, 90% KG schools were managed under private and religious organization. Only in big cities that the Government owned few KG schools. Since decisions were made by government high officials only, as to the respondents, the decision-making processes and practices has a negative impact on the quality of general education.

13. Managing Integral government relation (IGR)

Ato Kaydaki said that the federalism government modality Ethiopia implemented, which is sometimes called cooperative federalism, is not a competitive federalism. Each region works cooperatively rather than competitively. For example, SNNPRS region assists Gambela region, Amhara region assists Benishangul Gumuz region, Oromia region assists Somali region and Tigray region assists Afar region by facilitating training to build their capacity and so on. They have also been working together in terms of good governance, development issues, and security issues with their adjacent woreda as and zones.

To enhance the cooperative between states, Ato Kaydaki said that they have Inter Government Relation Office in Federal Democratic Republic of Ethiopia, Ministry of Federal and Pastoral Development Affairs led by Director General. According to him, the purpose of this office was to draft policies, rules and regulations to govern the entire relational states in terms of supporting each other by having memorandum of understanding based on mutual benefits.

He added that a proclamation was already drafted and is being expecting the approval of Ministry of Councils. As to him, this office might be independent institution that will work on inter-governmental relations issues in the near future. He also added that the problem they had with that office was resembled rule maker instead of implementing office. According to Ato Kaydaki, this problem might be solved after the office become independent identity, which is on the initiation stage.

Ato Tsegabthan, the Government Interrelation Directorate Director and the former Tigray People Liberation Front (TPLF) guerrilla fighter explained that, when they were in the forest, their party had a culture of conducting studies on the challenging issue that they were facing. They were

also conducting discussions based on the findings of the studies and arriving at a consensus; and finally forwarding for implementation the issues on which consensus were reached up on. According to him, after they won the battle, they formed a party called Ethiopian People Revolutionary Democratic Front (EPRDF).

In the constitution of Federal Democratic Republic of Ethiopia (FDRE) Article 89 said that, each region has its own identity and are independent. To keep the good interrelationship among each state, the IGR office which was led by Ato Tsegabthan established. Due to rent seeking and lack of good governance, Ato Tsegabthan elucidated that there were conflicts among different states. They were trying to assist the regions in terms of creating peace among themselves, he said.

According to Ato Tsegabthan, even though his bureau was working towards creating good relationship among states, they had a plenty of challenges such as lack of attention from each region for the reason that they assumed this office as it was created to impose the will of federal government on the regional states. Consequently, he added that all the regions labelled the bureau aside.

Turnover, especially the leaders, in the regional states was another challenge that gave them additional assignments such as training the newly elected or appointed once, said Ato Tsegabthan. Another problem they faced according to Ato Tsegabthan was lack of accepting the federal modality of government among some regional states 'leaders and poor commitment to create good relationship with the bordering regional states.

Finally, Ato Tsegabthan explained that they were facing challenges like lack of inputs especially finance and human resource. On top of these, he added that some of the regional leaders seen them partiality makers among conflicting regions. According to Ato Tsegabthan, even though the constitution of FDRE allows that each government is independent, it also obliges each regional government should work cooperatively and assist the adjacent regions accordingly. Ato Tsegabthan concluded that lack of clear decision-making structure cost a lot and created a negative influence on the interrelation.

- What type of model are you using while making strategic decision-making processes and practices in Ethiopia?

5.13.8.6. Model using while making SDMPP

To gain a better understanding on the hybrid strategic decision-making model, the researcher used descriptive and statistical analysis and come up with the following findings;

1. According to discussion above in 5.13.5.1 – 5.13.5.7, the decision maker of Ethiopian just making decision without considering any type of decision-making mode. While deciding, they conduct over all observation, local observation, and regional observation and consider fact findings and past experience while making a strategic decision, but they were not conducting global observation while making a strategic decision.

2. According to the discussion above in 5.13.5.8 – 5.13.5.13, the respondents said that they were considering and aligning issues like identifying problems, understanding situations and considering previous experience before going to decide. The majority of respondents were not considering the culture, traditions, customs of society and new information and analysis, and synthesis before making a strategic decision.

3. According to the discussion above 5.13.5.14 – 5.13.5.17 the majority of decision maker consider prioritizing the output and outcome, developing alternatives, getting guidance and counselling and monitoring and evaluation while deciding in Ethiopia. In contrary to this some decision maker are not consider prioritizing the output, outcome, developing alternatives, guidance and counselling and monitoring and evaluation while making decision in Ethiopia.,

According to this analysis result and statistically analysis it can be concluded that the level of agreement considering determine the outcome, output, and impact before going to make a decision are not equal across prioritizing the output, outcome, developing alternatives, getting of guidance and developing monitoring and evaluation method in Ethiopia.

4. According to the discussion 5.13.5.18– 5. 13.5.22 the decision maker was not equally consulting stakeholders at planning, implementation, evaluation and monitoring stage, problem identification and on sustainability issues while deciding. According to these analyses, the majority of the respondents respond were consulting stakeholders poorly at the problem identification, monitoring and evaluation, and on sustainability issues. According to this descriptive and statistical analysis result it can be concluded that the proportion percentage of responding yes on involvement of stakeholders while they are consulting them are not equal during identifying stage, planning stage, implementation stage, monitoring and evaluation stage, and on sustainability issue in Ethiopia.

5. According to the informant of focus group discussion said that they did not have a decision-making model which they need to follow when deciding, but they made decisions simply through the top down instruction of the leaders and using the expertise opinions. Ethiopian government implemented different change management tools such as Business Process Reengineering

(BPR), Balanced Score Card (BSC), Kaizen and etc....The informant said that at the time of implementing the Business Processes Reengineering (BPR), the power of making decision was given to the education expertise. Due to the abusing of the power it was prohibited to give decision making power to experts. And finally, they said that the decision was made based on the structure of the organization and by the head of the organization.

6. Decision making model usage

Ato Tagede said that they did not have a strategic decision-making model at country level. For the known issue per the job description, rules and the regulations we are involving the respective stakeholders and decide. As a Public Civil Service and Human Resource Development Ministry, Ato Tagede said that they were making standards, rules, and regulations to guide the work of the entire country. Based on these rules and regulation they were deciding, he said.

According to Ato Tagede, in terms of decision-making, the constitution was the base for all decisions. There are nine regional states and two administrative cities. To solve the decision-making problems that they were facing, he said that the Federal Democratic Republic of Ethiopia, Ministry of Federal and Pastoral Development affair were working on Inter Governmental Relations document that enables the Regional States and Federal Government how to govern each other. According to him, this work might bring the frame of decision-making processes for the Federal Democratic Republic of Ethiopia.

Dr Tilaye explained that decision making model in Ethiopian case was the government modality federal system itself was our decision-making model. According to him, they had division of Labour which was stipulated in the constitution between the Federal and Regional states. Hence, they made decision based on the given mandate of the constitution

Ato Kaydaki said that they do not have as such a decision-making model when they were making strategic decision. According to him, up to 2000, they were using top down approach of decision making by instructing “do this and that”. But from 2001 onward, they adopted South Asian decision-making model especially of South Korea and Taiwan. Korea and Taiwan focus on development and later on worked on democracy. Ato Kaydaki said that due to diversified Ethiopian society, they made their model of decision making which was both developmental and democratic together; and made the stakeholders parts of the planning and decision making by mobilizing the community in rural area and towns.

7. Challenge faced in using federalism modality

Ato Kaydaki explained that due to the previous history of the country they were facing many challenges namely, rent seeking, narrowness, corruption, lacking good governance and terrorism in all of our nations. Ato Kaydaki said that they opened an office called Integral Government Relation (IGR) in the Ministry of Federal and Pastoral Development Affairs to assist the regional states to develop their capacity to use federalism government modality to solve their conflict.

5.13.9. Hypothesis testing and research implications

With regards to the hypothesis testing and research implications, from the result of descriptive, thematic and statistical analysis result the researcher tests statically all questionnaires by using nine hypotheses as follows:

- 1. To assess the strategic decision-making processes and practices in education in terms of the current model and steps used in Ethiopia.**

The researcher formulates two hypotheses to test these questionnaires statistically and discussed the output as follows;

1.1. Hypotheses one

Applying participatory approach while making strategic decision-making processes and practices were executed in Ethiopia.

H₀: Level of agreement on applying participatory approach decision-making processes is equal to non-participatory approach while making strategic decision-making processes and practices were executed in Ethiopia (based on median ranks).

H_A: Level of agreement on applying participatory approach decision-making processes is greater than non-participatory approach while making strategic decision-making processes and practices were executed in Ethiopia (based on median ranks).

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Qp1.1	85	3.71	1.454	1	5
Qp1.2	85	2.82	1.537	1	5

Wilcoxon Signed Ranks Test

Test Statistics

	Qp1.2 - Qp1.1
Z	-2.222 ^b
Asymp. Sig. (2-tailed)	.026
Exact Sig. (2-tailed)	.026
Exact Sig. (1-tailed)	.013
Point Probability	.000

Decision: Since the p-value: $0.026 < 0.05$, we reject the null hypothesis. That is, there is sufficient evidence that supports; level of agreement on applying participatory approach decision-making processes is significantly greater than on non-participatory approach while making strategic decision-making processes and practices were executed in Ethiopia.

1.2. Hypothesis two

H0: Level of agreement on applying top down decision-making processes is equal to bottom up approach while making strategic decision-making processes and practices were executed in Ethiopia (based on median ranks).

H1: Level of agreement on applying top down decision-making processes is greater than bottom up approach while making strategic decision-making processes and practices were executed in Ethiopia (based on median ranks).

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Q2.1td	85	3.84	1.446	1	5
Q2.2bp	85	2.25	1.479	1	5

Wilcoxon Signed Ranks Test

Test Statistics

	Q2.2td - Q2.1bp
Z	-4.356 ^b
Asymp. Sig. (2-tailed)	.000
Exact Sig. (2-tailed)	.000
Exact Sig. (1-tailed)	.000
Point Probability	.000

Decision: Since the p-value: $0.000 < 0.005$, we reject the null hypothesis. That is, there is sufficient evidence that supports; level of agreement on applying top down approach decision-making processes is significantly greater than bottom up approach while making strategic decision-making processes and practices were executed in Ethiopia.

2. To what extent were partnering organizations able to participate in strategic decision-making processes, practices and quality of general education in Ethiopia?

2.1. Hypothesis three

H0: Level of agreement on partnering organizations participation on problem identification stage, planning stage, on implementation stage, Monitoring and Evaluation stage and on sustainability issue is equal or similar.

H1: Level of agreement on partnering organizations participation on problem identification Stage, planning stage, on implementation stage, Monitoring and Evaluation stage and on sustainability issue is not equal or not similar

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Have you participated stakeholders on problem Identification stage?	84	3.69	1.335	1	5
Have you participated stakeholders on Planning stage?	84	3.50	1.452	1	5
Have you participated stakeholders on Implementation stage?	84	3.57	1.408	1	5
Have you participated stakeholders on Monitoring and Evaluation stage?	84	2.87	1.378	1	5
Have you participated stakeholders on sustainability issue?	84	2.51	1.156	1	5

Friedman Test

Test Statistics

N	83
Chi-Square	52.903
df	4
Asymp. Sig.	.000

Decision: Since the p-value: $0.000 < 0.05$, we reject the null hypothesis. That is Level of agreement on stakeholders' participation on problem identification stage, planning stage, on implementation stage; Monitoring and Evaluation stage and on sustainability issue are not equal or not similar (based on median ranks)

Thus, pairwise comparisons using Wilcoxon Signed Ranks Test will be required and I have to apply a Bonferonni correction to protect against increasing chance of Type I error. In order to have no more than a 5% chance of a Type I error across the pairwise comparisons.

The correct p-value: $\alpha_{adjusted} = \frac{\alpha}{\text{number of pairwise comparisons}} = \frac{0.05}{10} = 0.005$.

Wilcoxon Signed Ranks Test

Test Statistics

	Q9.1_ problem Identification Vs Q9.2_Planning stage	Q9.1_ problem Identification Vs Q9.3_implementation stage	Q9.1_ problem Identification Vs Q9.4_M&E	Q9.1_ problem Identification Vs Q9.5_sustainability	...	Q9.4_M&E Vs Q9.5_sustainability
Exact Sig. (2-tailed)	.205	0.551	0.000	0.000	...	0.030

The above Wilcoxon Signed Ranks Test shows that the level of agreement on stakeholder's participation during problem identification, planning, on implementation stages are significantly greater than during Monitoring and Evaluation and on sustainability issue stages.

According to these annexed appendixes figure 20 and 21 descriptive frequency analysis and statistical analysis (based on median ranks) result, It can therefore be concluded that Level of agreement on stakeholder's participation on problem identification stage, planning stage, implementation stage, Monitoring and Evaluation stage, and on sustainability issue is not equal or not similar, we accept alternative (H1) hypotheses and reject the null hypotheses (H0).

3 What is the effect or the relationship between strategic decision-making processes, Practices and the quality of general education in Ethiopia?

3.1. Hypothesis four

H0: There is a relationship between strategic decision-making processes, practices and the quality of general education.

H1: There is no relationship between strategic decision-making processes, practices and the quality of general education.

According to the annexed appendix figure 24 descriptive frequency analysis respondents respond result Majority 51.2% of them agreed that there is a relationship between strategic

decision-making processes, practices and quality of general education in Ethiopia. In addition to this 38.4% respondents responded strongly agreed that there is a relationship between strategic decision-making processes, practices and quality of general education in Ethiopia. From this we can concluded that there is a relationship between strategic decision-making processes, practices and quality of general education in Ethiopia.

We have already indicated from the literature review that four conditions affect strategic decision making in public services, namely, funding uncertainty, agency capacity, stakeholder variation and the project timeline (Meek & Rhodes, 2014). *Funding Uncertainty* refers to both the stability and the source of funding. According to the figure 25 descriptive analysis result annexed Educational sector strategic decision-making processes and practice influencing the quality of general education. Majority of the respondents respond 51.2% of them strongly agreed and 40.7% respondents respond agreed that Educational sector strategic decision-making processes and practice influencing the quality of general education in Ethiopia.

According to the annexed appendix figure 24, it can therefore be concluded that majority respondents respond 50% of them agreed that there is a relationship between strategic decision-making processes, practices and quality of general education in Ethiopia and 38.4% respondent respond strongly agreed that there is a relationship between strategic decision-making processes, practices and quality of general education in Ethiopia.

According to the annexed appendix figure 25 respondents respond majority 51.2% of them respondents strongly agreed that Educational sector strategic decision-making processes and practice influencing the quality of general education in Ethiopia. In addition to this 40.7% respondents respond agreed that Educational sector strategic decision-making processes and practice influencing the quality of general education in Ethiopia

According to the annexed appendix figure 27 majority 50% respondents agreed that getting financial and human resource assistance from partnering organization enables them to enhance quality of general education in Ethiopia.

According to these annexed Appendixes such as figure 24, 25 and 27 descriptive analysis result, it can therefore be concluded that there is a relationship between strategic decision-making processes and practice and quality of general education in Ethiopia. Based on this result we accept null hypotheses (H0) and reject the alternative hypotheses (H1).

4. What are the roles of partnering organizations in enhancing decision-making processes, practices and the quality of general education in Ethiopia?

4.1. Hypothesise

H0: The involvement of partnering organization is contributing to the enhancement of strategic decision-making processes practices and the quality of general education in Ethiopia.

H1: The involvement of partnering organization is not contributing to the enhancement of strategic decision-making processes, practices and the quality of general education in

Ethiopia.

According to the figure 28 descriptive analysis result annexed, it can therefore be concluded that majority 55.4% respondents respond agreed that there are roles of partnering organization in supporting the strategic plan, decision making processes and practice in Ethiopia. In addition to this According to the figure 27 descriptive analysis result annexed Majority of the respondent respond 50% of them agreed that they are getting financial and human resource assistance from Partnering organization which enables them to enhance quality of General education in Ethiopia.

According to the annexed appendix figure 30 majority 44.6% respondents respond agree that Partnering organization enhance the decision-making processes, practice and quality of education in Ethiopia.

We can conclude from the above discussions result there is a role of partnering organizations in enhancing decision-making processes, practices and the quality of general education in Ethiopia based on this result we accept null hypotheses (H0) and reject the alternative hypotheses (H1).

5. What type of model are you using while making strategic decision-making Processes and practices in Ethiopia?

Conducting overall observation while deciding

According to annexed appendix figure 36 the majority 55.8% of them respondents respond were agreed that they conduct over all observation while deciding in Ethiopia.

It can therefore be concluded that they conduct over all observation while deciding in Ethiopia. Let us test statistically;

Crosstabs

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
overall observation * decision making model	77	97.5%	2	2.5%	79	100.0%

Overall observation * decision making model Crosstabulation

		decision making model				Total
		Economic man model	Our own model	just making without considering any model		
overall observation	strongly disagree	Count	1	0	5	6
		% within overall observation	16.7%	0.0%	83.3%	100.0%
Disagree	Count	7	8	23	38	
	% within overall observation	18.4%	21.1%	60.5%	100.0%	
Neutral	Count	1	2	4	7	
	% within overall observation	14.3%	28.6%	57.1%	100.0%	
Agree	Count	4	6	13	23	
	% within overall observation	17.4%	26.1%	56.5%	100.0%	
strongly agree	Count	0	1	2	3	

		decision making model			Total
		Economic man model	Our own model	just making without considering any model	
	% within overall observation	0.0%	33.3%	66.7%	100.0%
Total	Count	13	17	47	77
	% within overall observation	16.9%	22.1%	61.0%	100.0%

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.008 ^a	8	.934
Likelihood Ratio	4.746	8	.784
Linear-by-Linear Association	.055	1	.814
N of Valid Cases	77		

a. 10 cells (66.7%) have expected count less than 5. The minimum expected count is .51.

Decision: Since the p-value for Pearson Chi-Square =0.934> 0.05, we do not reject the null hypothesis. That is, there is no sufficient evidence which supports; types of decision-making model they are using while making decisions and conducting overall observation while deciding are significantly related.

5.1. Hypothesis six

Cochran Test

H0: The proportion (percentage of responds yes) of conducting overall observation while deciding are equal across Local, Regional, global, on basis of fact findings and from past experience.

HA: The proportion (percentage of responds yes) of conducting overall observation while deciding is are not equal across Local, Regional, global, on basis of fact findings and from past experience.

Cochran Test

Test Statistics

N	73
Cochran's Q	38.111 ^a
df	4
Asymp. Sig.	.000
Exact Sig.	.000
Point Probability	.000

Decision: Since the p-value: $0.000 < 0.05$, we reject the null hypothesis. That is, the proportion (percentage of responding yes) of conducting overall observation while deciding are not equal with respect to local, Regional, global, on basis of fact findings and from past experience.

Thus, we have to conduct pairwise comparisons (MCNemar test)

MCNemar Test

Test Statistics

	Q3.1_local Vs Q3.2_regional	Q3.1_local Vs Q3.3_Global	Q3.1_local Vs Q3.4_fact findings	Q3.1_local Vs Q3.5_based past experience	...	Q3.4 fact findings Vs Q3.3_Global
Exact Sig. (2-tailed)	.839	0.000	0.690	0.024	...	0.000

a. MCNemar Test

Applying Bonferonni (p-values) correction for pairwise comparisons to protect against increasing chance of Type I error. The correct p-value:

$$\alpha_{adjusted} = \frac{\alpha}{\text{number of pairwise comparisons}} = \frac{0.05}{\binom{5}{2}} = \frac{0.05}{10} = 0.005.$$

Thus, considering overall observation globally while they were deciding is only significantly less than others point of views (local, regional, on basis of fact findings and from past experience).

5.2. Hypothesis seven

Cochran Test

H0: The proportion (percentage of responds yes) of organization alignment with expecting out comes (output, outcomes and impact) before going to make a decision are equal across identifying problems, understanding the situation, previous experience, culture tradition custom of societies using new information and analysis and synthesis.

HA: The proportion (percentage of responds yes) of organization alignment with expecting out comes (output, outcomes and impact) before going to make a decision are not equal across identifying problems, understanding the situation, previous experience, culture tradition custom of societies using new information and analysis and synthesis.

Cochran Test

Test Statistics

N	70
Cochran's Q	29.698 ^a
df	5
Asymp. Sig.	.000
Exact Sig.	.000
Point Probability	.000

a. 2 is treated as a success.

Decision: Since the p-value: $0.000 < 0.05$, we reject the null hypothesis. That is, the proportion (percentage of responds yes) of organization alignment with expecting out comes (output, outcomes and impact) before going to make a decision are not equal across identifying problems, understanding the situation, previous experience, culture, tradition, custom of societies using new information and analysis and synthesis.

Thus, we have to conduct pairwise comparisons (MCNemar test)

MCNemar Test

Test Statistics

	Q4.1_idetify problem Vs Q4.2_uners tand situation	Q4.1_idetify problem Vs Q4.3_usee xper	Q4.1_idetify problem Vs Q4.4_Cultrada& custum	Q4.1_idetify problem Vs Q4.3_Analy sis& synthesis	Q4.2_unerstand situation Vs Q4.4_Cultrada& custum	Q4.2_uners tand situation Vs Q4.5 use new information	...	Q4.2_ners tand situation Vs Q4.5_anal ysis &synthesis
Exact Sig. (2-tailed)	0.804	0.143	0.001	0.000	0.000	0.000	...	0.000

Decision: MCNemar test, show that, the proportion (percentage of responds yes) of organization alignment with expecting out comes (output, outcomes and impact) before going to make a decision during identifying problems, understanding the situation, and previous experience is significantly greater than the proportion of alignment with expecting out comes regards to culture, tradition and custom of societies, using new information and analysis and synthesis

5.3. Hypotheses eight

H0: Level of agreement considering before determining the outcome (output, outcomes and impact) before going to decide are equal (based on median ranks) across prioritizing the output developing alternatives, provision (getting) of guidance and developing monitoring and evaluation method

HA: Level of agreement considering before determining the outcome (output, outcomes and impact) before going to decide are not equal (based on median ranks) across prioritizing the output, developing alternatives, provision (getting) of guidance and developing monitoring and evaluation method.

Friedman Test

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Q5.1_prioritizetheoutput	71	3.38	1.235	1	5
Q5.2_devalternatives	71	3.06	1.054	1	5
Q5.3_provguidcontrol	71	2.80	1.090	1	5
Q5.4_MEmethod	71	3.13	1.253	1	5

Test Statistics

N	71
Chi-Square	11.204
df	3
Asymp. Sig.	.011

Decision: Since the p-value: $0.01 < 0.05$, we reject the null hypothesis. That is, Level of agreement considering before determining the outcome (output, outcomes and impact) before going to decide are not equal (based on median ranks) across prioritizing the output, developing alternatives, provision (getting) of guidance and developing monitoring and evaluation method.

Thus, pairwise comparisons using Wilcoxon Signed Ranks Test will be required.

(P-value adjusted = $0.05/6=0.00833$)

Wilcoxon Signed Ranks Test

Test Statistics

	Q5.1_prioritize the output Vs Q5.2_devalternatives	Q5.1_prioritize the output Vs Q5.3_provguidcontrol	Q5.1_prioritize the output Vs Q5.4_M&E	Q5.2_devalternatives Vs Q5.3_provguidcontrol	Q5.2_devalternatives Vs Q5.4_M&E	Q5.4_M&E Vs Q5.3_provguidcontrol
Exact Sig. (2-tailed)	0.083	0.000	0.210	0.066	0.566	0.024

The above Wilcoxon Signed Ranks Test shows that the level of agreement considering to determine the outcome (output, outcomes and impact) during prioritizing the output before going to make a decision is significantly greater than (based on median ranks) during provision (getting) of guidance and control, but not on others (pair wisely).

5.4. Hypothesis nine

Cochran Test

H0: The proportion (percentage of responding yes) on involvement of stakeholders while they are consulting them are equal during identifying stage, planning stage, implementation stage, evaluation and monitoring stage, and sustainability issue.

HA: The proportion (percentage of responding yes) on involvement of stakeholders while they are consulting them are not equal across during identifying stage, planning stage, implementation stage, monitoring and evaluation stage, and sustainability issue.

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Q6.1_Identifying	75	1.52	.503	1	2
Q6.2_planning	75	1.25	.438	1	2
Q6.3_implementation	75	1.41	.496	1	2
Q6.4_ME	75	1.53	.502	1	2
Q6.5_sustainability	75	1.61	.490	1	2

Cochran Test

Test Statistics

N	75
Cochran's Q	31.912 ^a
df	4
Asymp. Sig.	.000
Exact Sig.	.000
Point Probability	.000

a. 2 is treated as a success.

Decision: Since the p-value: $0.000 < 0.05$, we reject the null hypothesis. That is, the proportion (percentage of responding yes) on involvement of stakeholders while they are consulting them are not equal during identifying stage, planning stage, implementation stage, monitoring and evaluation stage, and sustainability issue.

Thus, pairwise comparisons using MCNemar test will be required (P-value adjusted = $0.05/10=0.005$).

MCNemar Test

Test Statistics

	Q6.1_idetifying stage Vs Q6.2_planning stage	Q6.1_idetifying stage Vs Q6.3_implementation stage	Q6.1_idetifying stage Vs Q6.4_M&E	Q6.1_idetifying stage Vs Q6.5_sustainability	...	Q6.4_M&E Vs Q6.5_sustainability
Exact Sig. (2-tailed)	0.000	1.000	0.108	0.281	...	0.307

Decision: MCNemar test shows that the proportion (percentage of responding yes) of stakeholders' involvement in the planning stage is significantly greater than other steps for consulting them.

For detailed information SPSS data tables, see Appendix D Tables and Figures that are attached.

Given the hypothesis testing and research implication analysis (5.13.9), structure and non-structure obtained data discussion (5.13.8.2--5.13.86), focus group discussions (5.13.6) and the results of the one to one interview discussion (5.13. 7), triangulation is summarized as follows:

- Strategic planning processes and practices in Ethiopia was top down approach and not participatory.
- They did not have as such a decision-making model when they were making strategic decision.
- Stakeholder's participation in the problem identification stage, planning stage, implementation stage, and monitoring and evaluation stage and sustainability issue are not equal.
- There were a lot of identified challenges to strategic decision-making processes and practices (5.13.6.6)
- strategic decision-making processes and practices affected the quality of general education either positively or negatively.

CHAPTER SIX: CONCLUSION AND RECOMMENDATION

6.1. Introduction

The objective of this chapter is to present;

- a) Theoretical contributions of these findings by confirm the applicability of these developed concepts to a developing country in the area of stakeholders' participation in decision-making processes and practice.
- b) The contribution of these findings is practical implication to the existing knowledge and to the policy and decision makers
- c) Hybrid decision making model for developing economy toward great efficiency;
- d) Valuable recommendation for policy and decision makers;
- e) suggestions for further research and;
- f) Conclusion

6.2. Contribution and implications of research findings

This study contributes by verifying the stakeholder theory to the body of the knowledge, hybrid strategic decision-making model to the developing economy like Ethiopia, managerial and practical implication for the policy and decision makers. These contributions and implications were drawn from the discussion, interpretation and findings as discussed in the previous sections. The contribution of the study was presented and discussed as follows;

6.2.1. Stakeholder theory Verification

As indicated earlier, this research supports the participation of stakeholder in strategic decision-making processes and practice. Level of agreement on applying participatory approach decision-making processes is greater than non-participatory approach while making strategic decision-making processes and practices were executed in Ethiopia (H1). As it can be seen above in discussion (5.13.6.4),the focus group discussion and the one to one interview session results(5.13.7.2.2)indicated that partnering organizations like GEQIP, World Bank, UNESCO, USAID, UNICEF, DFID, AfDB, Jica, World Vision ...etc. are widely supporting the education sector by contributing material supply through school grant program to improve special education. World Bank supports the general education and quality of education, and UNICEF participates in enhancing preschool age especially the kindergarten.

In Ethiopia, there are more than 1,000.00 (one thousand) partnering organizations that support education sector. All partnering organizations (donors) are participating in monitoring and evaluation processes. Some of them assist by providing human resource.

Despite financial resource assistance partnering organization enhance and support the strategic decision-making processes and practice in Ethiopia. In addition, there is a relationship between strategic decision-making processes and practice with stakeholder participation to bear quality of general education (5.13.4.1.and 5.13.4.2). This result indicates that there is a significant relation between the stockholder's participation, strategic decision making and quality of education.

Decentralization and community participation have brought important changes in the way schools are financed and managed; and they have led to improvement in the quality of education (Tolesa, 2010). Decentralization in education has improved community participation in education; but it has also improved access to and equity in education, engendered a sense of community ownership and addressed school level disciplinary problems (Obssa, 2012). A decision is only effective if it is implemented or if the desired result is achieved through the involvement of people (Thomas, 2004)

A process is an intervening variable between an individual's characteristic inputs and outcomes (Mcgrath, 1964). Decision-making process influences the strategic choices managers make, which in turn influence the outcomes affecting a firm (Dean and Sharfmen (1996:389). Strategic decision making is concerned with understanding how national strategies are formulated and implemented and what the process of strategic change entails (Whittington, 2007).

Strategy as practice (SPA) aims at understanding the detailed processes and practices that constitute the day-to-day activities of organizational life and that relate to strategic outcomes (Johnson et al, 2003:14). SPA envisages strategy as a flow of activities carried out by individuals or groups (Jarzabkowski, 2005). Strategy tools play an important role in crafting strategy. For example, strategy tools that dominate today's management practices consist of

Value chain analysis, Porter's five forces, SWOT analysis and critical success factor analysis (Gunny and Williams, 2007, Hodgkinson et al., 2006).

This framework augments the body of knowledge in existing literature and confirms the applicability of these developed concepts to a developing country such as Ethiopia in the area of stakeholders' participation in decision-making processes and practice. There is a relationship between strategic decision-making processes and practice and the involvement of partnering

organization contribution to the enhancement of strategic decision-making processes and practice and the quality of general education in Ethiopia.

It can be concluded that stakeholders' participation in decision-making processes and practices enhance the quality of general education in Ethiopia. Furthermore, there was a relationship between strategic decision-making processes and practices and the quality of education. Therefore, the involvement of partnering organization in strategic decision-making processes and practice contributed to the enhancement of the quality of general education in Ethiopia. In this sense, the research contributed to prove the stakeholder theory. We can conclude that this study was verified the stakeholder theory applicability in developing Economy like Ethiopia and others.

6.2.2. Hybrid strategic-decision-making model

The aim of this study was assessing the impact of strategic decision-making processes and practices on the quality of general education in Ethiopia, conducting analysis on strategic decision-making processes and practices in a developing economy and developing a hybrid decision-making model.

The finding of the study might be useful for the developing economy countries like Ethiopia and others in the global whilst formulating strategic planning and to identify the gaps of strategic decision-making processes and practices; and fill the gap by using the recommended hybrid decision-making model.

According to the discussions in 5.13.5, earlier, it can therefore be concluded that by using the annexed figure 5-, Preliminary Conceptual Frameworks of Hybrid Strategic Decision Making model which is developed by the researcher enables the decision-making bodies to reach on desired participatory level of decision.

The assumption of the hybrid decision-making model is that decision-making approach influences the independent variable as the result of its interaction with the dependent variable. The more appropriate the decision-making approach, the better the impact on the quality of general education.

The hybrid decision making new model stands for the following five steps of decision-making processes and practices:

6.2.2.1. Overall observation: This step is adopted from the OODA loop and Bounded

Rationality decision-making models. At this stage, the decision maker:

- first conduct observations about nature or situation to be dealt with and considering the local, regional, global contexts;
- take a look at what to be planned; and
- finally take into consideration past experiences, explore them and act accordingly.

6.2.2.2. Stakeholders' participation: At this stage, the decision maker:

- creates an awareness of the case;
- identify the real problem;
- come up with different options;
- conduct a plan to tackle the issue; and
- forecast the expected outcomes for the stakeholder.

Here, some ingredients were taken from Rational or the Economic Man Model.

6.2.2.3. Alignment: At this stage, the decision maker: takes into consideration the culture, customs and traditions of the nation (before going to the next decision-making process and practice), and aligns them with expected results (output, outcomes and impact) and conducts discussions with the stakeholders on the issue and reaches a consensus. This step is adopted from OODA loop and Bounded Rationality decision-making models.

6.2.2.4. Determine outcomes: Based on the consensus reached with stakeholders, the decision makers:

- determine the results (output, outcomes and expected impact),
- prioritize the results,
- develop deferent alternatives,
- provide guidance and control mechanisms, and
- finally develop monitoring and evaluation systems whilst conducting discussions with stakeholders before acting. This step was adopted from Rational or the Economic Man Model.

6.2.2.5. Decision making and implementation: At this stage, the decision maker implements the decision with the participation of stakeholders, evaluate the effectiveness of decisions made

and work towards sustainability. This step was adopted from Rational Economic Man model, Bounded Rationality model and OODA loops decision-making models.

This research contributes the hybrid strategic decision-making model to the existing knowledge of decision-making processes and practices. Its graphical depictions presented as annex figure - 5.

6.3. Recommendations

This study was assessing the impact of strategic decision-making processes and practices on the quality of general education in Ethiopia. It also designed to conduct analysis on strategic decision-making processes and practices in a developing economy and develop a hybrid decision-making mode toward great efficiency. The new knowledge gained through this study will increase understanding of the planner and decision maker in the area of participatory decision-making processes and practice.

The study based on the discussion and findings come up with the following recommendations:

6.3.1. Managerial and Practical implications

The managerial and practical contribution of this research enables decision makers to understand stakeholder theory when making strategic decision. Stakeholder theory is concerned with who has an input in decision-making as well as with who benefits from the outcomes of such decisions. All stakeholders must be treated equally (Gioia 1999; Marcoux 2000; Sternberg 2000).

This study sheds some light on the understanding and analysis of strategic decision-making processes and practice in Ethiopian education sector decision-making for effective and efficient decisions. The researcher believes that the findings of this study will make an important contribution to the existing body of knowledge concerning managerial and practical implications for developing countries like Ethiopia and similar developing once in the world. Based on the research findings, the research's managerial and practical contributions are discussed below:

6. 3.1.1. Strategic decision-making processes and practice

Process is an intervening variable between an individual's characteristic inputs and outcomes (Mcgrath, 1964). Decision-making process influences the strategic choices that the managers take, which in turn influence the outcomes affecting a firm (Dean and Sharfmen (1996:389). Strategic decision-making is concerned with understanding how national strategies are formulated and implemented and what the process of strategic change entails (Whittington, 2007).

This study (13.8.2, 1) confirms that approach of strategic decision-making processes and practice in Ethiopia was top down approach. Everything was framed by the top leaders at the Federal level-especially by Planning Commission; and the bottom government levels namely, regions, zones, woreda and kebeles were responsible for implementation.

Despite this execution of strategic decision-making processes and practices according to the research findings were partially participatory. These ways of conducting strategic decision-making processes and practice without fully participating the stakeholders discouraged the large implementing bodies of the entire nations. Strategic decision-making processes and practice in Ethiopia, according to the research finding, should be participatory and bottom-up approach. The more the SMARTR the plan is set and implemented the more the quality of general education assured.

6.3.1.2. Stakeholders' participation

The decentralization of education empowers communities to decide on matters that concern them (Gebre- Egziaber and Berhanu, 2007). Based on the principle of participation as in a good governance, the local communities are mobilized and organized to participate in development activities in their localities without obligatory rules and enforcement mechanism based on one's own interest, understanding and beliefs (Chali, 2010, p.137).

This study (5.13.2) confirms that Teacher Association, Women and Youth Association, ruling party, university or college and academician were participating in strategic decision-making processes and practice in Ethiopia. While, the rest majority of stakeholder's namely, Business media, consulting firms, partnering organizations(donor), the opposition party, non-partisan, religious organization, professional societies and other stakeholders were not participating in strategic decision-making processes and practice in Ethiopia in the education sector.

Decentralization in education has improved community participation in education, but it has also improved access to and equity in general education, engendered a sense of community ownership and addressed school level disciplinary problems (Obsa, 2012).

All stakeholders should be participated and treated equally in strategic decision-making processes and practices. Getting them involved in planning, implementation, problem identification, monitoring and evaluation stages, as well as on sustainable issues can contribute much for effective and efficient outcomes.

The government of Ethiopia in general and the Ministry of Education in particular should consider the following activities to enhance the stakeholder participation:

- a. make Churches/Mosques involved in working with the school,
- b. make political parties and businesses organization involved in working with the school;
- c. make local colleges and universities involved in working with the school
- d. make parents become involved in school activities,
- e. assist parents in helping their children do well in school,
- f. make parents feel comfortable coming to school,
- g. make community groups involved in working with the schools,
- h. make the school a safe place,
- i. make students enjoy coming to school,
- j. make students to trust teachers and
- k. help other teachers to develop their teaching skills.

6.3.1.3. Quality of general education

Quality is at the heart of education and what takes place in classrooms and other learning environments is fundamentally important to the future well-being of children, young people, and adults. A quality education is one that satisfies basic learning needs and enriches the lives of learners and their overall experience of living (UNESCO, 2015).

According to 5.13.4.3 above discussion, this study confirms that in terms of the quality of general education:

- school context and physical infrastructure,
- teachers' academic skills,
- admission procedures,
- system efficiency,
- feedback mechanisms,
- diagnosis and remedial programmes,
- guidance and counselling services,
- social, cultural and leisure activities,
- Financial governance systems and students' background characteristics are not adequate or insufficient in Ethiopia.

According to Rasheed (2000), the quality education should reflect learners who are healthy, well-nourished and ready to participate and learn and supported in learning by their families and communities. An environment that is healthy, safe, and protective and gender sensitive, and provides adequate resources and facilities are good for learning environment. Content that is reflected in relevant curriculum and materials for the acquisition of basic skills especially in the area of literacy, numeracy and skills for life and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace. Processes through which trained teachers practise their trade-centered teaching approach in well - managed classrooms, schools and assessments to facilitate learning and reduce disparities Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

The primary aim of education is to sustain individual and societal improvement. These processes contain both tangible and moral dimensions. Social improvement clearly indicates a general development in the community in terms of economic, social and cultural aspects. Social development arguably results from education. It also indicates the increasing level of a community in terms of knowledge and lifestyles (Turkkharman, 2012)¹².

According to the research findings, to enhance the quality of general education in Ethiopia, the government of Ethiopia and Ministry of Education should take the following actions,

1. Improve physical elements (buildings) and infrastructures (textbooks, library, playgrounds etc.) of schools.
2. Improve psychological elements of schools such as peaceful and safe environment (especially for the girls); inclusive (especially the disabled students) and non-violence environments; as well as effective school discipline policies.
3. Improve service delivery such as guidance and counselling, and provisions of health services for the needy;
4. Work intensively on professional development as well as upgrading teachers' academic skills.
5. Create standardized admission procedure;
6. Improve system efficiency;
Develop feedback mechanism

¹²Turkkahraman, M, (2012). 'The role of education in societal Development', *Journal of education and Instructional studies in the world*, Vol. 2.

7. Conduct problem identification by diagnosing the situation and taking remedial actions;
8. Inculcate in educational instruction the social, cultural and leisure activities; and
9. Govern finance appropriately for improving quality of general education and to achieving the expected quality of general education.

6.3.1.4. Tackling educational challenges

The findings of the study (5.13.3.) revealed that the strategic decision-making processes and practices affected negatively or positively quality of general education in Ethiopia. Hence, the government of Ethiopia and Ministry of Education should:

- Improve the incentive package;
- shape the level of education according to the interest and need of the people;
- train and equip the professionals in the education sector with the capacity to monitor and evaluate the plan;
- capacitate the planner to plan;
- produce qualified educational skilled human resource;
- allocate enough finance and material resource;
- minimize the high turnover of working staff by providing conducive working environment;
- work on the evaluation effectiveness of the decision;
- appoint school leadership based on merit;
- improve data organization and reporting mechanism;
- provide continuous training and fill the gap of knowledge;
- focus on strategic work than routine once;
- work on stability of political leaders;
- develop competitive skilful managers;
- protect false information and communication in the system by increasing committed staff;
- work on improving communication skill of stakeholders in strategic planning and decision-making use electronic materials and skilled experts
- provide freedom for experts on decision making;
- work on equity in education specifically for children with special needs and disability;
- adequately distribute educational materials;
- develop appropriate monitoring and evaluation system;
- improve reporting mechanism; and

- provide quality training for teachers.

The country's social and economic development depends on the health and education of successive generations, on their social values and orientation, their spirituality and morality and level of cultural accumulation. Youngsters directly determine the country's future in all its aspects (Rimashevskaja, 2012).

Ethiopia is a unique country in the world and in the African continent. It has not colonized; foreign cultures were not imposed on the people like other most colonized countries; it is a multi-linguistic country with more than hundred languages speaking nationalities and multicultural society. It is a country where followers of different religions together harmoniously. These all make Ethiopia a unique country.

The research finding confirms that amalgamation of cultures, traditions and customs partially in health and agriculture sector were used while making strategic decision-making processes and practices (5.13.7.2.3). The Ethiopian people have different cultural accumulation resources. The government should give focus and emphasis for those accumulated cultures, traditions and costumes and different religions of the society while making strategic planning per the shared national visions for effective and efficient performance toward holistic economic and social development.

6.3.1.5. Amalgamation of traditions, cultures and customs

The research finding confirms that (5.13.7.2.3).in Ethiopia amalgamation of culture and customs was used only in health and agriculture sector strategic decision-making processes and practice. However, the amalgamation of all nations' and nationalities' traditions, cultures and customs were not used in other areas of planning. Implementation of the strategic plan has been impacted upon by lack of consolidation of traditions, cultures, and customs of different nations and nationalities. The researcher recommended that the strategic planner should give attention to the cultures, traditions, and customs of the entire nations and nationalities when they are preparing the strategic plan. A strategic plan cannot achieve its intended objective unless it gets enough support from the entire country and nationalities during the implantation.

6.3.1.6. Managing Integral Government Relation (IGR)

The research findings confirmed that Ethiopian federalism government modality is a kind of cooperative federalism, not competitive federalism. Each region works cooperatively rather than competitively. For example, Southern Nation Nationalities Peoples Regional State (SNNPRS) assists Gambela Region, Amhara Regional State assists Benishangul Gumuz Region, Oromia

Regional State assists Somalia Region, and Tigray Regional State assists Afar Regional State by facilitating training to build their capacity and so on. They are also working together in terms of good governance and development issues with their adjacent Woredas and zones especially on security issues (5.13.7.2.7). Even if the modality of the current Ethiopian Federal Government is cooperative federalism, there is still a decision-making problem in most of the regions due to the lack of participatory decision-making method, bottom-up planning approach, and an integral leadership problem in the country. The country has faced many challenges namely: rent-seeking, narrowness, corruption, lack of good governance, and terrorism all over the country. Lacking clear decision-making structure cost a lot and created influence on the interrelationship, peace, security and development of the entire country (interview Tsegabthan, 2017). To enhance the cooperation between states the government of Ethiopia should provide inputs in the form of materials, finance and human resources; and create trust to solve lack of misunderstanding among conflicting regions. The constitution of FDRE allows each government is independent but it also forces each regional government should work cooperatively and assists the adjacent regions accordingly.

To enhance the cooperation between states, the researcher recommends that it is important to build trust among national states; build intergovernmental relations based on mutual benefits like fair sharing of resource, power; and be fair in all sphere of the life for effective and efficient economic and social development of the Ethiopian entire nations and nationalities.

6.3.1.7. Educational promotion policy

In the case of promotion policy, Dr Tilaye argued that repeating in one class is not grant quality of general education. If student handled properly, they will pass. According to him, in Ethiopian Education Policy, free and automatic promotion of student did not state anywhere. Due to improper handling as well as free promotion, students become lazy and fail to perform well in their study. As the result of this, the teachers become dissatisfied and demoralized and finally, the quality of general education deteriorated.

The information gained from the focus groups discussions in terms of promotion policy showed that the country's education policy obligates that all students be promoted to the next level without repeating in the class. If the teachers do not accept and implement this policy, they are given low evaluation grade, and this hinders them from promotion.

According to the discussion above, it can therefore be concluded that there was a misunderstanding over the educational promotion policy between the Ministry of Education and bottom down workforce. This indicates that there is an observable problem regarding the

alignment between the top leader and bottom once in the Ministry of Education on the understanding of promotion policy. The researcher recommended that the Ministry of education Should work to create a common understanding on the promotion policy with the entire workforce of the general education.

6.3.1.8. Mother tongue impact on the quality of general education

The study confirms that (5.13.7.1.8. mother tongue looks like mother's breast. If students attend lower grade by their mother tongue, the achievement and performance in secondary language or foreign language is high. Mother tongue is the base for language instructions. In Ethiopia, 51 languages are being used as a medium of instructions. Some of them become a medium of instruction at the university level. Student those who have not attended their lower class especially first cycle of primary school creates problems on the quality of general education. The researcher recommended that to enhance the quality of general education, students from grade 1 - 4 or first cycle, according to the educational policy of Ethiopia, should attend their education in their mother tongue.

6.4. Direction for future research

The findings of this study provide several opportunities for future research. It is hoped that despite their limitations, the findings of this study will indicate directions for further researches.

First, during the focus group discussion, one to one interviews and data collection time, most of the research respondents told the researcher that they were facing problems in managing the diversified society due to their diversified interests and needs. The researcher recommended other researches to be conducted on "diversity management in leadership".

Second, the research participants elucidated that Ethiopian society is not transparent. What they say and do found to be contradicting. They say one thing and do the opposite. Consequently, such behaviour becomes difficult for leaders to trust the words of employee and lead them toward common goals. As a result, most of them become frustrated. Hence, the researcher recommended that further researches could be done on "how to transform Ethiopian society from such behaviour into becoming an open society?"

Finally, there were a lot of conflicts and misunderstandings among the community of the country since 1930 on resource utilization. Different government applied different policies and come up with different regulation and rules; but the problem exists even in the current government. Hence, the researcher recommended further researches to be conducted on "diversity management in terms of resource allocation and political leadership."

6.5. Limitation of the study

Any research has its own limitations. The ability of a study to acknowledge its limitations is part of the strength of the research undertaken (Dolen et al. 2004). There are several limitations concerning what has been compiled, analysed, presented and discussed in this study. These limitations were identified and presented as follows.

The main limitation in undertaking this doctoral research was raising sufficient financial resources to do a comparative analysis on strategic decision-making processes and practices in the education sector in four regions in Ethiopia (Oromia, Southern Nation Nationalities Peoples Regional State (SNNPRS), Afar and Benishangul). Due to shortage of fund, the researcher was unable to visit the Afar Region. This is one among the limitations of the study.

The participants of the questionnaires were raising security issue due to the nature of the questionnaires that they seem to have a political intent. The researcher tried to give a full explanation about the aim of the research that it is only for academic purpose and do not have any political intention. Later on, some of the participants were convinced and participated in the research; and the others were replaced by volunteers. This was another limitation of the study.

Another limitation was that it was difficult to get high officials research participants especially the officials in the ministerial level position in federal level and Bureau head officials in regional levels. It cost me a lot of time to get them. Finally, I managed to get some of them but not all of them this was also one among the limitation of the study.

During focus group discussion, the respondents had problems including expressing themselves freely due to lack of speech freedom. Hence, it took a lot of time to convince the research participants. Despite these, the researcher has encountered problems in finding the high officials in federal levels especially the concerned Ministries in order to conduct one to one interview.

Getting statistician to analyse the research data was also another challenge for the researcher. Even if the researcher tried to approach some of them in Addis Ababa Ethiopia, they requested a lot of money which was beyond the capacity of the researcher. SPL, DBL of UNISA tried to assist the researcher by informing him to use the university statistician. However, it was not easy to the researcher to get a response from the statistician as it needed a lot of time to wait. There was also a problem to create understanding about the research questionnaires for the statistician and the data analyse were not in line with the research intent. As the result of this, the researcher had to find an Ethiopian statistician, but it took a lot of time. On the other hand,

the research should submit the research in the meantime. Consequently, unable to get statistician cost the researcher dallied in submitting the research findings to the supervisor and to the university. This was also another limitation of the study.

6.6. Conclusion

The findings of this study suggest that quality of education needs the participation of stakeholders in strategic decision-making processes and practices. Stakeholders' participation is one of the most important for the successful implantation of strategic plan. Instead of making the top down planning approach, the research findings recommended the bottom up approach since it gives room for the bottom level body of the government and the community at large. In the bottom-up approach, all the stakeholders can get a chance to put their need in the strategic plan and participate fully at the time of implementation as well as bear the risks that might happen on the management of the plan.

The Ethiopia education decision making system was not participatory and it based on the country administrative structure. There is lacking fully involvement of school community and stakeholders appropriately in decision making processes and practice. The government conduct strategic plan which was dominated by politician and the educational practitioners forced to implement the decision. Based on the research findings the researcher developed hybrid decision making model toward great efficiency. This model advise the decision and policy makers using five steps while making strategic decision such as conducting overall observation, secure stakeholder participation, align the situation with the cultures, values and customs of the society, determine out come and make a decision and follow up the implementation by securing feedback on each step.

In terms of quality of education in Ethiopia according to the research findings there is a problem in lacking of trained teaching man powers, poor conducive environment of teaching and learning process, poor infrastructure such as appropriate school building, classroom equipment, availability of text book, poor availability of basic service like separate toilet for girls and boys, lacking of availability of water and electricity, lacking of financial resource etc in all over the country. Problems relating to the quality of education still need attention. Indeed, there is a need to address the decision-making processes and practice in terms of: stakeholder's participation, decision-making approach, teachers' qualifications ,teacher class size ratios, utility services, textbook ratios, the process of curriculum design and context, the physical structure, professional development, guidance and counselling services, social, cultural and leisure activities, student background characteristics (socio-economic status, gender. ethnicity, the

discrepancy between the language spoken at home and at school, the distance a student has to walk to school, place to study at home, malnutrition, and number of books in the home) and educational financial support

Finally, the timing of this study is particularly important as Ethiopia is in a transition economy moving towards a middle-income country by 2025. Besides the government of Ethiopia is giving due attention to improving the quality of general education in the entire country. To that end, if the strategic decision-making processes and practice is SMARTER and participatory, the quality of general education will be better.

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Appendix A: Ethical clearance

Graduate School of Business Leadership, University of South Africa, PO Box 392, Unisa, 0003, South Africa
Cnr Janadel and Alexandra Avenues, Midrand 1685, Tel: +27 11 652 0000, Fax: +27 11 652 0299
E-mail: sbl@unisa.ac.za Website: www.unisa.ac.za/sbl

SCHOOL OF BUSINESS LEADERSHIP RESEARCH ETHICS REVIEW COMMITTEE (GSBL CRERC)

11 April 2016

Ref #: 2015_SBL/DBL_030_FA
Name of applicant: Mr ZM Haile
Student #: 77665767

Dear Mr Haile

Decision: Ethics Approval

Student: Mr ZM Haile, zinare.mamo@gmail.com, +251 9117 40206

Supervisor: Prof T Kassahun, tilayek@gmail.com, +251 0934 153542

Project Title: A hybrid participatory framework for strategic decision making in Ethiopia education sector (1991-2014).

Qualification: Doctorate in Business Leadership (DBL)

Thank you for applying for research ethics clearance, SBL Research Ethics Review Committee reviewed your application in compliance with the Unisa Policy on Research Ethics.

Outcome of the SBL Research Committee:

Approval is granted for the duration of the first phase of the Project

The application was reviewed in compliance with the Unisa Policy on Research Ethics by the SBL Research Ethics Review Committee on the 11/04/2016.

The proposed research may now commence with the proviso that:

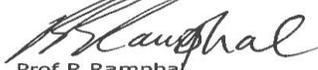
- 1) The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
- 2) Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the SBL Research Ethics Review Committee.

Ethical Clearance

Graduate School of Business Leadership, University of South Africa, PO Box 392, Unisa, 0003, South Africa
Cnr Janadel and Alexandra Avenues, Midrand, 1685. Tel: +27 11 652 0000. Fax: +27 11 652 0299
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- 3) An amended application could be requested if there are substantial changes from the existing proposal, especially if those changes affect any of the study-related risks for the research participants.
- 4) The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.

Kind regards,



Prof R Ramphal

Chairperson: SBL Research Ethics Committee

011 – 652 0363 or ramphrr@unisa.ac.za

12/04/2016



Dr R Mokate

CEO and Executive Director: Graduate School of Business Leadership

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13/4/2016

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Appendix B: Questionnaires

1. Personal Information

Part: - one

RESEARCHQUESTIONAIRES

Dear Sir/Madam

My name is Zinare Mamo Haile, from University of South Africa (UNISA), a Ph.D. student in the school of Business Leadership. I am conducting a study on **“A hybrid participatory framework for strategic decision making in Ethiopia education sector (1991 – 2014).**

The purpose of this study is to get a deep understanding of the effect of strategic decision-making processes and practice on the quality of education in Ethiopia from 1991 to 2014 particularly on general education and to develop hybrid decision making model.

The analysis will give the practitioners of strategic planner and strategic decision maker, clear understanding to what extent the strategic decision-making processes, practice and stakeholder participation influences the quality of education.

In addition, the research will be an important source of information to policy makers and other stakeholders in developing appropriate strategies to provide a framework for the support and development toward the quality of education.

I would like to thank you for the opportunity that you have given me to let me interview you. There will be a few questions which will take approximately 20 to 30 minutes to complete. This research questionnaire is designed for research purpose only and to conduct academic research as part of my doctoral studies. Your response will be strictly confidentially. No individual's response will be identified as such and the identity of persons responding will not be published or released to anyone. All information will be used for academic purposes only.

The research also aims at assessing the practical challenges and gaps in existing strategic decision-making processes and practices. I hope that the outcomes of my research study will address some of the existing gaps and will contribute new ideas to existing knowledge of decision-making models.

The researcher kindly requests you to respond to all questions honestly and to the best of your knowledge. Finally, the researcher would like to thank and appreciate, in advance, for your kind cooperation and filling these questionnaires.

Thank you for your help and assistance.

With kind regards,

Zinare Mamo Haile

+251 -09-11-74-02-06

Zinare.mamo@gmail.com

Background information of respondents

1. Name of your organization _____
2. Your pseudo Name _____
3. Your current title/position _____
4. Gender: Male Female
5. Your Age: < 35 Years 35- 40Years 40-45Years >45Years
6. Your Educational status:
Diploma First degree Master PhD
7. Your total service in the current organization
 0- 5 Years 6- 10Years 11-15Years 6-20Years above 20Years
8. Date of data collection _____
9. Interviewer/Enumerator
Name: _____ Date: _____ Signature _____
10. Confirmation
 - 10.1. Checked by (coordinator of Enumerator)
Name _____ Date: _____ Signature: _____
 - 10.2. Checked by (supervisor)
Name: _____ Date: _____ Signature: _____
 - 10.3. Approved by (researcher)
Name: _____ Date: _____ Signature: _____

Comment,

if

any:-

Directions

- A. No need of writing your Name in these questionnaires instead please writes your pseudo name.
- B. Before you try to answer the question, please read carefully and understand them well.
- C. If you want to write more idea, please use the backside of this questionnaires
- D. To indicate your response, please tick (✕) on the appropriate box or write on the space provided that most closely represents your opinion. You can ask data collector or researcher who is around or call to 0911740206 if you have any concern about these questionnaires.

Illustration for question 3 of part II, according to the rational or Economic man model decision making can broke into six steps such as: -Identifying the problem, generating alternatives, evaluating alternatives, choosing an alternative, Implementing the decision and Evaluating decision effectiveness. (Source: Lunenburg, 2010.3)

2. Strategic planning execution testing questionnaires

Part: - II: Research Questionnaires related to execution of strategic planning, strategic decision-making processes and practice

This questionnaire is designed to help us to gain a better understanding on the execution of strategic planning, strategic decision-making processes and practice.

Please indicate your opinions about each of the statements below by circling the appropriate number. Your answers will be kept strictly confidential and will not be identified by name (1= strongly disagree, 2=disagree, 3=Neutral, 4=Agree, 5= strongly agree)

No	Description	Ranking scale				
		1	2	3	4	5
1	Your agreement of participation approach while making strategic decision-making processes and practices were executed in Ethiopia?					
1.1	Do you agree that on applying participatory approach while making strategic decision-making processes and practices were executed in Ethiopia?					
1.2	Do you agree that on applying non-participatory approach while making strategic decision-making processes and practices were executed in Ethiopia?					
2	Your application of decision approach while constructing strategic planning?					
2.1	Do you apply top down approach decision making procedure while constructing strategic planning?					
2.2	Do you apply bottom up approach decision making procedure while constructing strategic planning?					

No	Description	Ranking scale				
		1	2	3	4	5
3	Do you agree that Rational or Economic man decision making model similar (significantly related) to decision-making processes and practice of Ethiopia? See Introductory part page - 3					
4	Does the Federal and regional government play their own role in formation of strategic planning?					
5	Your employees 'status those who are working on the strategic planning, decision making and on partnering organization fund in your organization in terms of qualification.					
1	Diploma					
2	Degree					
3	Masters					
4	PhD					
6	Your employees' status those who are working on the strategic planning, decision making and on donors' fund in your organization in terms of experience?					
1	≤ 5years					
2	> 5&≤ 10years					
3	> 10 years					
7	Educational sector strategic decision-making processes and practice influencing the quality of general education in Ethiopia?					
8	Stakeholders who participate in the formulation of strategic are planning, strategic decision-					

No	Description	Ranking scale				
		1	2	3	4	5
	making processes and practice in your Ministry/organization?					
1	Universities colleges and other academicians					
2	Teachers, educational societies and others civic or professional societies					
3	Business Media, consulting firms and nonpatrician					
4	Partnering organization					
5	Ruling party					
6	Opposition party and Religious organization =2					
7	1,2,3&5					
8	1,2&4					
9	All					
9	stage you are using the stakeholder's participation level in strategic planning and strategic decision-making processes and practice in the quality of education					
9.1	Have you participated stakeholders on problem Identification stage?					
9.2	Have you participated stakeholders on Planning stage?					
9.3	Have you participated stakeholders on Implementation stage?					
9.4	Have you participated stakeholders on Monitoring and Evaluation stage?					

No	Description	Ranking scale				
		1	2	3	4	5
9.5	Have you participated stakeholders on sustainability issue?					
10	Have you face challenges encountered on formulating the strategic planning processes, practices and implementation?					
11	Have you overcome the challenges?					
12	Do you agree that as there is a relationship between strategic decision-making processes, practice and quality of education?					
13	Educational sector strategic decision-making processes and practice influencing the quality of general education in Ethiopia?					
14	Does financial strategic plan help to enhance the quality of general education?					
15	Getting financial and human resource assistance from partnering organization enables you to enhance quality of educational.					
16	There is a role of partnering organization in supporting the educational strategic planning and decision-making processes and practices in Ethiopia.					
17	There is a success and challenges as a beneficiary you are experiencing in utilizing the educational fund to enhance the quality of education.					
18	Partnering organization enhanced the decision-making processes, practice and quality of education.					

3. Hybrid strategic decision-making model testing questionnaire

Part: - III: Questions related to hybrid strategic decision-making model testing

This questionnaire is designed to help us to gain a better understanding on the hybrid strategic decision-making model testing

Please indicate your opinions about each of the statements below by circling the appropriate number. Your answers will be kept strictly confidential and will not be identified by name (1= strongly disagree, 2=disagree, 3=Neutral, 4=Agree, 5= strongly agree)

No	Description					
1	What types of decision-making model are you using while you are making decisions?					
1	Economic man model					
2	Our own model					
3	Just deciding without considering any model base on our structure					
2	Do you agree that as you are conducting overall observation while deciding? (Likert scale)	1	2	3	4	5
3	Your agreement items while considering overall observation (yes/no)					
3.1	Have you considered overall observation while you were deciding (local)?					
3.2	Have you considered overall observation while you were deciding (Regional)?					
3.3	Have you considered overall observation while you were deciding (Global)?					
3.4	Have you considered overall observation while you were deciding (on the basis of fact findings)?					
3.5	Have you considered overall observation while you were deciding (from past experience)?					

No	Description					
4	Your organization alignment with expecting out comes (output, outcomes and impact) before going to decide(yes/no)					
4.1	Do you consider-identifying problems while deciding and align with expecting out comes?					
4.2	Do you consider understanding situation while deciding and align with expecting out comes?					
4.3	Do you consider previous experience while deciding and align with expecting out comes?					
4.4	Do you consider culture tradition custom of societies while deciding and align with expecting out comes?					
4.5	Do you utilize new information while deciding and align with expecting out comes?					
4.6	Do you consider analysis and synthesis while deciding and aligning with expecting out comes?					
5	Your agreement considering before determining the outcome (Likert scale)					
5.1	Do you consider prioritizing the output (outcome) while you have made decision?	1	2	3	4	5
5.2	Do you consider developing alternatives while you have made decision?	1	2	3	4	5
5.3	Do you consider provision of guidance and control while you have made decision?	1	2	3	4	5
5.4	Do you consider developing monitoring and evaluation method while you have made decision?	1	2	3	4	5
6	At what stage of involving stakeholders while you are consulting them? (yes/no)					
6.1	Do you involve stakeholders during identifying stage while you are consulting them?					
6.2	Do you involve stakeholders at planning stage while you are consulting them?					

No	Description		
8.3	Do you involve stakeholders during implementation stage while you are consulting them?		
8.4	Do you involve stakeholders at evaluation and monitoring stage while you are consulting them?		
8.5	Do you involve stakeholders at sustainability issue while you are consulting them?		

4. School Teachers testing questionnaires

IV. Questionnaires for schoolteachers

This questionnaire is designed to help us gain a better understanding on the participation of teachers in school strategic planning and decision-making processes and practice to enhance the quality of education. Please indicate your opinions about each of the statements below by circling the appropriate number. Your answers will be kept strictly confidential and will not be identified by name (1= Nothing, 2=Very little, 3=Some Influence, 4=Quite a Bit, 5=A Great Deal)

No	Description	Ranking scale				
		1	2	3	4	5
1	Efficacy to Influence Decision making					
A1	How much can you influence the decisions that are made in the school?	1	2	3	4	5
B1	How much can you express your views freely on important school matters?	1	2	3	4	5
C1	How much have you participated in school strategic planning formulation?	1	2	3	4	5
D1	How much have you participated in Evaluating the performance of school strategic planning implementation?	1	2	3	4	5
2	Instructional Self-Efficacy					

No	Description	Ranking scale				
		1	2	3	4	5
A2	How much can you do to get through to the most difficult students?	1	2	3	4	5
B2	How much can you do to promote learning when there is lack of support from the home?	1	2	3	4	5
C2	How much can you do to keep students on task on difficult assignments?	1	2	3	4	5
D2	How much can you do to increase students' memory of what they have been taught in previous lessons?	1	2	3	4	5
E2	How much can you do to motivate students who show low interest in schoolwork?	1	2	3	4	5
F2	How much can you do to get students to work together?	1	2	3	4	5
G2	How much can you do to get children to do their homework?	1	2	3	4	5
3	Disciplinary Self-Efficacy					
A3	How much can you do to get children to follow classroom rules?	1	2	3	4	5
B3	How much can you do to control disruptive behaviour in the classroom?	1	2	3	4	5
C3	How much can you do to prevent problem behaviour on the school grounds?	1	2	3	4	5
4	Efficacy to Enlist Parental Involvement					
A4	How much can you do to get parents to become involved in school activities?	1	2	3	4	5
B4	How much can you assist parents in helping their children do well in school?	1	2	3	4	5
C4	How much can you do to make parents feel comfortable coming to school?	1	2	3	4	5

No	Description	Ranking scale				
		1	2	3	4	5
5	Efficacy to Enlist Community Involvement					
A5	How much can you do to get churches/Mosques involved in working with the school?	1	2	3	4	5
B5	How much can you do to get businesses organization involved in working with the school?	1	2	3	4	5
C5	How much can you do to get local colleges and universities involved in working with the school?	1	2	3	4	5
6	Efficacy to Create a Positive School Climate					
A6	How much can you do to make the school a safe place?	1	2	3	4	5
B6	How much can you do to make students enjoy coming to school?	1	2	3	4	5
C6	How much can you help other teachers with their teaching skills?	1	2	3	4	5
D6	How much can you do to enhance collaboration between teachers and the administration to make the school run effectively?	1	2	3	4	5
E6	How much can you do to reduce school dropout?	1	2	3	4	5
F6	How much can you do to reduce school absenteeism?	1	2	3	4	5
G6	How much can you do to get students to believe they can do well in schoolwork?	1	2	3	4	5
8	Is there anything else that you would like to add that might be relevant to my study in terms of quality of education? (no data)					
a	Yes					
b	No					

No	Description	Ranking scale				
		1	2	3	4	5
	If yes Please elaborate your argument in detail:					

Adopted from Bandura's Instrument Teachers Self – Efficient Scale

5. School headmasters and teachers testing questionnaires

V. Questionnaires for school headmasters and teachers

This questionnaire is designed to help us gain a better understanding on the participation of headmaster and schoolteachers in education strategic planning and decision-making processes and practice to enhance the quality of education.

Please indicate your opinions about each of the statements below by circling the appropriate number. Your answers will be kept strictly confidential and will not be identified by name (1= Nothing, 2=Very little, 3=Some Influence, 4=Quite a Bit, 5=A Great Deal)

No	Description	Ranking scale				
		1	2	3	4	5
1	Authority to Influence planning, Decision making, Resource utilization & Instructional activities.					
Qa1	How much can you influence the decisions that are made in the school?	1	2	3	4	5
Qb1	How much can you express your views freely on important school matters?	1	2	3	4	5
Qc1	How much have you participated in school strategic planning formulation?	1	2	3	4	5
Qd1	How much have you participated in monitoring and Evaluating the performance of the school?	1	2	3	4	5
Qe1	How much can you do to get the instructional materials and equipment you need?	1	2	3	4	5
Qf1	How much can you participate in budget planning processes?	1	2	3	4	5
Qg1	How much can you do to influence the class sizes in your school?	1	2	3	4	5
Qh1	How much can you do to get through to the most difficult students?	1	2	3	4	5
Qi1	How much can you do to promote learning when there is lack of support from the home?	1	2	3	4	5
Qj1	How much can you do to keep students on task on difficult assignments?	1	2	3	4	5
Qk1	How much can you do to increase students' memory of what they have been taught in previous lessons?	1	2	3	4	5
Ql1	How much can you do to motivate students who show low interest in schoolwork?	1	2	3	4	5
Qm1	How much can you do to get students to work together?	1	2	3	4	5

No	Description	Ranking scale				
		1	2	3	4	5
Qn1	How much can you do to overcome the influence of adverse community conditions on students' learning?	1	2	3	4	5
Qo1	How much can you do to get children to do their homework?	1	2	3	4	5
2	Authority to Influence, parent, community & School climate(stakeholders)					
Qa2	How much can you do to get children to follow classroom rules?	1	2	3	4	5
Qb2	How much can you do to control disruptive behaviour in the classroom?	1	2	3	4	5
Qc2	How much can you do to prevent problem behaviour on the school grounds?	1	2	3	4	5
Qd2	How much can you do to get parents to become involved in school activities?	1	2	3	4	5
Qe2	How much can you assist parents in helping their children do well in school?	1	2	3	4	5
Qf2	How much can you do to make parents feel comfortable coming to school?	1	2	3	4	5
Qg2	How much can you do to get community groups involved in working with the schools?	1	2	3	4	5
Qh2	How much can you do to get churches/Mosques involved in working with the school?	1	2	3	4	5
Qi2	How much can you do to get political parties and businesses organization involved in working with the school?	1	2	3	4	5
Qj2	How much can you do to get local colleges and universities involved in working with the school?	1	2	3	4	5
Qk2	How much can you do to make the school a safe place?	1	2	3	4	5
Ql2	How much can you do to make students enjoy coming to school?	1	2	3	4	5

No	Description	Ranking scale				
		1	2	3	4	5
Qm2	How much can you do to get students to trust teachers?	1	2	3	4	5
Qn2	How much can you help other teachers with their teaching skills?	1	2	3	4	5
Qo2	How much can you do to enhance collaboration between teachers and the administration to make the school run effectively?	1	2	3	4	5
Qp2	How much can you do to reduce school dropout?	1	2	3	4	5
Qq2	How much can you do to reduce school absenteeism?	1	2	3	4	5
Qr2	How much can you do to get students to believe they can do well in schoolwork?	1	2	3	4	5
3	Is there anything else that you would like to add that might be relevant to my study related to the execution of strategic planning, decision making and quality of education?					
a	Yes					
b	No					
	If yes Please elaborate your argument in detail:					

6. Quality of Education testing questionnaires

VI: Questions related to quality of Education

The following statements describe the recommended quality indicator for education. You are requested to rate the indicators on the five-point scale given below. You may rate the indicators considering the value of the data/information indicators provide as a measure of the quality of an education, Institution and general education programme (KG - Preparatory).(1=None, 2=not adequate, 3=adequate, 4=good, 5=excellent)

No	Quality Parameters	Description of the Indicator	Ranking scale				
			1	2	3	4	5
1.1	Process of Curriculum Design	MOE has clearly laid down policies, regulations and committees for the implementation of the program.					
1.2		MOE has stipulated the entry requirements for the programme, and they are appropriate and stated clearly.					
2.1	Institutional Vision and Goal	The objectives of the general education programme are laid down clearly by MOE.					
2.2		The duration envisaged for the program is appropriate for achieving the stated objectives.					
3.1	Curriculum Content	MOE has a clear-cut allocation of time for theory and its allocation in the timetable is based on a process of deliberations.					
3.2		MOE implements the programme with enough flexibility to incorporate emerging concerns and expectations from a teacher.					
4.1	Curriculum Revision	The basis for curriculum revision emerges from the need to achieve stated objectives effectively.					
4.2		MOE undertakes curriculum revision on a regular basis.					

No	Quality Parameters	Description of the Indicator	Ranking scale				
			1	2	3	4	5
5.1	School context and Physical Infrastructure	School Leadership: having competent leader and school managerial" overhead relative to the No. of students					
5.2		Professional Community: Skilled man powers needed in the school are available.					
5.3		Discipline: In terms of safety climate teacher - student and student- student relationship					
5.4		Academic Environment: conducive environment of teaching and learning process					
5.5		The physical infrastructure of the institute such as school building, classroom equipment availability of textbook.					
5.6		Availability of basic service like separate toilet for girls and boys.					
5.7		Availability of water and electricity					
5.8		The schools have sufficient resources for regular upkeep of the physical infrastructure.					
			Teacher Academic Skills				
6.1		Formal teaching qualification					
6.2		Teaching Assignment: teaching the field they trained					
6.3		Teacher Experience: Experience in teaching					
6.4		Professional Development: taking professional development training					
6.5		Knowledge about school and student home language					

No	Quality Parameters	Description of the Indicator	Ranking scale				
			1	2	3	4	5
6.6	Teachers and classroom	Students perceive that the faculty display the professional and human qualities of a role model					
6.7		Section student ratio					
6.8		Student teacher ratio.					
6.9		Completion rate (male and female)					
6.10		Textbook ratio					
6.11		Beliefs and attitude about teaching					
6.12		Course Content: - intended and implemented curriculum					
6.13		Knowledge about Pedagogical and didactic strategies					
6.14		The teaching-learning material availability like, ICT facilities, computer, internet, laboratories and learning resource centre.					
6.15		Salaries relative to other professionals					
6.16		Merit based incentives					
6.17		Perception about being needed by the society					
6.18		perceived status as a teacher					
6.19		Appreciation of work situation at school of current employment					
6.20		Age, sex, and ethnicity distribution.					

No	Quality Parameters	Description of the Indicator	Ranking scale				
			1	2	3	4	5
7.1	Admission Procedure	The entry requirements for admission are made known in advance and are adhered to an admitting student					
8.1	System Efficiency	The pass percentage is satisfactory and consistent.					
8.2		The drop out percentage of each cycle is within the expected limits.					
9.1	Feedback Mechanism	The institution values feedback and a comprehensive feedback system is in place.					
9.2		Relevant data/information are collected and allocated for feedback.					
9.3		There are evidences to show that feedback is used for development.					
10.1	Diagnosis and Remedial Programme	There exists an interest in monitoring the progress/development of students, and a student monitoring system is in place.					
10.2		Progress in implementation of the programme and extent of achievement of student are monitored, discussed and weaknesses identified for remediation.					
10.3		School plans and undertakes remedial programs for needy students.					
11.1	Guidance and Counselling Service	Institution has a well-structured, organized, proactive guidance and counselling unit.					
11.2		The School has qualified staff and faculty of providing guidance and counselling service.					
11.3		Students perceive that the guidance and counselling service is comprehensive in its coverage as student needs and is useful to them.					
12.1	Social, Cultural and	The institution has infrastructure and facilities for social, cultural and leisure time activities for the students.					

No	Quality Parameters	Description of the Indicator	Ranking scale				
			1	2	3	4	5
12.2	Leisure Activities	The institution promotes active participation of student in social, cultural and leisure time activities.					
12.3		There exists a support network for social, cultural and leisure time activities of students.					
13.1	Financial Governance	Percentage of Educational budget in total country budget					
13.2		Educational budget					
13.3		Percentage of general education in total education budget					
13.4		Educational expenditure per student					
13.5		The fee structure for the programme is transparent with least unexpected add-on expenditure to be incurred by the students.					
13.6		The sources of income for the programme in particular and the institution in general are legitimate and known.					
13.7		There exists a transparency in financial management of the school in terms of income and expenditure.					
13.8		The income and expenditure of the school are subjected to regular internal and external audit.					
14.1	student background characteristics	Ethnicity, Gender, socio economic status, Discrepancy between language spoken at home and language at school					
14.2		Distance a student has to walk to school, place to study at home, malnutrition and number of books in the home.					

No	Quality Parameters	Description of the Indicator	Ranking scale				
			1	2	3	4	5
15		Is there anything else that you would like to add that might be relevant to my study in terms of quality of education?					
a	Yes						
b	No						
If yes Please elaborate your argument in detail:							

Source: adapted from the National Assessment and Accreditation Council (NAAC). NAAC is the only external quality assurance agency for higher education in India.

Appendix C: List of Tables and figures

Table 1: Performance of education accessibility

Year	1997EC (2004/5)	1998EC (2005/6)	1999EC (2006/7)	2000EC (2007/8)	2001EC (2008/9)	Average Annual Growth Rate
Schools						
Kindergarten	1,497	1,794	2,313	2,740	2,893	17.9
Primary	16,513	19,412	20,660	23,354	25,212	11.2
Secondary	706	835	952	1,087	1,197	14.1

Source: Ethiopian Education Statistics Annual Abstract 2001 E.C (2008/09)

Year	2002 EC (2009/10)	2003 EC (2010/11)	2004 EC (2011/12)	2005 EC (2012/13)	2006 EC (2013/14)	Average Annual Growth Rate
Schools						
Kindergarten	3,313	3,418	3,580	3,688	4,560	6.6
Primary	26,951	28,349	29,643	30,495	32,048	3.5
Secondary	1,335	1,517	1,710	1,912	2,333	11.8

Source: Ethiopian Education Statistics Annual Abstract 2006 E.C (2013/14)

Table 2: Reliability tests of quality of education

Reliability tests (meaningful) for only those variables having more than two measurements 3 or more to establish whether the items on this questionnaire all really measure same construct (perceived task value).

Reliability tests (quality of education) summary table

Perceived concept measured	Cronbach's Alpha	N of Items
School context and Physical Infrastructure	0.892	8
Teachers and classroom	0.947	20
Feedback Mechanism	0.863	3
Diagnosis and Remedial Programme	0.800	3
Guidance and Counselling Service	0.837	3
Social, Cultural and Leisure Activities	0.765	3
Financial Governance	0.884	9

The above reliability test (Cronbach's Alpha) shows that questioners design to measure quality of educations address the required perceived task for each dimension sufficiently.

Since nature of we use are ordinal (Likert) and binary (dichotomies) we apply nonparametric tests as inferential statistical procedures which is supported by literature for such data sets instead of using (applying) regression analyses which is valid for continuous data, followingly requires assumption of normality. Based on the test result using SPSS 20.0 software, the researcher found that the Cronbach's alpha of the variables was more than 0.70 (Nunnaly, 1967). This shows that the questions used possess high validity, accuracy, stability, or consistency

Table 3: Reliability tests of schoolteacher's questionnaires

Perceived concept measured	Cronbach's Alpha	No. of Items
Efficacy to Influence Decision making	0.701	4
Instructional Self-Efficacy	0.837	7
Disciplinary Self-Efficacy	0.812	3
Efficacy to Enlist Parental Involvement	0.840	3
Efficacy to Enlist Community Involvement	0.786	3
Efficacy to Create a Positive School Climate	0.875	7

The above reliability test (Cronbach's Alpha) shows that questioners design to measure schoolteachers address the required perceived task for each dimension sufficiently. Based on the test result using SPSS 20.0 software, the researcher found that the Cronbach's alpha of the variables was more than 0.70 (Nunnaly, 1967). This shows that the questions used possess high validity, accuracy, stability, or consistency.

Table 4: Reliability tests of school headmasters and teachers' questionnaires

Perceived concept measured	Cronbach's Alpha	No. of Items
Authority to Influence planning, Decision making, Resource utilization & Instructional activities	0.817	15
Authority to Influence, parent, community & School climate (stakeholders)	0.910	18

The above reliability test (Cronbach's Alpha) shows that questioners design to measure school headmasters and teachers address the required perceived task for each dimension sufficiently. Based on the test result using SPSS 20.0 software, the researcher found that the Cronbach's alpha of the variables was more than 0.70 (Nunnaly, 1967). This shows that the questions used possess high validity, accuracy, stability, or consistency.

Table 5: Testable objectives and questionnaires

No	Research objectives	Research questionnaires
1	To assess the strategic decision-making processes' and practices' accomplishment in the general education in terms of current model and steps used in Ethiopia.	How the execution of strategic decision-making processes and practice accomplishment in the general education in terms of current model and steps used in Ethiopia?
2	To assess the level and role of partnering organizations in enhancing the strategic decision-making processes, practices and the quality of general education in Ethiopia.	To what extent and the role of partnering organizations able to participate in strategic decision-making processes, practices and quality of general education in Ethiopia?
3	To pinpoint the educational challenges confronting strategic decision-making processes and practices in Ethiopia.	What are the challenges or problems that confronting strategic decision-making processes and practices in Ethiopia?
4	To assess the effect of the relationship between strategic decision-making processes, practices and the quality of general education in Ethiopia.	What is the effect or relationship between strategic decision-making processes, practices and the quality of general education in Ethiopia?
5	To develop a hybrid decision-making model that may lead to greater efficiency in the participation of partnering organizations s and decision making.	What type of model are you using while making strategic decision-making processes and practices in Ethiopia?

Table 6: Category of findings with identified themes.

Categories of findings	Themes
<p>Execution of strategic decision-making processes and practices</p>	<ul style="list-style-type: none"> • Method used while making strategic decision • Approach used while making strategic decision • Relation of Economic man and Ethiopia decision making model • Role of federal and regional government in formation of strategic planning • Status of employee participating in strategic formulation • Experience of employee participating in strategic formulation • Strategic planning formulation and implementation • Organizing the planning processes • Strategic plan implementation and the outcome achievement • Partnering organizations participation in strategic decision-making • Involvement of opposition party in decision-making • Strategic plan implementation, monitoring and evaluation
<p>Partnering organizations participation in enhancing strategic decision-making processes, practices and quality of general education.</p>	<ul style="list-style-type: none"> • <i>Extent of stakeholders' participation in strategic decision-making</i> • Stakeholder's participation level • Headmasters' authority to influence parent, community, and school climate • Efficiency to enlist parental involvement • Efficiency to enlist community involvement • Financial and human resource assistance • Role of partnering organization in supporting strategic planning • Partnering organizations enhancement of strategic decision-making

Categories of findings	Themes
	<ul style="list-style-type: none"> • Stage of involving partnering organizations while consulting them • partnering organizations participation in strategic decision-making • Partnering organizations enhancement of strategic decision- • Involvement of opposition party in decision-making
Effect of strategic decision-making processes on the quality of general education	<ul style="list-style-type: none"> • Effect of strategic decision making on quality of education • strategic decision-making affect quality of education • <i>Authority to influence planning, decision-making, and resource utilization in the School</i> • School teacher efficiency to influence decision making • School teacher efficiency to influence school resource • School teacher instructional self-efficiency • School teacher disciplinary self-efficiency • School teachers to create positive school climate
Quality of education and decision-making relationships issues	<ul style="list-style-type: none"> • Relationship of decision-making and quality of general education • <i>The relationship between Rational or Economic Man Model and Ethiopian decision making</i>
Challenges of quality of general education related issues	<ul style="list-style-type: none"> • Educational Challenges and their effect on the quality of education • Educational Challenges confronting strategic decision making • Challenge in Educational sector • Challenge in planning and Implementation • Challenge in quality of education • Challenge in utilizing educational fund

Categories of findings	Themes
	<ul style="list-style-type: none"> • Challenge in Educational Promotion policy • Challenge of Mother tongue impact on the quality of education • Challenge of Amalgamation of traditions, culture and custom in the planning • Challenge of Plan reviewing culture • Challenge of Current Federalism government modality • Challenge of Integral government relationship (IGR)
<p>Understanding the Current decision-making model used and the hybrid strategic decision-making model</p>	<ul style="list-style-type: none"> • Decision model used while making decision <ul style="list-style-type: none"> ➤ Item considering when conducting observations • Conducting overall observation while deciding • Conducting local observation while deciding • Conducting regional observation while deciding • conducting global observation while deciding • Conducting fact findings observation while deciding • Considering past experience while deciding <ul style="list-style-type: none"> ➤ Item considering and aligning before going to decide • Identifying problems while deciding and align with outcomes • understanding situation while deciding and align with outcomes • Consider previous experience while deciding and align with outcomes • Consider culture, tradition & custom of societies while deciding and align with outcomes • utilize new information while deciding and align with outcomes • consider analysis and synthesis while deciding and align with outcomes

Categories of findings	Themes
	<ul style="list-style-type: none"> ➤ Items considering before determining the outcome <ul style="list-style-type: none"> • prioritizing the output (outcome) while made decision • developing alternatives while made decision • Provision of guidance and control while made decision • Develop monitoring and evaluation method while made decision ➤ stage of involving stakeholders while consulting them <ul style="list-style-type: none"> • Involving stakeholders during Identification stage • Involving stakeholders during planning stage • Involving stakeholders during Implementation stage • Involving stakeholders during monitoring and evaluation stage • Involving stakeholders during sustainability stage

Factors Contributing to the effect of strategic decision processes & practice on the quality of education

Table 7: Research Instrument questionnaires distributed to the respondent

No	Categories of questionnaires	Respondent type	Quantity	Total Number
1	Execution testing questionnaires	<ul style="list-style-type: none"> • Ministries • State minsters • Directors in Federal • Directors in Region • Bureau heads in region • Workers working on quality of education in 	<ul style="list-style-type: none"> • 2 • 4 • 10 • 10 • 8 	86

No	Categories of questionnaires	Respondent type	Quantity	Total Number
		<ul style="list-style-type: none"> Gov't & partnering organization • Stakeholders 	<ul style="list-style-type: none"> • 28 • 24 	
2	Hybrid testing questionnaires	<ul style="list-style-type: none"> • State minsters • Directors in Federal • Directors in Region • Bureau heads in region • Workers on quality of education Federal and regional level • Stakeholders 	<ul style="list-style-type: none"> • 3 • 5 • 5 • 21 • 18 • 34 	86
3	Headmaster and teacher involvement in school decision making testing questionnaires	<ul style="list-style-type: none"> • Primary school headmasters • Secondary school headmasters • Primary school teachers • Secondary school teachers 	<ul style="list-style-type: none"> • 15 • 15 • 29 • 29 	88
4	Teacher involvement in school decision making testing questionnaires	<ul style="list-style-type: none"> • Primary school teachers • Secondary school teacher 	<ul style="list-style-type: none"> • 37 • 38 	75
5	Quality of education testing questionnaires	<ul style="list-style-type: none"> • State ministries • MOE head office Federal • Regional Bureau • Zonal Bureau • Woreda Bureau • Primary schools' teachers 	<ul style="list-style-type: none"> • 2 • 2 • 4 • 3 • 3 • 27 	78

No	Categories of questionnaires	Respondent type	Quantity	Total Number
		<ul style="list-style-type: none"> • Secondary schools' teachers • Stakeholders 	<ul style="list-style-type: none"> • 27 • 10 	
	Grand total			413

Table 8: Summary of hypothesis tested

No	Hypothesis	H0	H1	Remarks
1.1	<p>H0: Level of agreement on applying participatory approach decision-making processes is equal to non-participatory approach while making strategic decision-making processes and practices were executed in Ethiopia.</p> <p>H1: Level of agreement on applying participatory approach decision-making processes is greater than non-participatory approach while making strategic decision-making processes and practices were executed in Ethiopia.</p>	Rejected	Accepted	For more detail see 5.13.9(1.1)
1.2	<p>H0: Level of agreement on applying top down decision-making processes is equal to bottom up approach while making strategic decision-making processes and practices were executed in Ethiopia.</p> <p>H1: Level of agreement on applying top down decision-making processes is greater than bottom up approach while making strategic decision-making processes and practices were executed in Ethiopia</p>	Reject	Accept	For more detail see 5.13.9(1.2)
2.1	<p>H0: Level of agreement on partnering organizations participation on problem identification stage, planning stage, on implementation stage, Monitoring and Evaluation stage and on sustainability issue is equal or similar.</p> <p>H1: Level of agreement on partnering organizations participation on problem identification stage, planning stage, on implementation stage, Monitoring and Evaluation stage an on-sustainability issue is not equal or not similar (based on median ranks)</p>	Reject	Accept	For more detail see 5.13.9(2.1)

No	Hypothesis	H0	H1	Remarks
3.1	<p>H0: There is a relationship between strategic decision-making processes, practices and the quality of general education.</p> <p>H1: There is no relationship between strategic decision-making processes, practices and the quality of general education.</p>	Accept	Reject	For more detail see 5.13.9(3.1)
4.1	<p>H0: The involvement of partnering organization is contributing to the enhancement of strategic decision-making processes practices and the quality of general education in Ethiopia.</p> <p>H1: The involvement of partnering organization is not contributing to the enhancement of strategic decision-making processes, practices and the quality of general education in Ethiopia.</p>	Accept	Reject	For more detail see 5.13.9(4.1)
5.1	<p>H0: The proportion (percentage of responds yes) of conducting overall observation while deciding are equal across Local, Regional, global, on basis of fact findings and from past experience.</p> <p>HA: The proportion (percentage of responds yes) of conducting overall observation while deciding is are not equal across Local, Regional, global, on basis of fact findings and from past experience.</p>	Accept	Reject	For more detail see 5.13.9(5.1)
5.2	<p>H0: The proportion (percentage of responds yes) of organization alignment with expecting out comes (output, outcomes and impact) before going to make a decision are equal across identifying problems, understanding the situation, previous experience, culture tradition custom of societies using new information and analysis and synthesis.</p> <p>HA: The proportion (percentage of responds yes) of organization alignment with expecting out comes (output, outcomes and impact) before going to make a decision are not equal across identifying problems, understanding the situation, previous experience, culture tradition custom of societies using new information and analysis and synthesis.</p>	Accepted	Reject	For more detail see 5.13.9(5.2)
5.3	<p>H0: Level of agreement considering before determining the outcome (output, outcomes and impact) before going to decide are equal (based on median ranks) across prioritizing the output developing alternatives, provision (getting) of guidance and developing monitoring and evaluation method</p>	Reject		For more detail see 5.13.9(5.3)

No	Hypothesis	H0	H1	Remarks
	<p>HA: Level of agreement considering before determining the outcome (output, outcomes and impact) before going to decide are not equal (based on median ranks) across prioritizing the output, developing alternatives, provision (getting) of guidance and developing monitoring and evaluation method.</p>		Accepted	
5.4	<p>H0: The proportion (percentage of responding yes) on involvement of stakeholders while they are consulting them are equal during identifying stage, planning stage, implementation stage, evaluation and monitoring stage, and sustainability issue.</p> <p>HA: The proportion (percentage of responding yes) on involvement of stakeholders while they are consulting them are not equal across during identifying stage, planning stage, implementation stage, monitoring and evaluation stage, and sustainability issue.</p>	Reject	Accept	For more detail see 5.13.9(5.4)

Figure 1: FDRE Federal level Administrative Structure

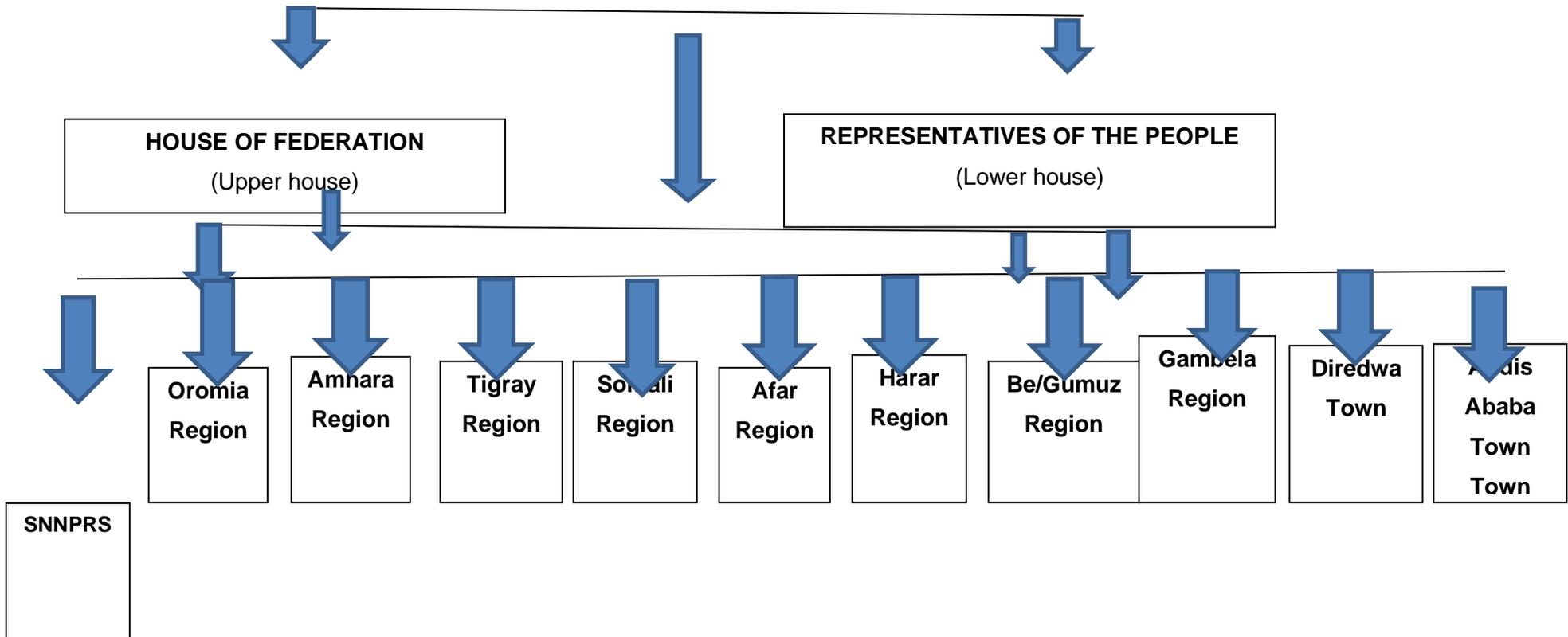
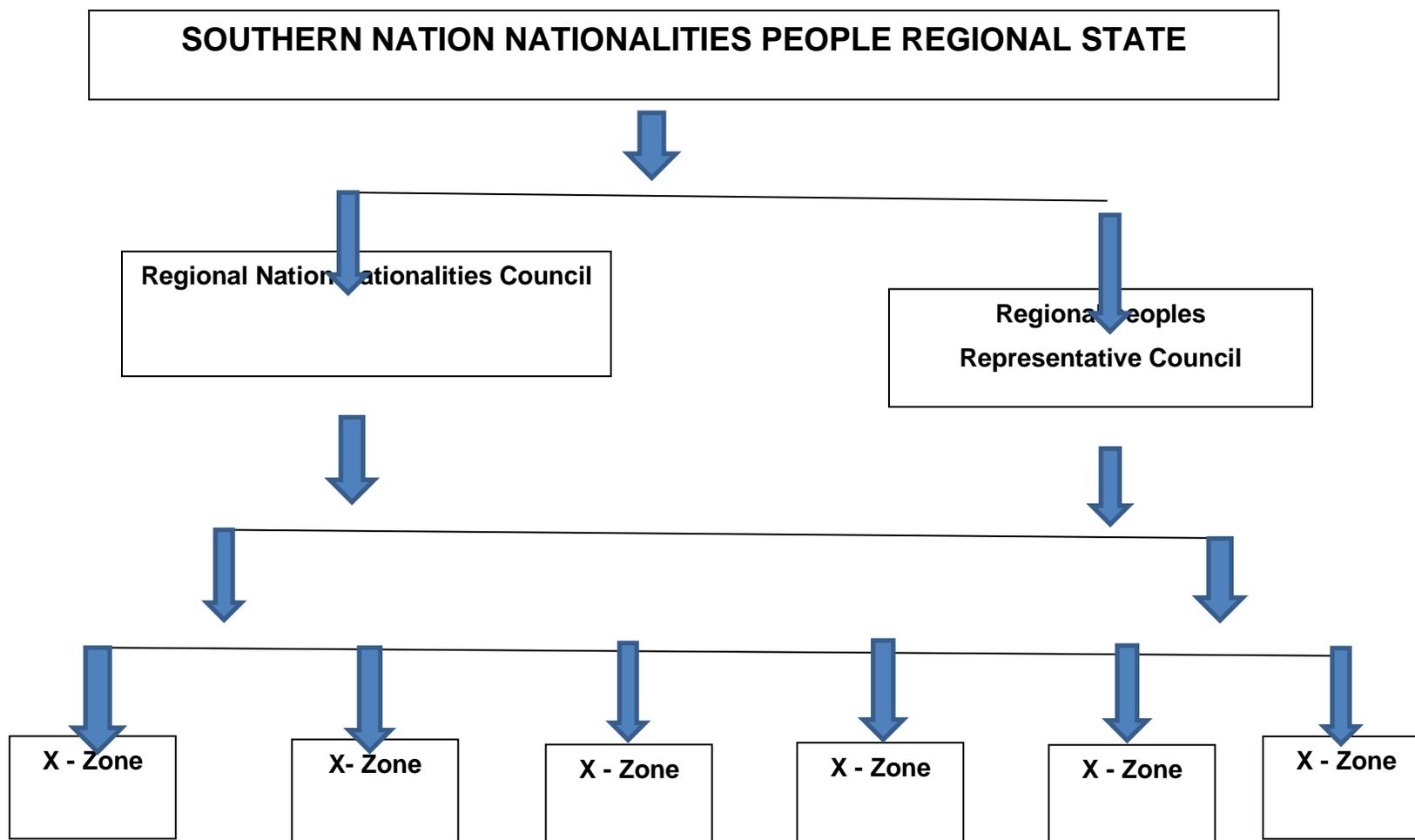
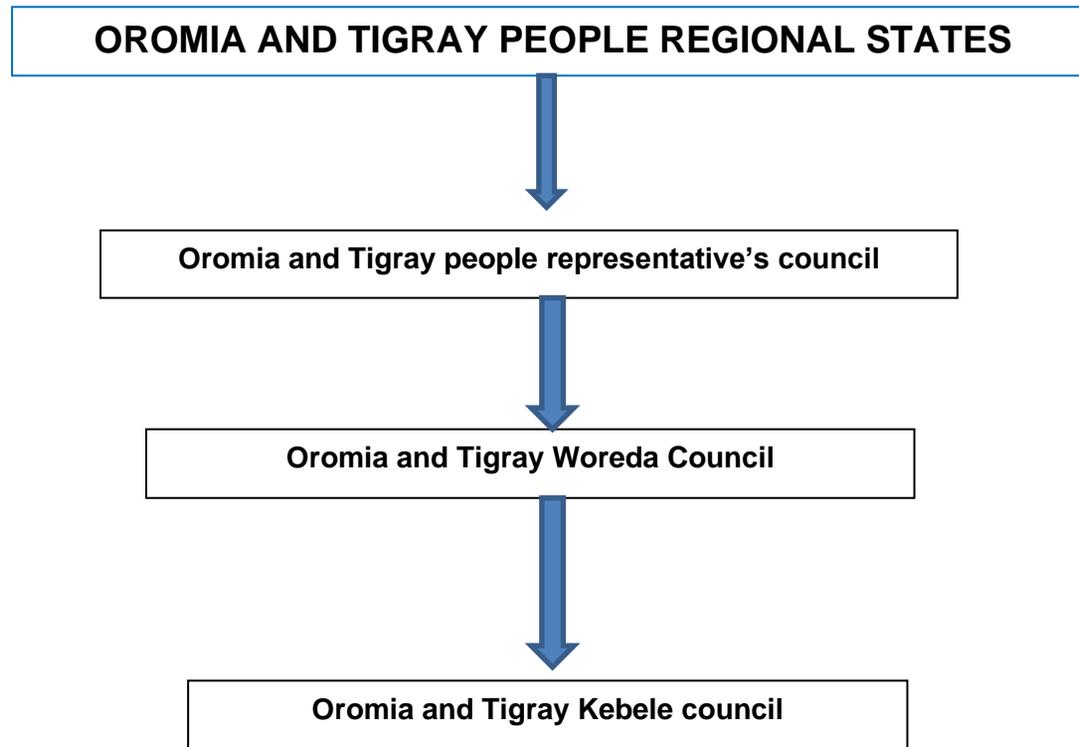


Figure 2: FDRE regional level administrative structure

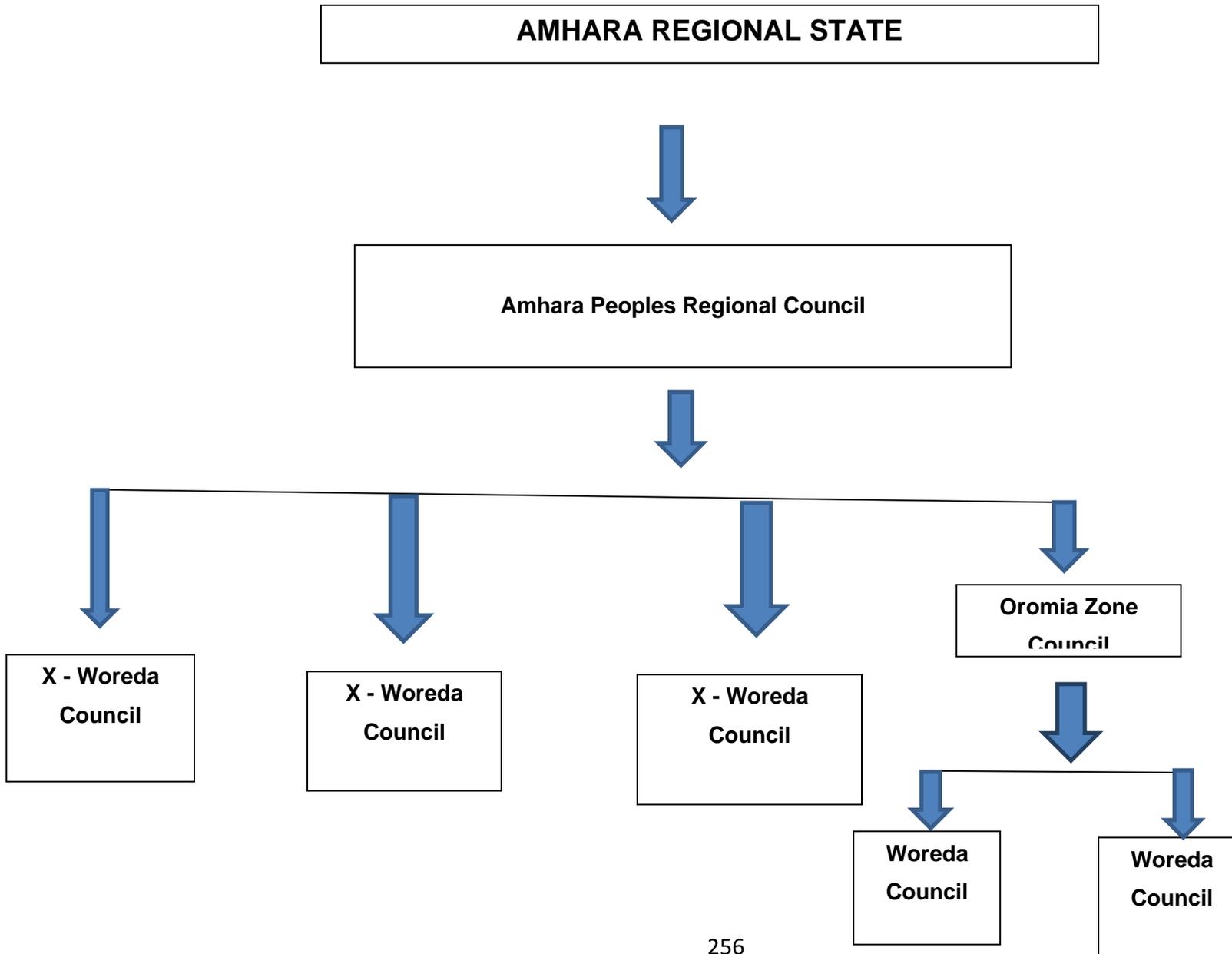
2. 1 Southern Nation Nationalities Peoples Regional State (SNNPRS) administrative structure



2.2. Oromia and Tigray Regional States administrative structure



2.3. Amhara Regional State administrative structure



2.4. Afar, Somali and Harare Regional states administrative structure

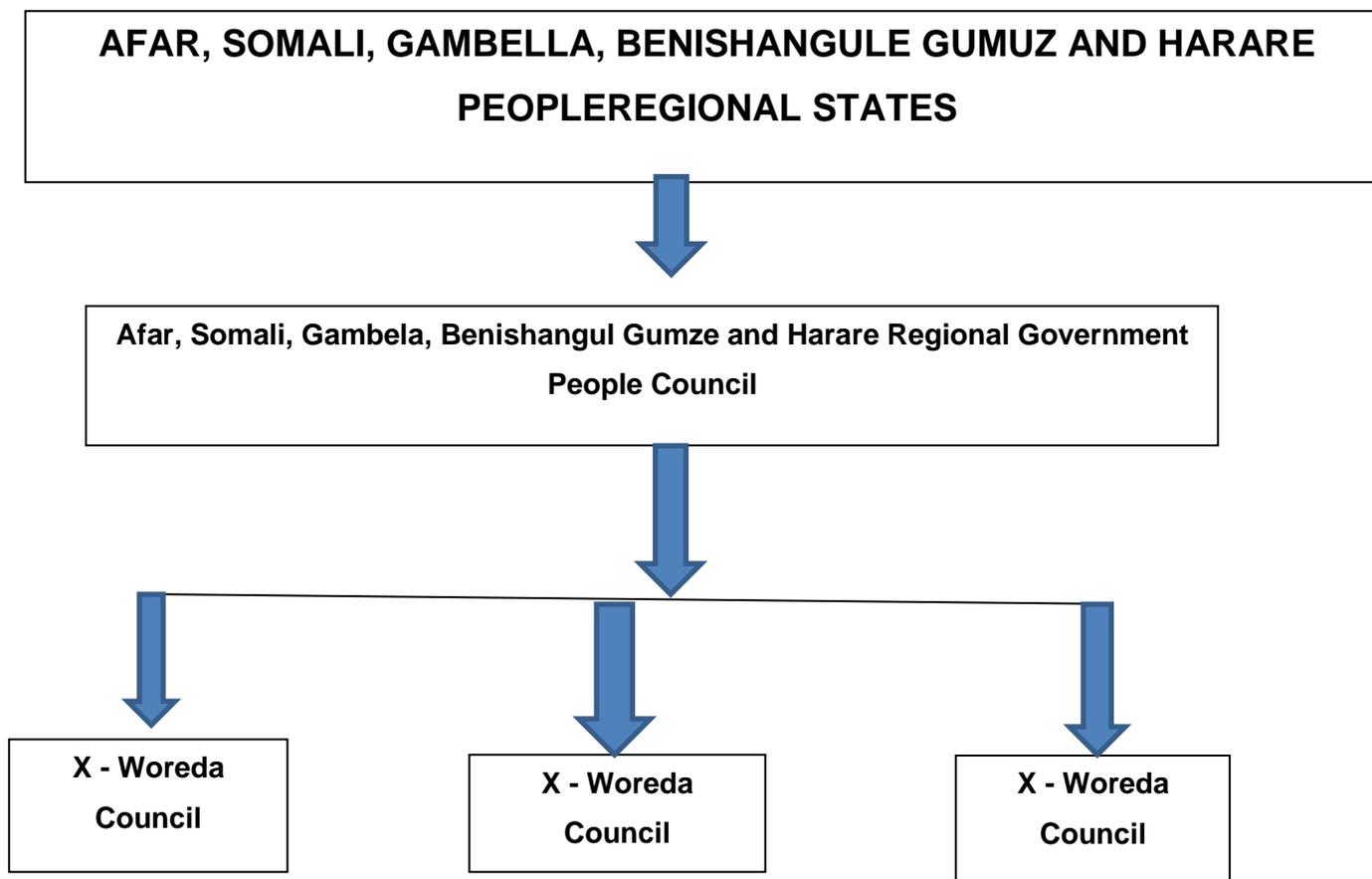
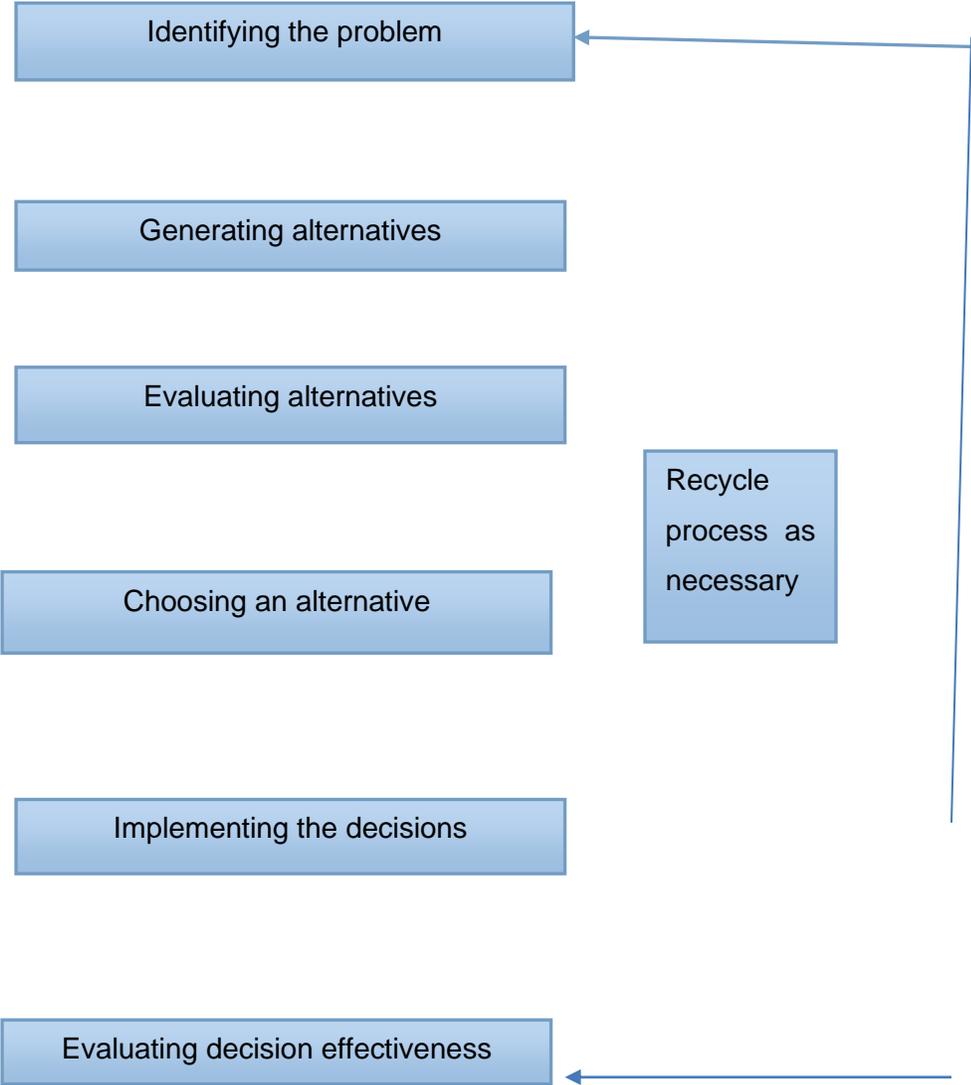
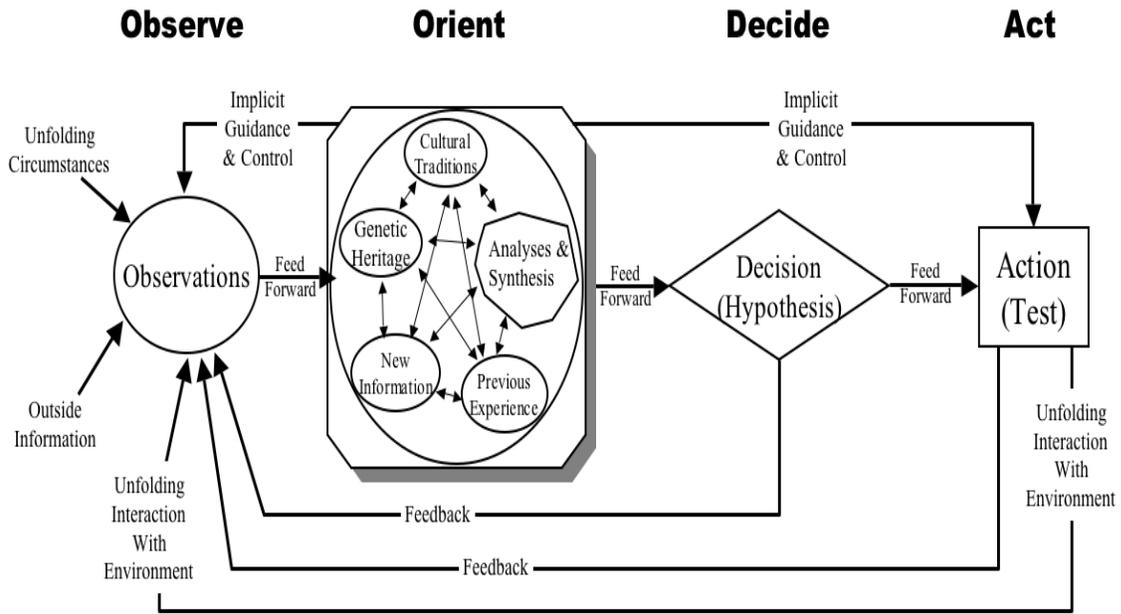


Figure 3: The Rational or Economic Man decision making Model



Source: Lunenburg, 2010

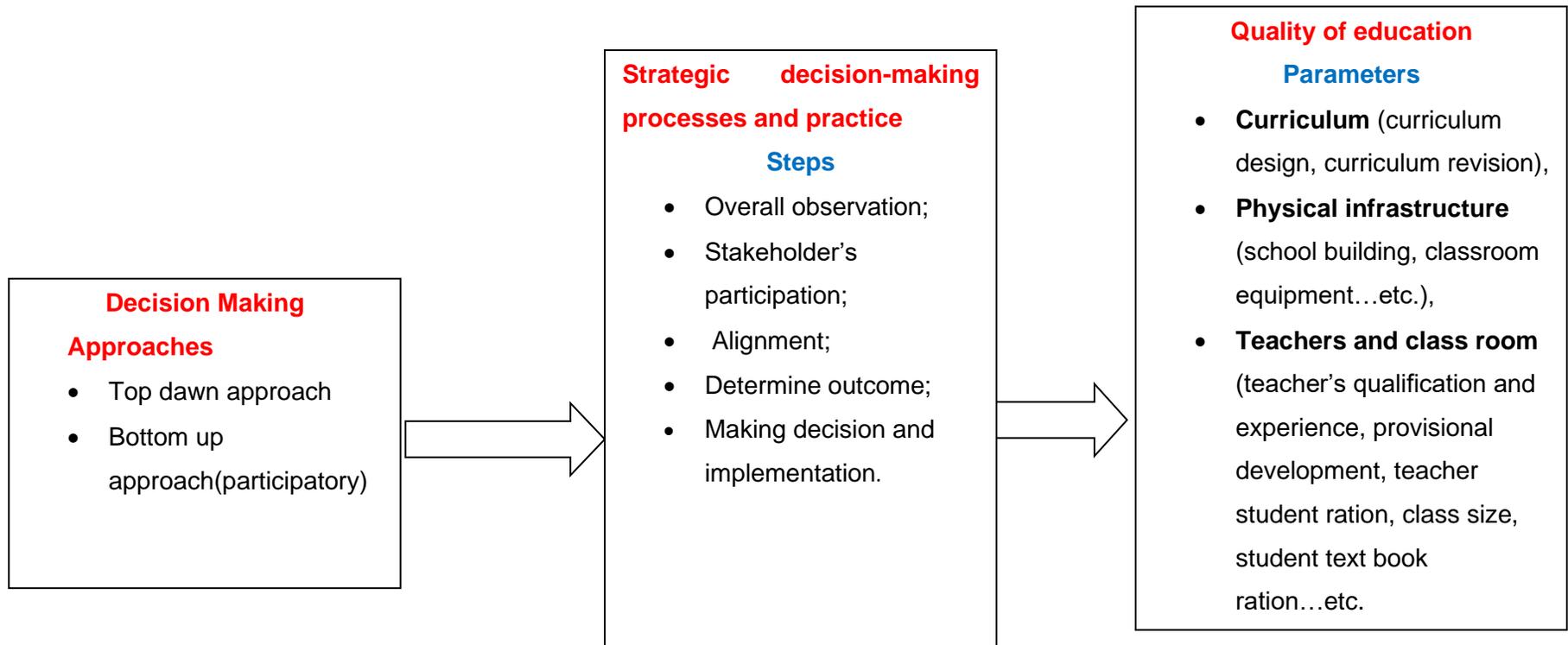
Figure 4: OODA Loops decision making model

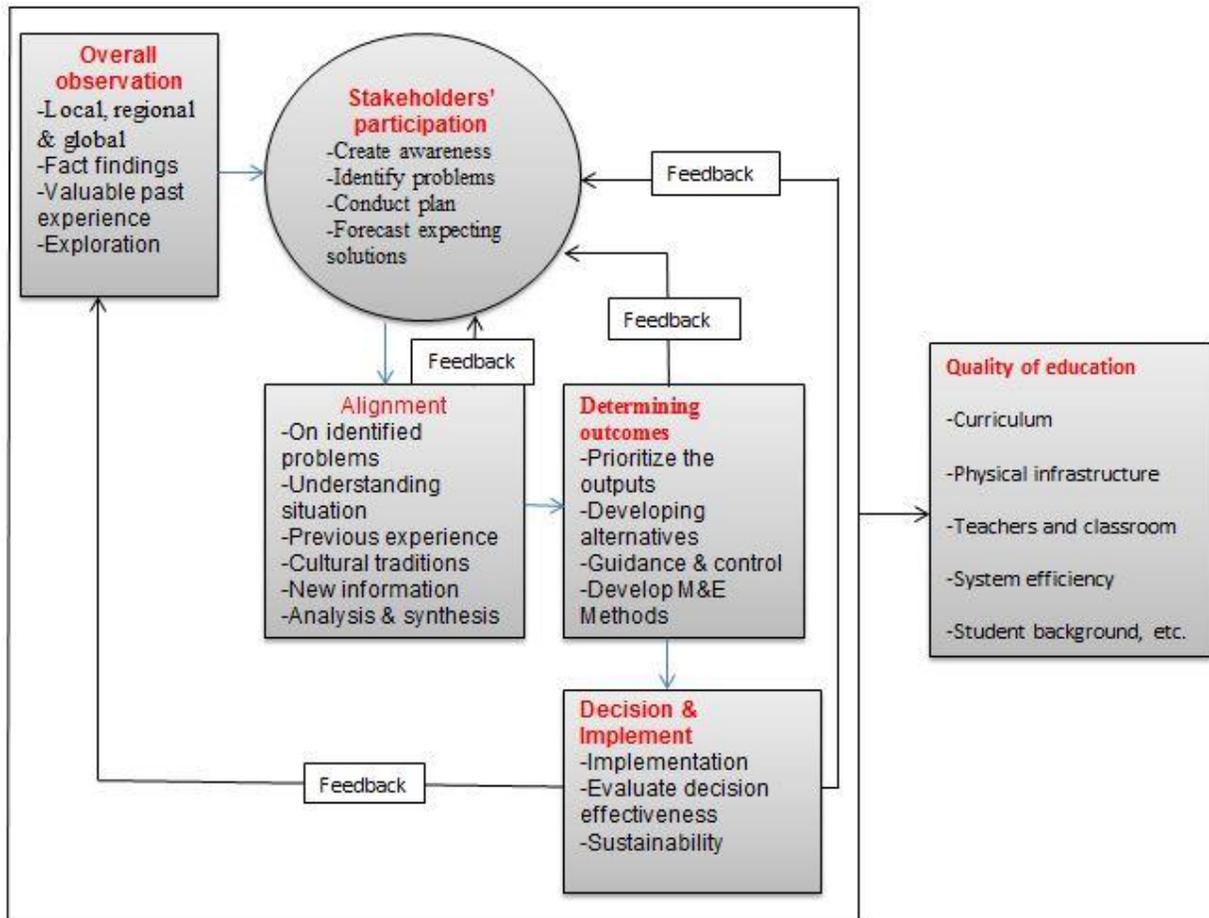


Source: Azuma. R, Daily. M. & Furmanski., 2005.3

Figure 5: Conceptual framework

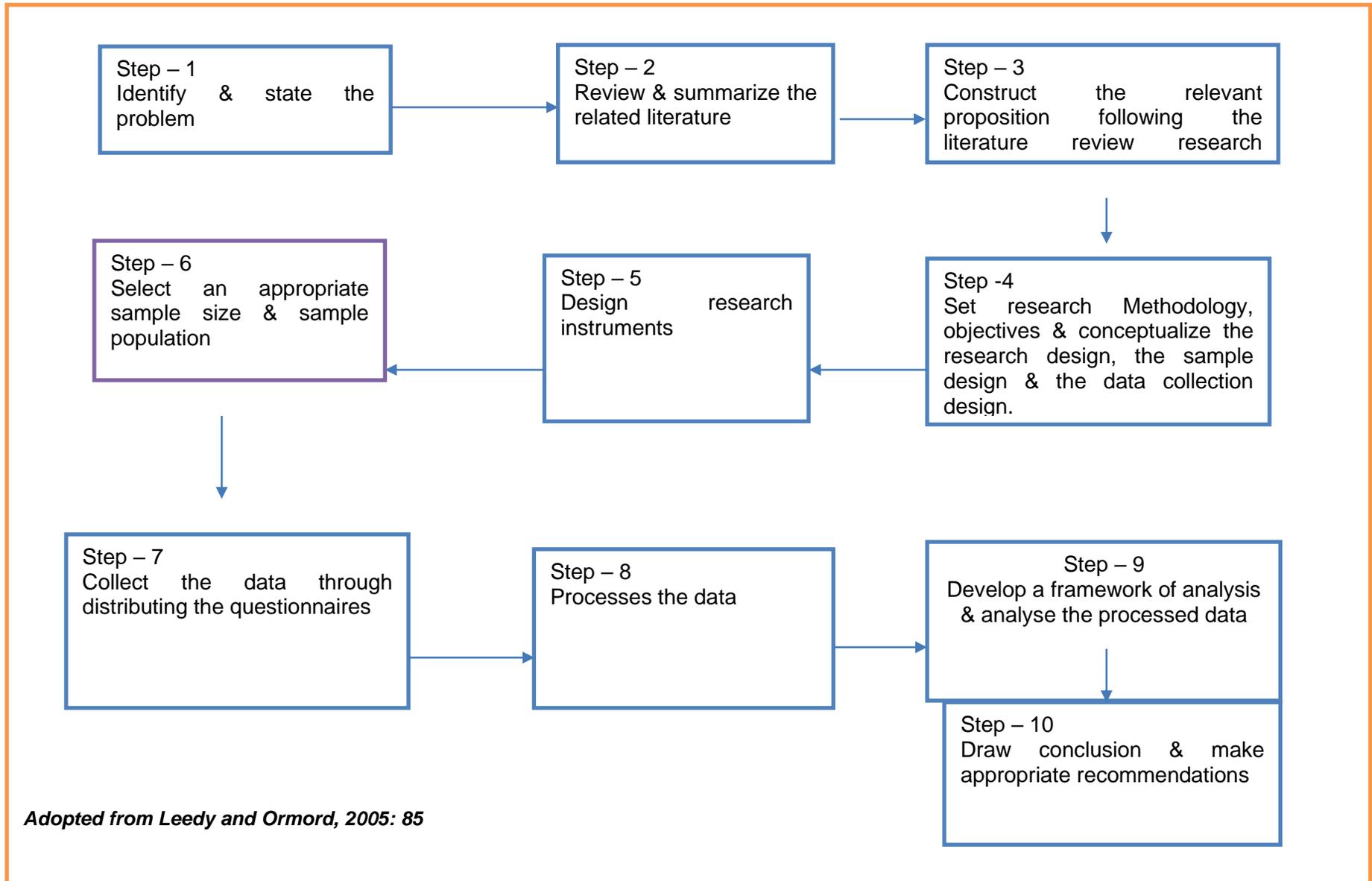
Independent Variables Dependent variables





Source: Hybrid Strategic Decision-Making Model adapted by the researcher

Figure 6: Detailed research process followed in this research



Biographical and demographic information of questionnaire for Execution

Figure 7: Highlights the respondents gender/Sex

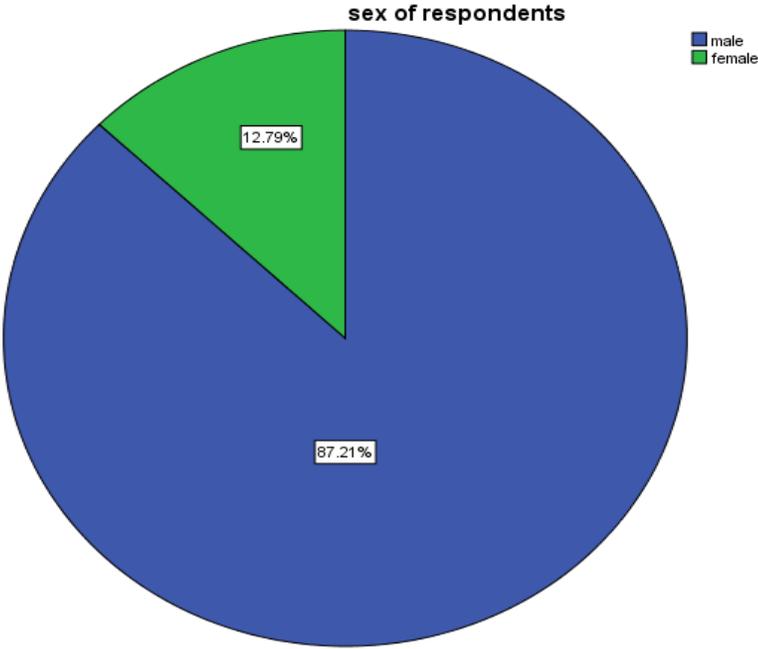


Figure 8: Highlights the respondents Age

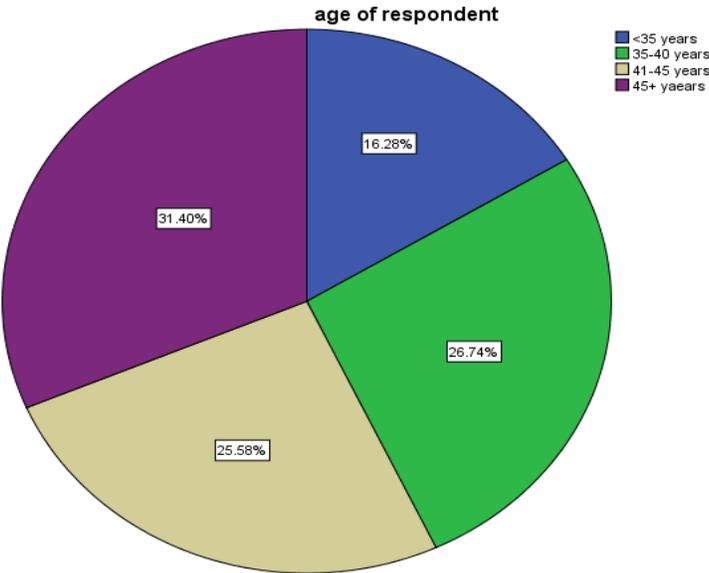


Figure 9: Highlights the respondent's Educational status

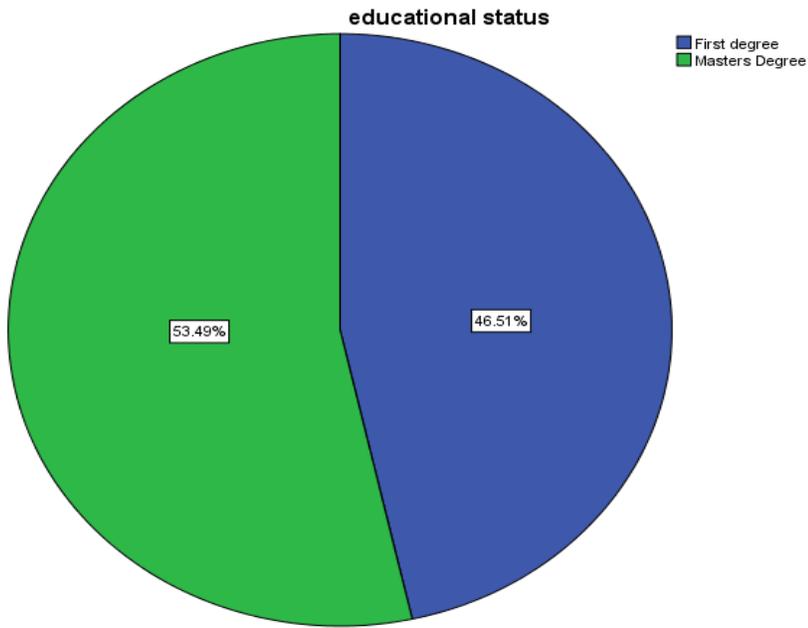


Figure 10: Highlights the respondent's working years of experience

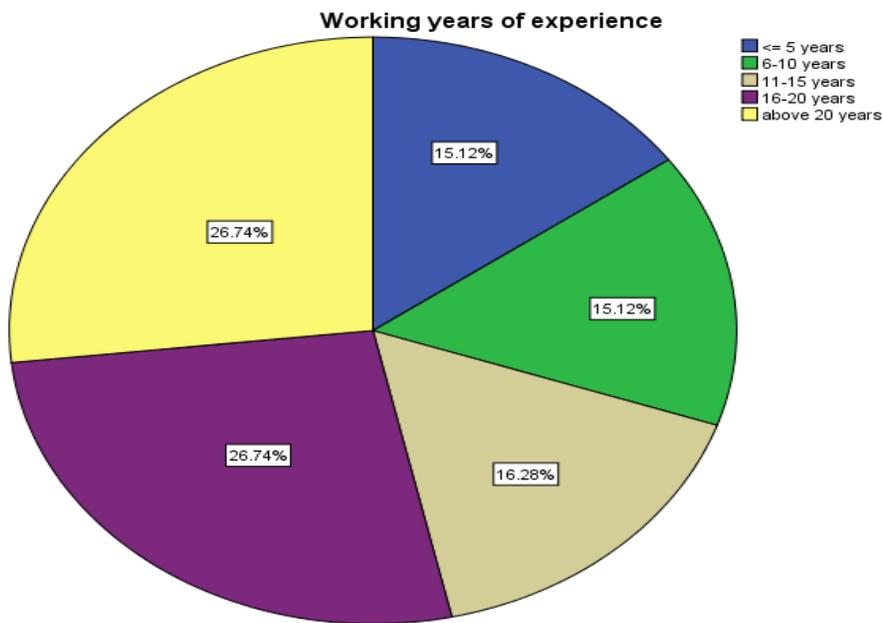


Figure 11: Depicts the respondent's respond of applying participatory method.

Do you agree that on applying participatory approach while making strategic decision-making processes and practices were executed in Ethiopia?

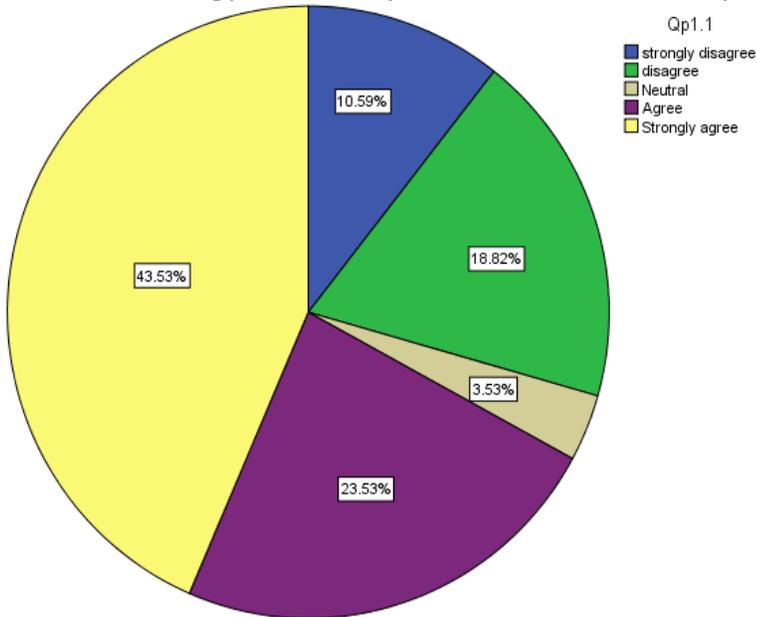


Figure 12: Depicts the respondent's respond of applying non-participatory method

Do you agree that on applying participatory approach while making strategic decision-making processes and practices were executed in Ethiopia?

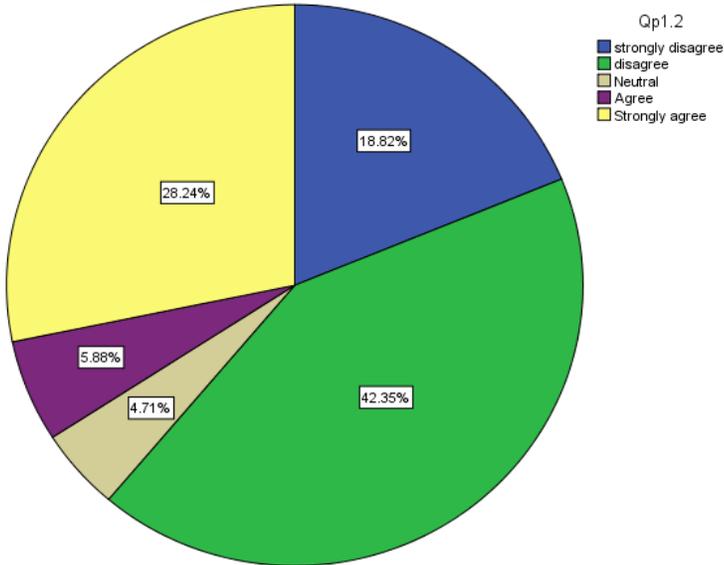


Figure 13: Depicts the respondents respond of apply top down approach

Do you apply top down approach decision making procedure while constructing strategic planning?

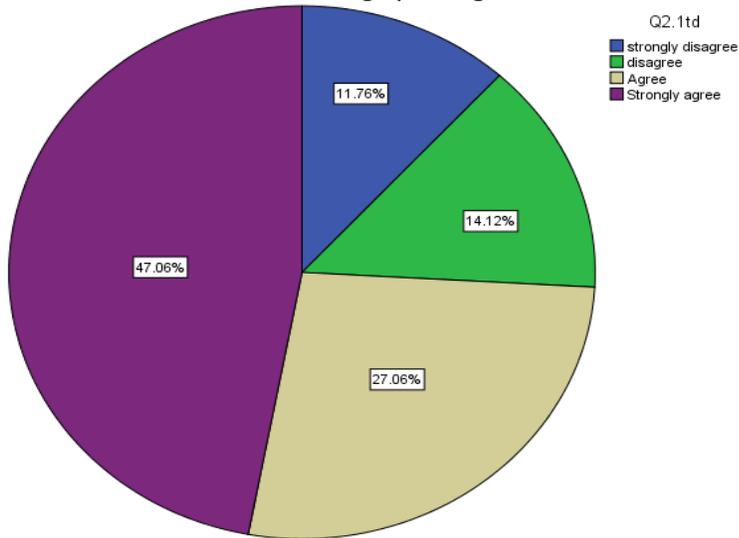


Figure 14: Apply bottom up approach while constructing strategic planning

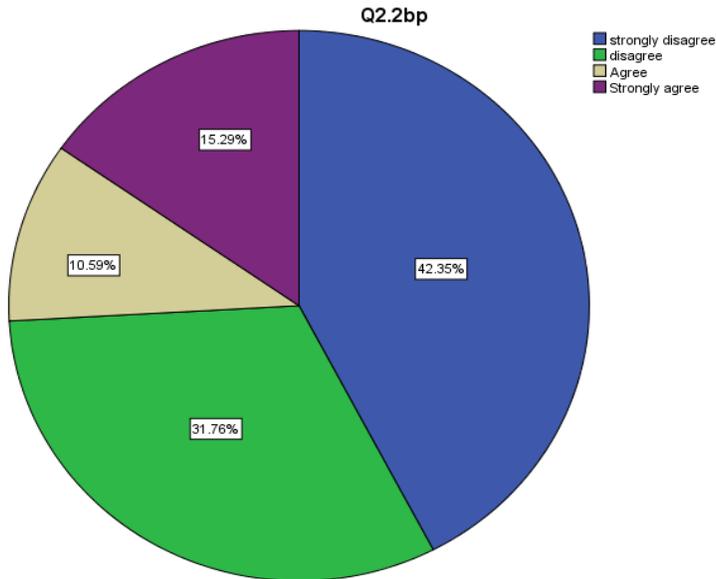


Figure 15: Relation of Economic man and Ethiopia decision making model

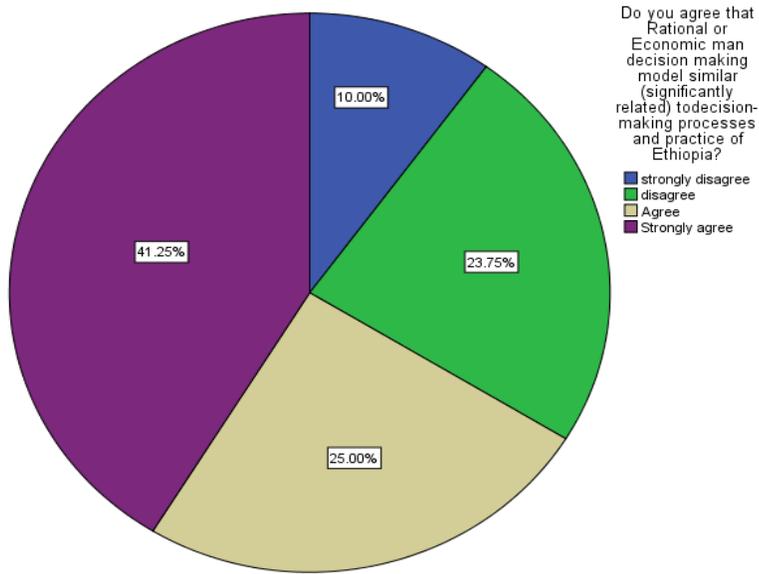


Figure 16: Role of federal and regional government in formation of strategic planning.

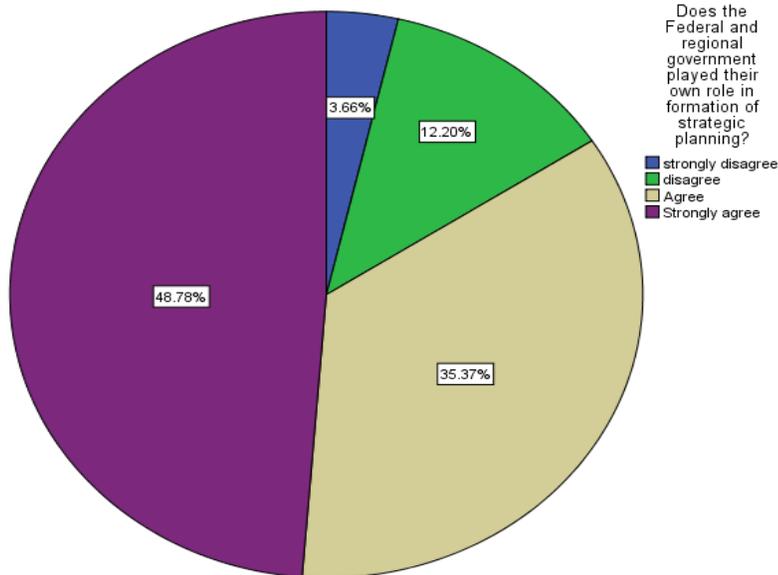


Figure 17: Status of employees' working on the SPDM and on Partnering organization fund

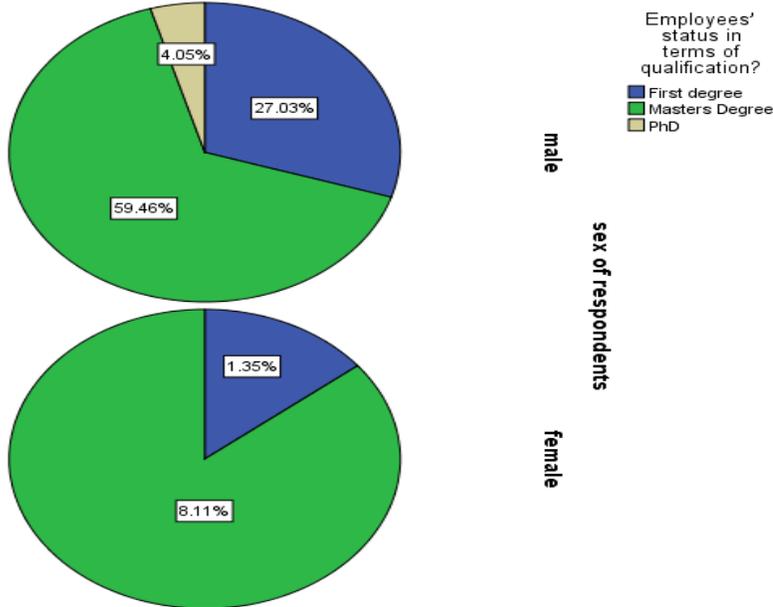


Figure 18: Experience of Employees' working on SPDM & Partnering organization

Your employees' status those who are working on the strategic planning, decision making and on pertaining organization fund in your organization in terms of experience?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<= 5 years	2	2.3	2.8	2.8
	>5 years and <= 10 years	15	17.4	21.1	23.9
	> 10 years	53	61.6	74.6	98.6
	9	1	1.2	1.4	100.0
	Total	71	82.6	100.0	
Missing	99	15	17.4		
Total		86	100.0		

Figure 19: Educational SDMP influencing quality of general education

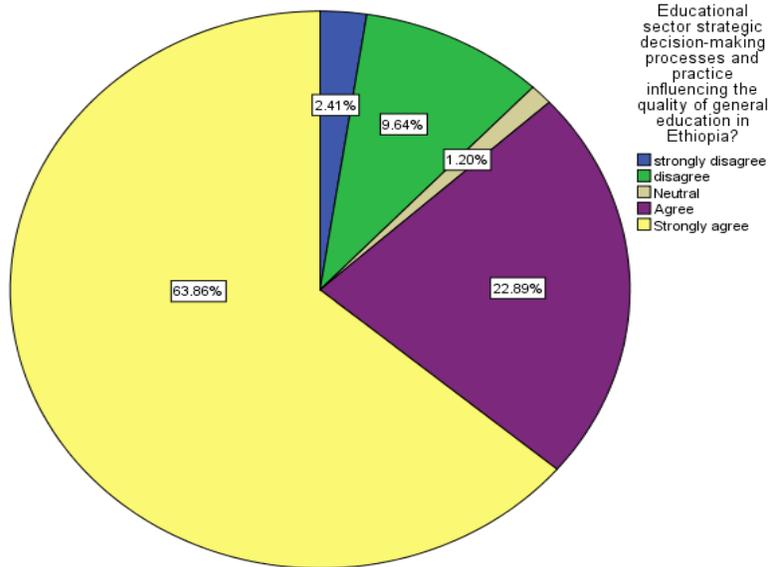


Figure 20: Stakeholders participate in SPDMP

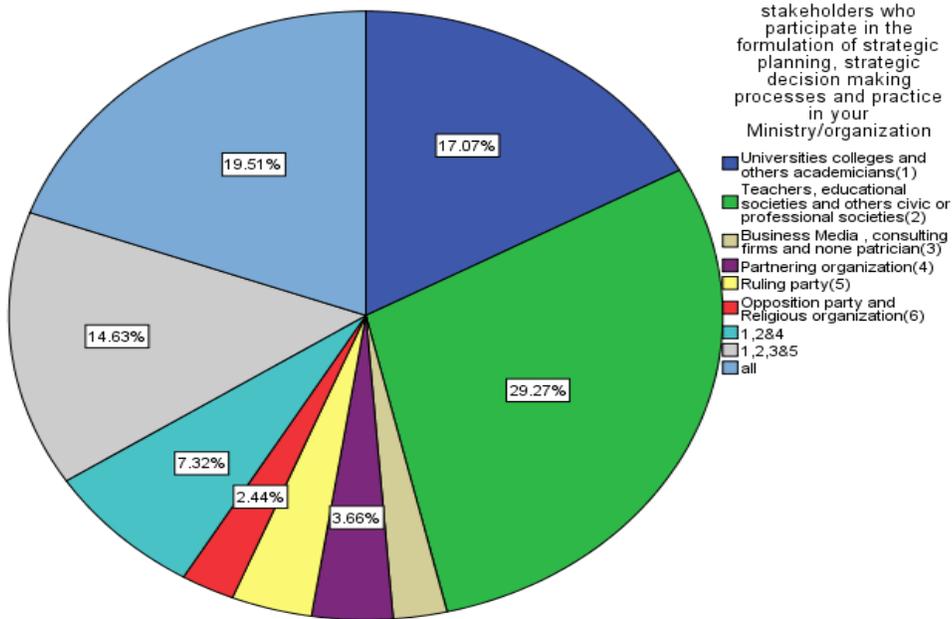


Figure 21: Stakeholder’s participation level in SPDMP

Have you participated stakeholders on problem Identification stage?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	5	5.8	6.0	6.0
	disagree	20	23.3	23.8	29.8
	Neutral	3	3.5	3.6	33.3
	Agree	25	29.1	29.8	63.1
	Strongly agree	31	36.0	36.9	100.0
	Total	84	97.7	100.0	
Missing	99	2	2.3		
Total		86	100.0		

Figure 21-2: Stakeholder’s participation level in SPDMP

Have you participated stakeholders on Implementation stage?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	9	10.5	11.0	11.0
	disagree	15	17.4	18.3	29.3
	Neutral	4	4.7	4.9	34.1
	Agree	25	29.1	30.5	64.6
	Strongly agree	29	33.7	35.4	100.0
	Total	82	95.3	100.0	
Missing	99	4	4.7		
Total		86	100.0		

Figure 21-3: Stakeholder's participation level in SPDMP

Have you participated stakeholders on Monitoring and Evaluation stage?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	13	15.1	15.9	15.9
	disagree	31	36.0	37.8	53.7
	Neutral	5	5.8	6.1	59.8
	Agree	19	22.1	23.2	82.9
	Strongly agree	14	16.3	17.1	100.0
	Total	82	95.3	100.0	
Missing	99	4	4.7		
Total		86	100.0		

Figure 21-4: Stakeholder's participation level in SPDMP

Have you participated stakeholders on sustainability issue?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	13	15.1	16.7	16.7
	disagree	39	45.3	50.0	66.7
	Neutral	4	4.7	5.1	71.8
	Agree	17	19.8	21.8	93.6
	Strongly agree	5	5.8	6.4	100.0
	Total	78	90.7	100.0	
Missing	99	8	9.3		
Total		86	100.0		

Figure 22: Challenges encountered on formulating SPDMP

Have you face challenges encountered on formulating the strategic planning processes, practices and implementation?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	1.2	1.2	1.2
	disagree	21	24.4	24.7	25.9
	Neutral	4	4.7	4.7	30.6
	Agree	34	39.5	40.0	70.6
	Strongly agree	25	29.1	29.4	100.0
	Total	85	98.8	100.0	
Missing	99	1	1.2		
Total		86	100.0		

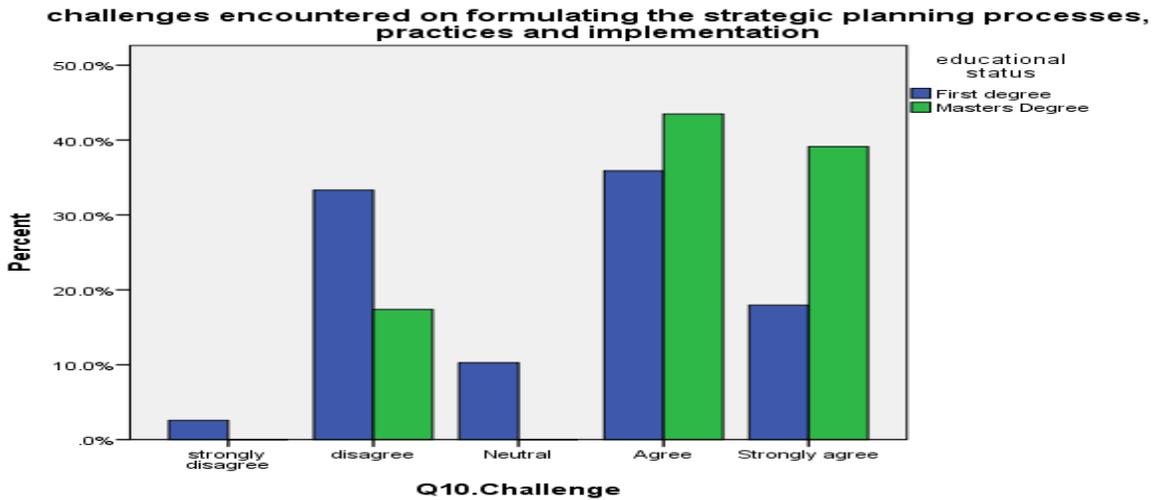


Figure 23: Overcome the challenge

Have you overcome the challenges? (formulating strategic plan)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	7	8.1	8.5	8.5
	disagree	30	34.9	36.6	45.1
	Neutral	5	5.8	6.1	51.2
	Agree	34	39.5	41.5	92.7
	Strongly agree	6	7.0	7.3	100.0
	Total	82	95.3	100.0	
Missing	99	4	4.7		
Total		86	100.0		

Figure 24: Relationship between SDMP and quality of education

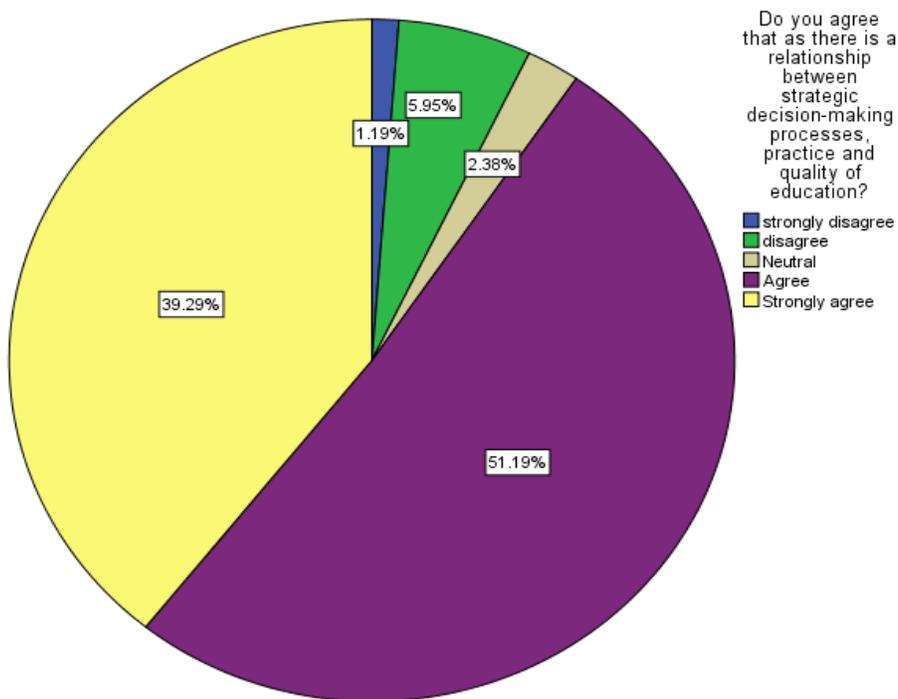


Figure 25: Educational SDMP Influencing quality of General education

Educational sector strategic decision-making processes and practice influencing the quality of general education in Ethiopia?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	1.2	1.2	1.2
	disagree	3	3.5	3.5	4.7
	Neutral	2	2.3	2.3	7.0
	Agree	35	40.7	40.7	47.7
	Strongly agree	44	51.2	51.2	98.8
99		1	1.2	1.2	100.0
Total		86	100.0	100.0	

Educational sector strategic decision-making processes and practice influencing the quality of general education in Ethiopia?

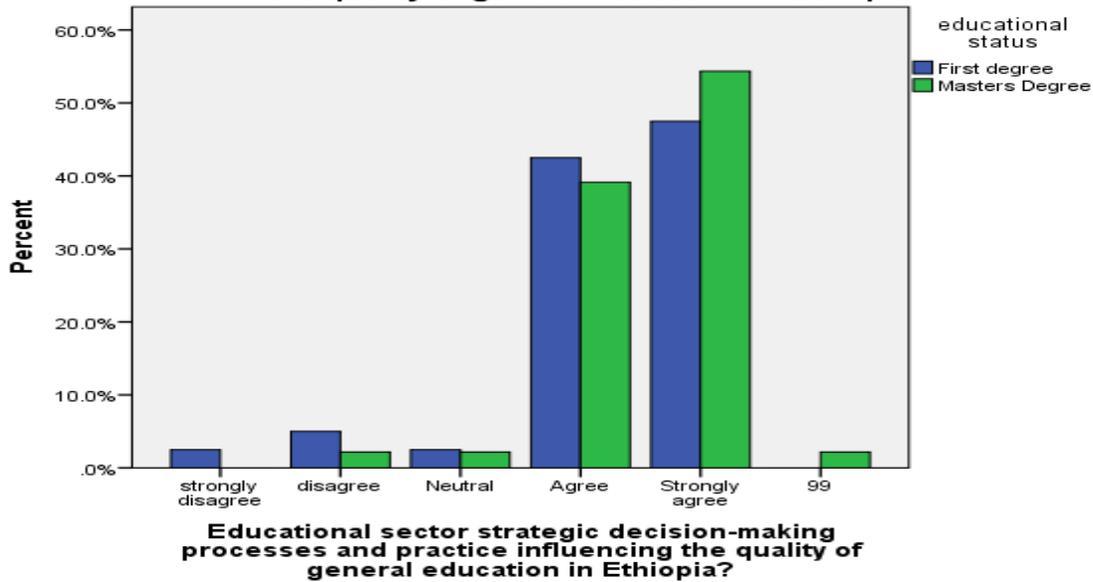


Figure 26: Financial strategic plan enhances the quality of general education.

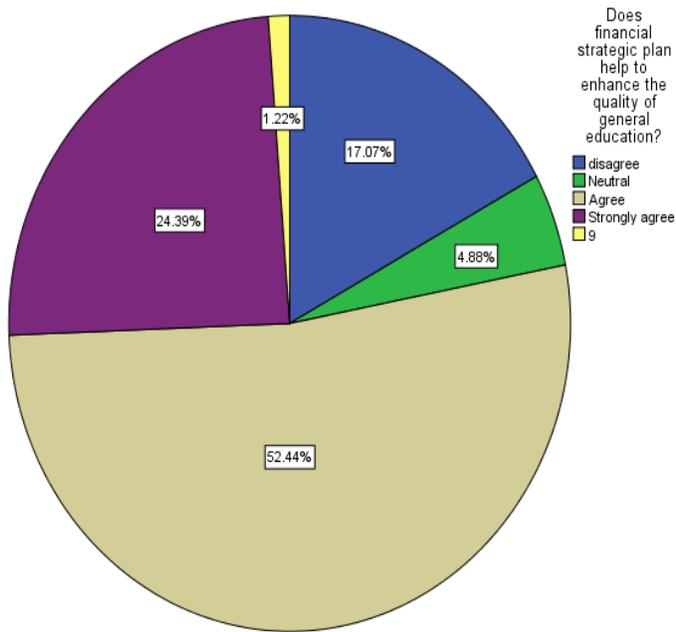


Figure 27: Getting financial and human resource assistance from Partnering organization

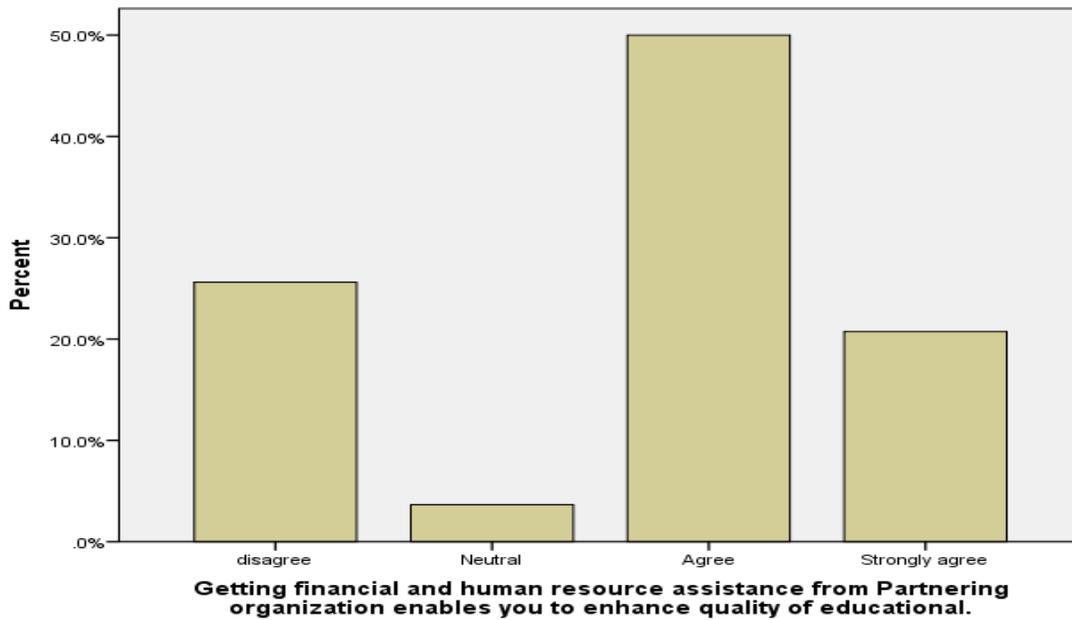


Figure 28: Roles of partnering organization in supporting SPDMPP

There is a role of partnering organization in supporting the educational strategic planning and decision-making processes and practices in Ethiopia

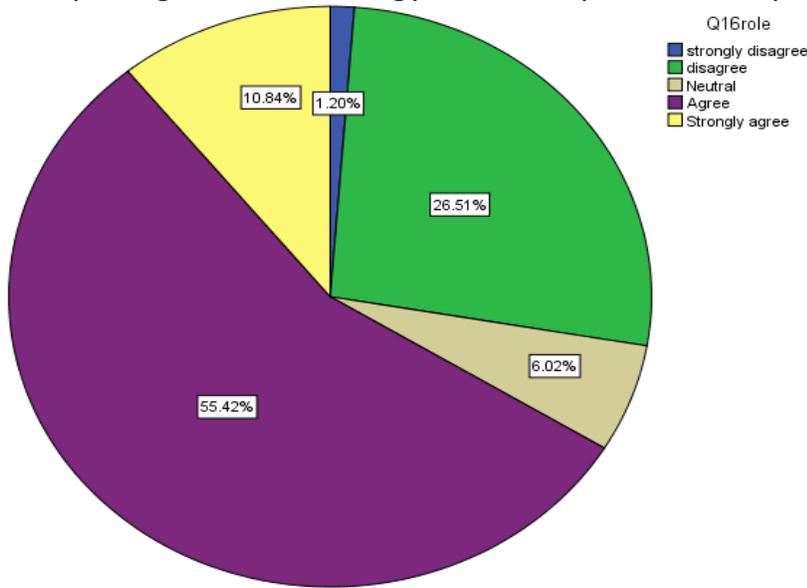


Figure 29: Success and challenges you experiencing in utilizing fund

There is a success and challenges as a beneficiary you experiencing in utilizing the educational fund to enhance the quality of education.

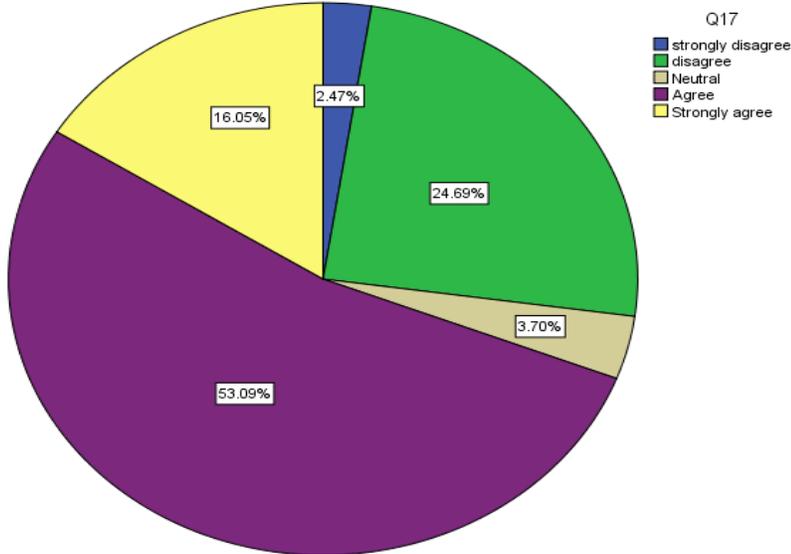


Figure 30: Partnering organization enhanced the DMPP and quality of education

Partnering organization enhanced the decision-making processes, practice and quality of education.

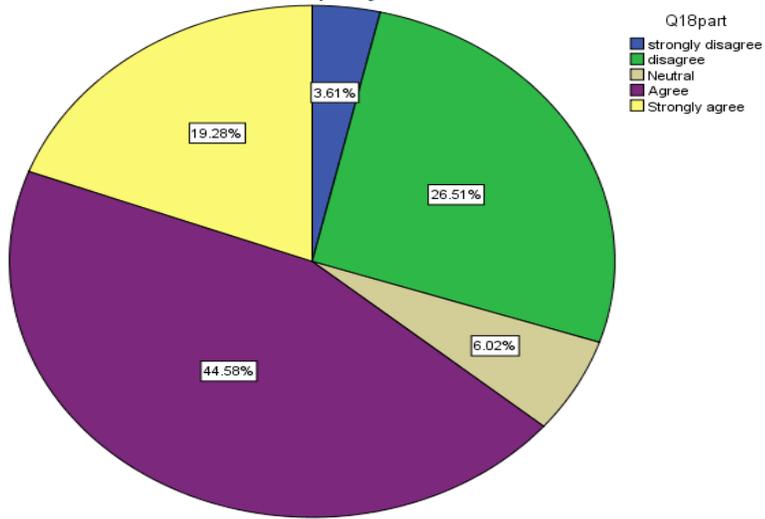


Figure 31: Respondent by gender/Sex

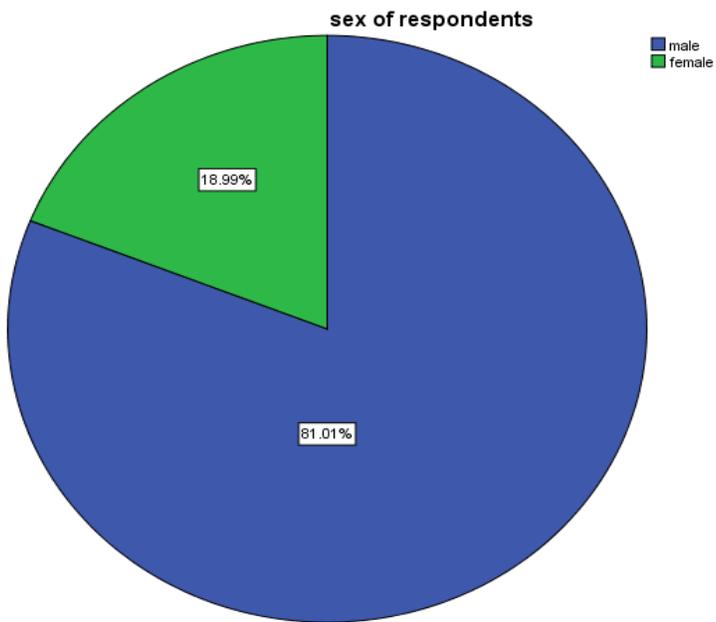


Figure 32: Respondent by Age

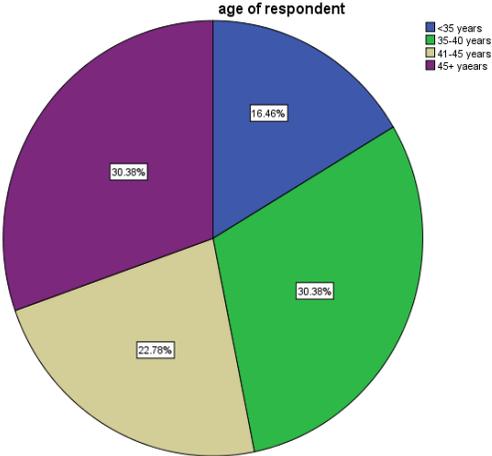


Figure 33: Respondent by Educational status

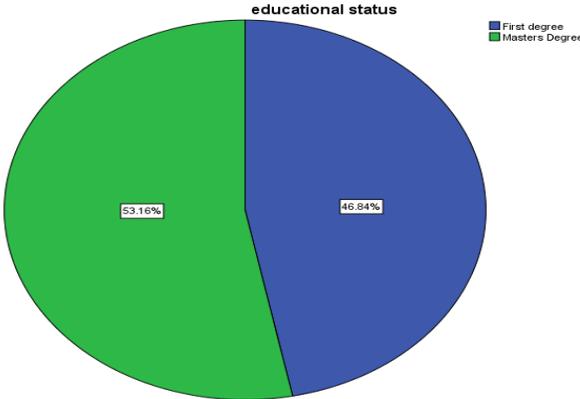


Figure 34: Respondent by Working years of experience

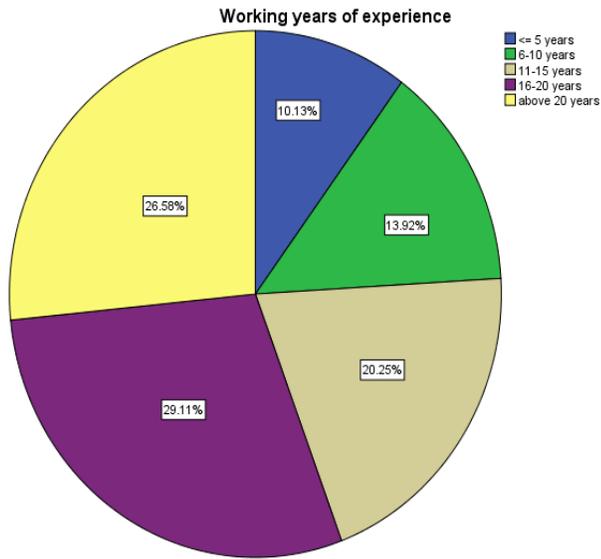


Figure 35: Types of decision-making model used while making decisions

What types of decision-making model are you using while you are making decisions?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Economic man model	14	16.3	16.9	16.9
	Our own model	20	23.3	24.1	41.0
	just making without considering any model	49	57.0	59.0	100.0
	Total	83	96.5	100.0	
Missing	99	3	3.5		
Total		86	100.0		

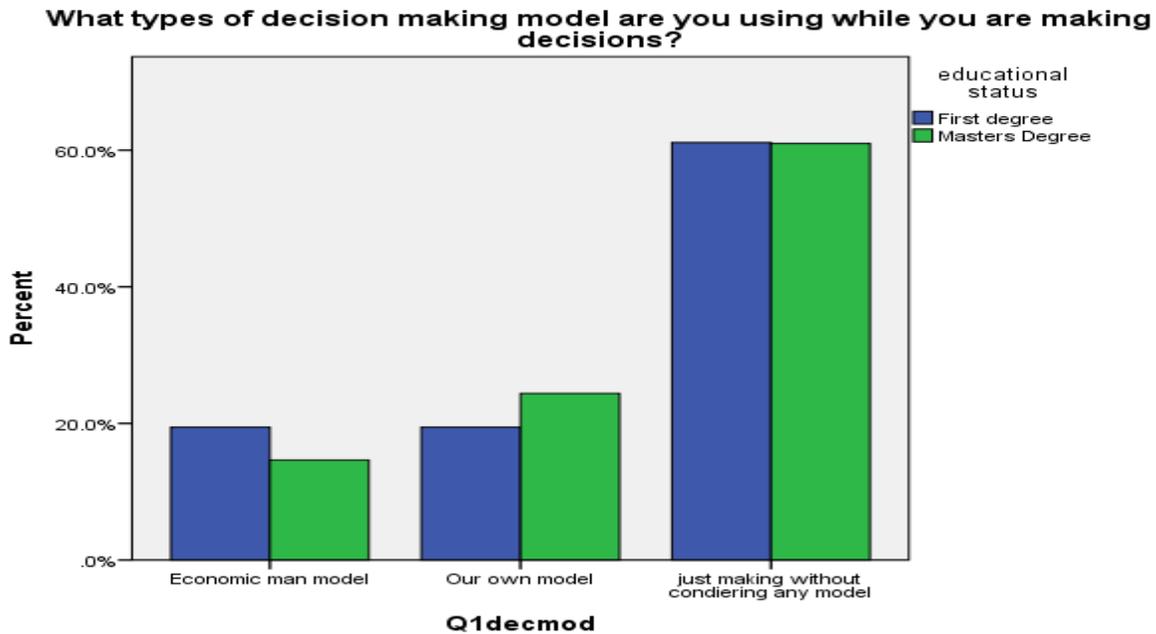


Figure 36: Conducting overall observation while deciding

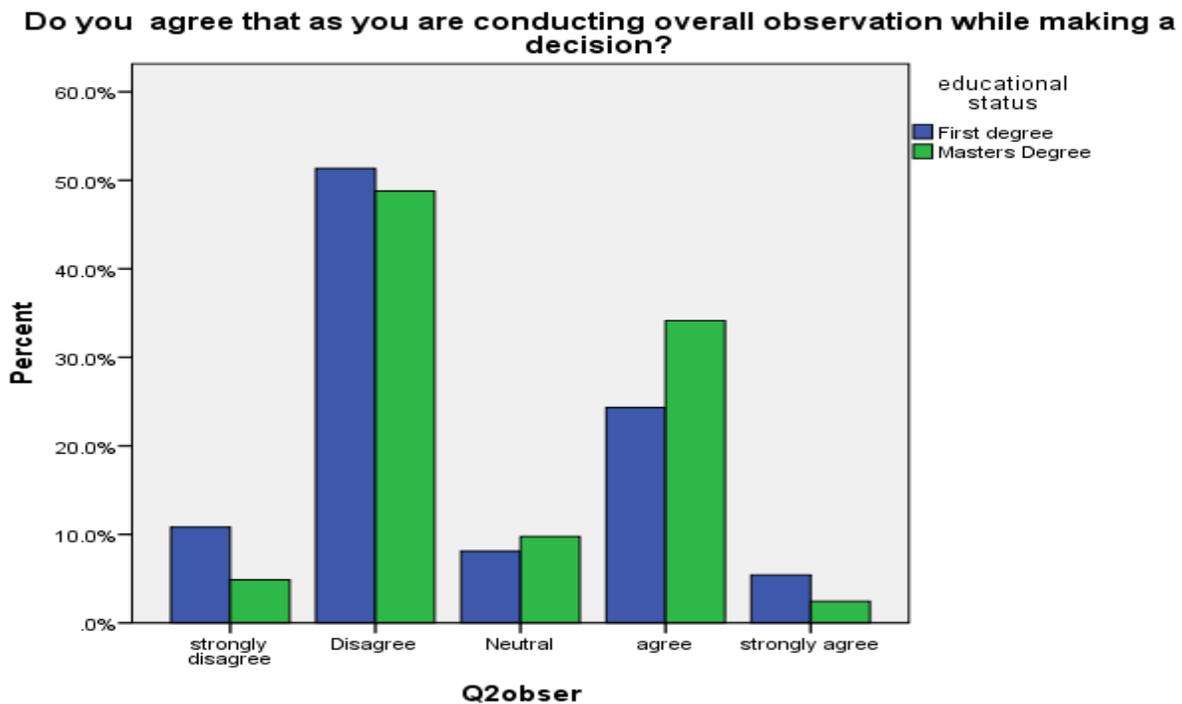


Figure 37: Conducting local observation while deciding

Have you considered overall observation while you were making a decision (local)?

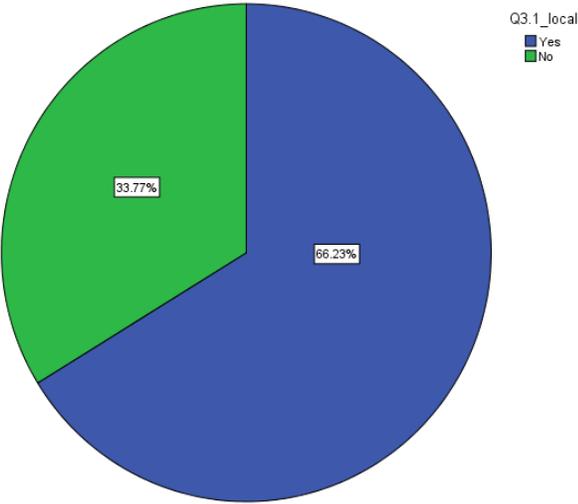


Figure 38: Conducting regional observation while deciding

Have you considered overall observation while you were making a decision (regional)?

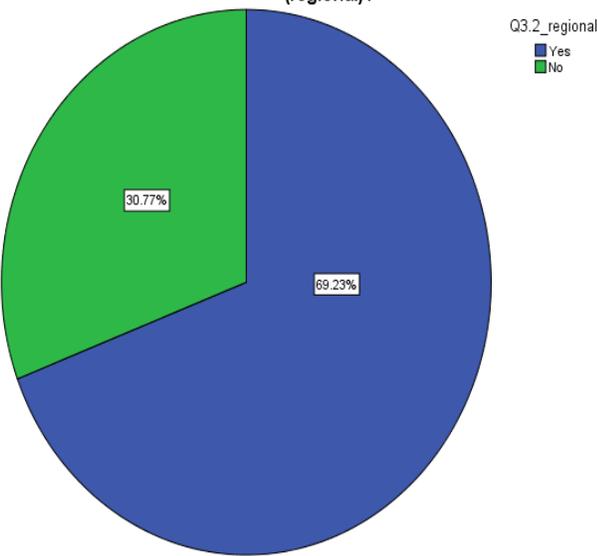


Figure 39: Conducting global observation while deciding

Have you considered overall observation while you were making a decision (global)

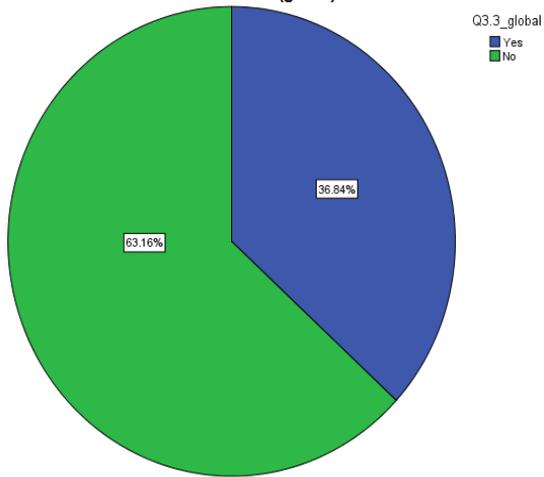


Figure 40: Conducting fact findings observation while deciding

Have you considered overall observation while you were making a decision (on basis of fact findings)?

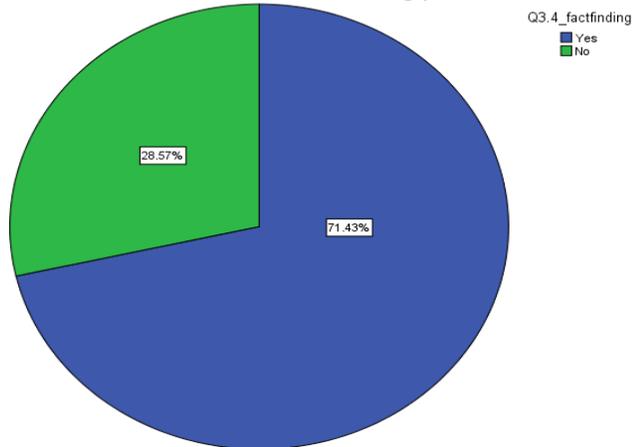


Figure 41: Considering past experience while deciding

Have you considered overall observation while you were making a decision (from past experience)?

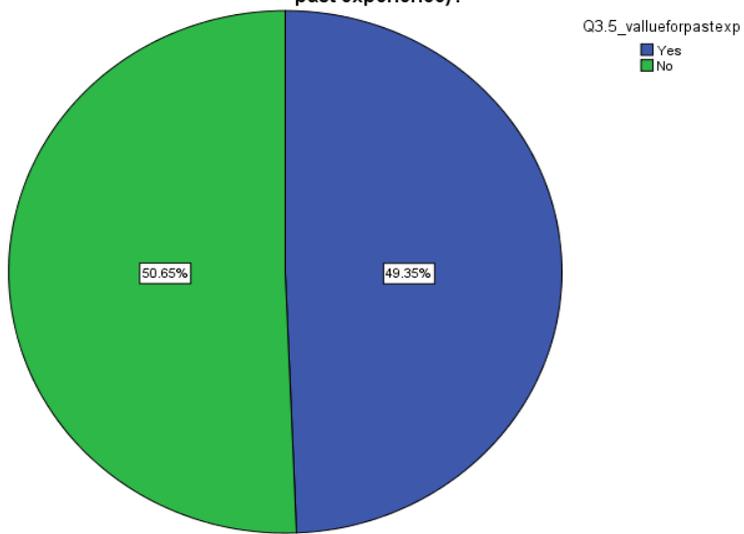


Figure 42: Identifying problems while deciding and align with outcomes

Do you consider identifying problems while making a decision and align with expecting out comes?

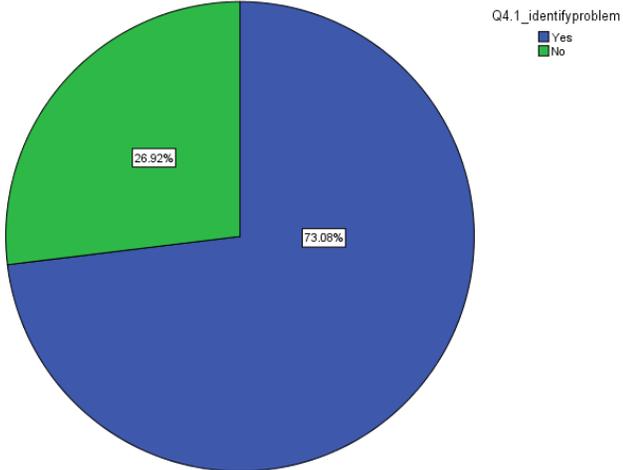


Figure 43: understanding situation and align with outcomes

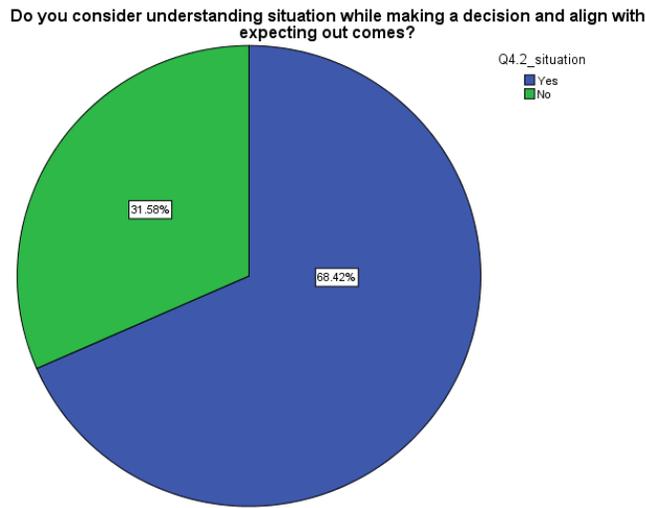


Figure 44: Consider previous experience and align with outcomes

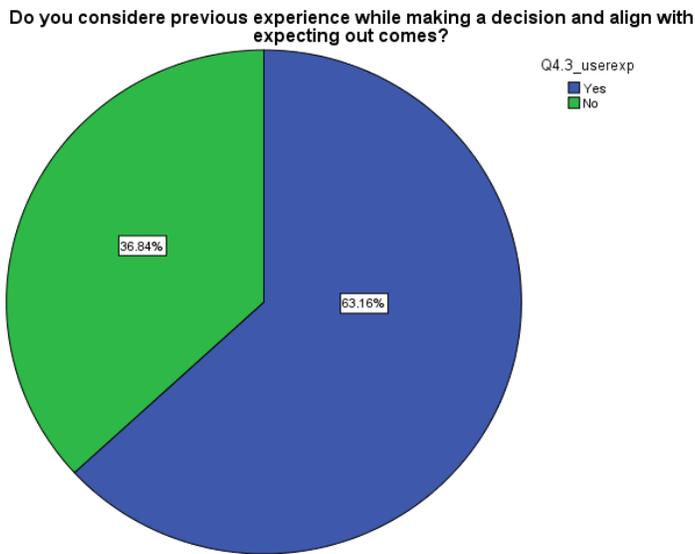


Figure 45: Consider culture, tradition & custom and align with outcomes

Do you consider culture tradition custom of societies while deciding and align with expecting out comes?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	43	50.0	51.2	51.2
	No	41	47.7	48.8	100.0
	Total	84	97.7	100.0	
Missing	99	2	2.3		
Total		86	100.0		

Figure 46: Utilize new information and align with outcomes

Do you utilize new information while making a decision and align with expecting out comes?

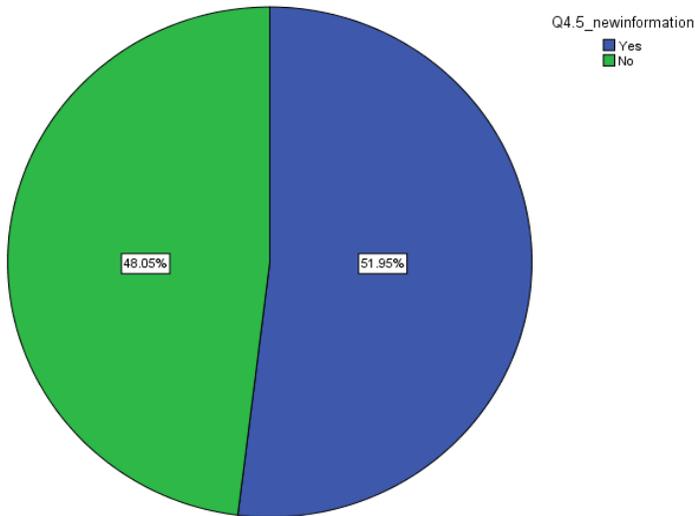


Figure 47: Consider analysis, synthesis and align with outcomes

Do you consider analysis and synthesis while making a decision and aligning with expecting out comes?

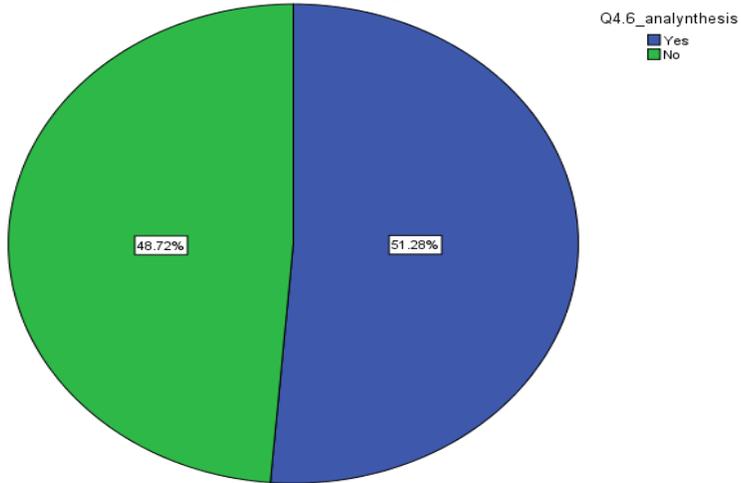


Figure 48: Prioritizing the output (outcome) while made decision

Do you take into account prioritizing the output (outcome) while you have made decision?

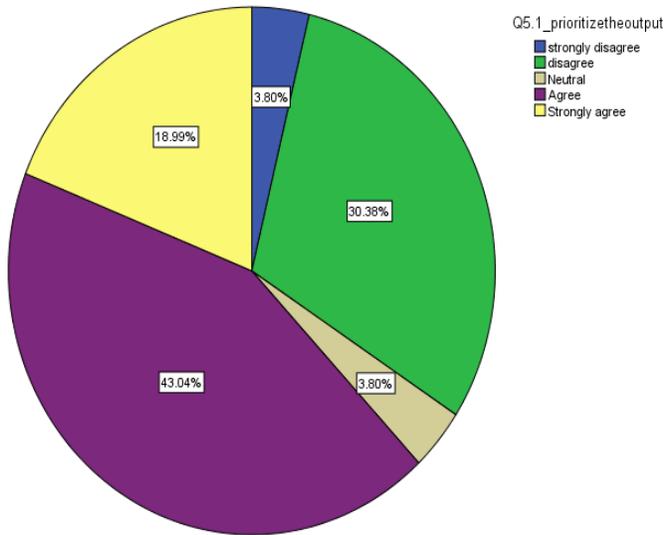


Figure 49: Developing alternatives while made decision

Do you take into account developing alternatives while you have made decision?

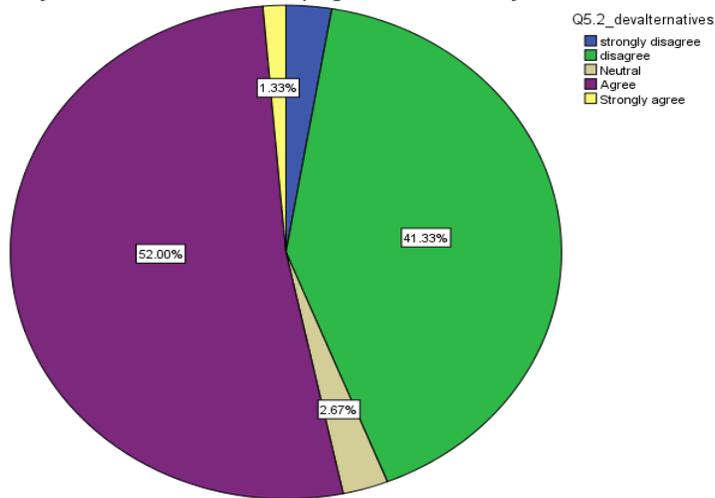


Figure 50: Provision of guidance and control while made decision

Do you take into account provision of guidance and control while you have made decision?

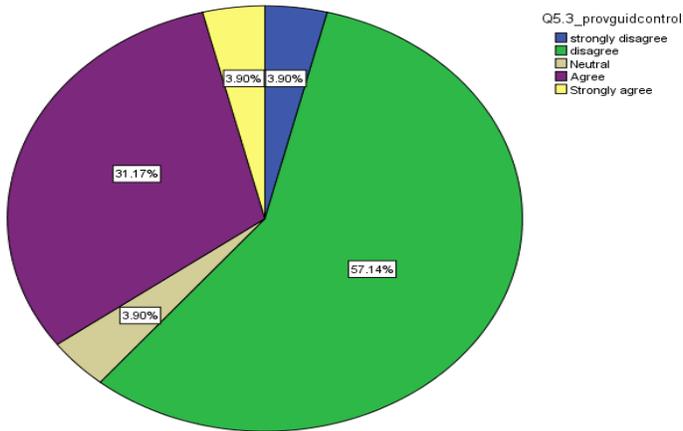


Figure 51: Develop monitoring and evaluation method while made decision

Do you consider developing monitoring and evaluation method while you have made decision?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	5	5.8	6.0	6.0
	disagree	32	37.2	38.1	44.0
	Neutral	3	3.5	3.6	47.6
	Agree	31	36.0	36.9	84.5
	Strongly agree	13	15.1	15.5	100.0
	Total	84	97.7	100.0	
Missing	99	2	2.3		
Total		86	100.0		

Figure 52: Involving stakeholders during Identification stage

Do you involve stakeholders during identifying stage while you are consulting them?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	39	45.3	46.4	46.4
	No	45	52.3	53.6	100.0
	Total	84	97.7	100.0	
Missing	99	2	2.3		
Total		86	100.0		

Figure 53: Involving stakeholders during planning stage

Do you involve stakeholders at planning stage while you are consulting them?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	63	73.3	74.1	74.1
	No	22	25.6	25.9	100.0
	Total	85	98.8	100.0	
Missing	99	1	1.2		
Total		86	100.0		

Figure 54: Involving stakeholders during Implementation stage

Do you involve stakeholders during implementation stage while you are consulting them?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	51	59.3	59.3	59.3
	No	35	40.7	40.7	100.0
	Total	86	100.0	100.0	

Figure 55: Involving stakeholders during monitoring and evaluation stage

Do you involve stakeholders at monitoring and evaluation stage while you are consulting them?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	40	46.5	46.5	46.5
	No	46	53.5	53.5	100.0
	Total	86	100.0	100.0	

Figure 56: Involving stakeholders during sustainability stage

Do you involve stakeholders during sustainability issue while you are consulting them?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	33	38.4	38.8	38.8
	No	52	60.5	61.2	100.0
	Total	85	98.8	100.0	
Missing	99	1	1.2		
Total		86	100.0		

Figure 57: Respondent by gender/ Sex

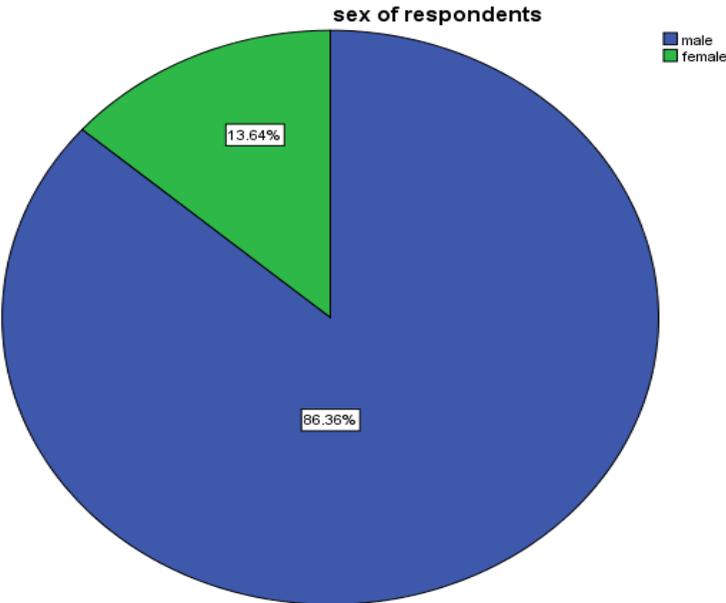


Figure 58: Respondent by Age

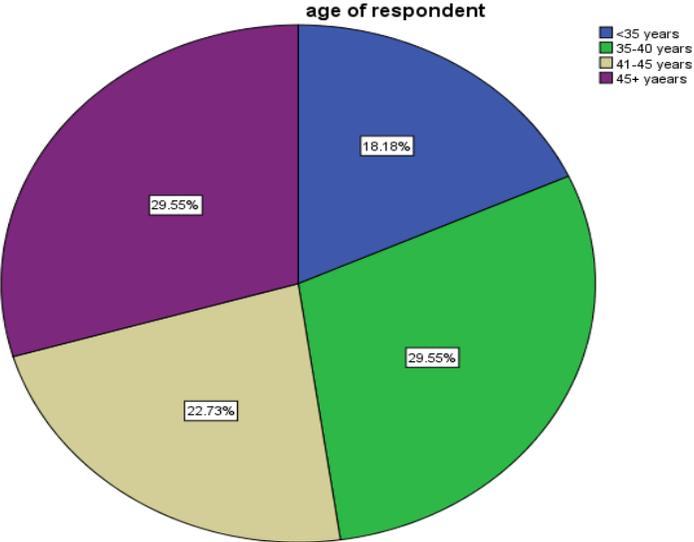


Figure 59: Respondent by Educational status

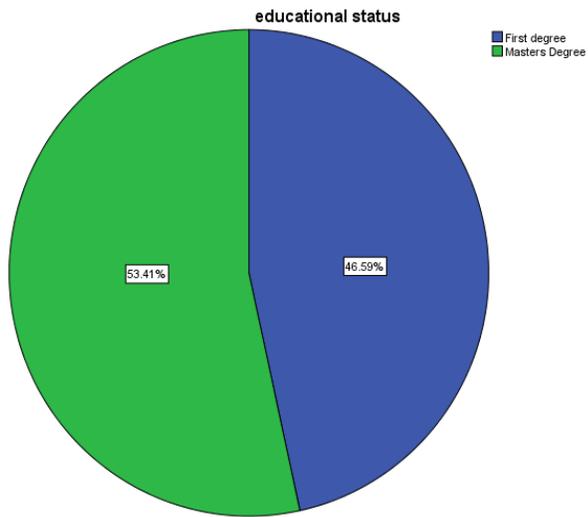
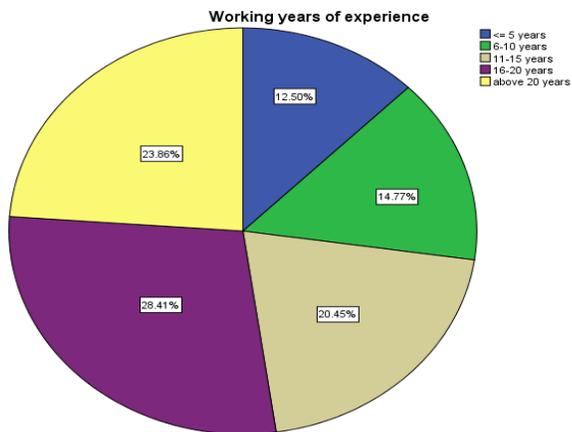
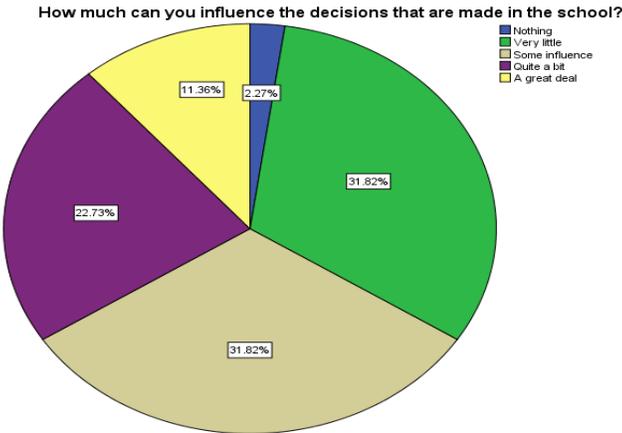


Figure 60: Respondent by Working years of experience



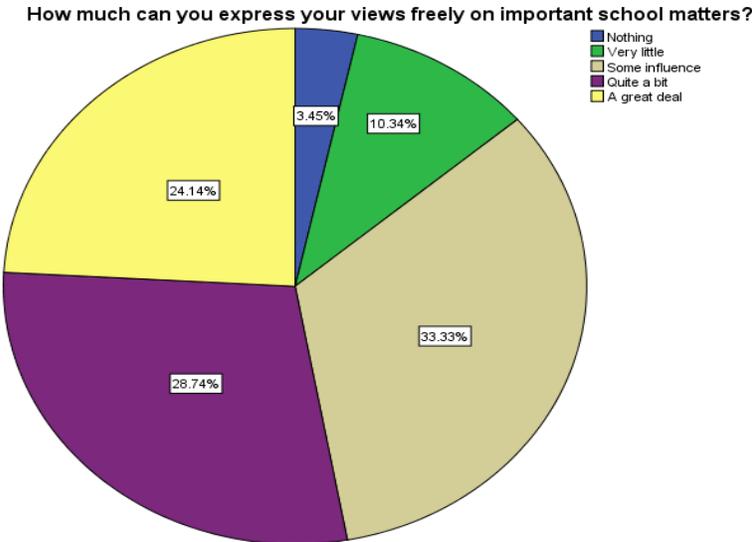
Source: Data SPSS Result (2017)

Figure 61: Influencing the decisions that are made in the school



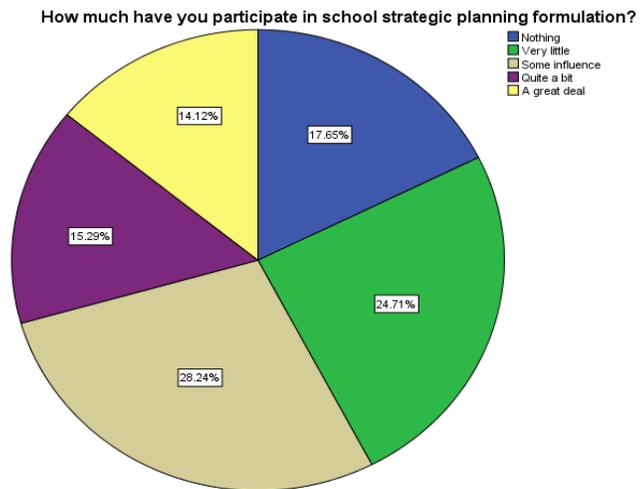
Source: Data SPSS Result (2017)

Figure 62: Express views freely on important school matters



Source: Data SPSS Result (2017)

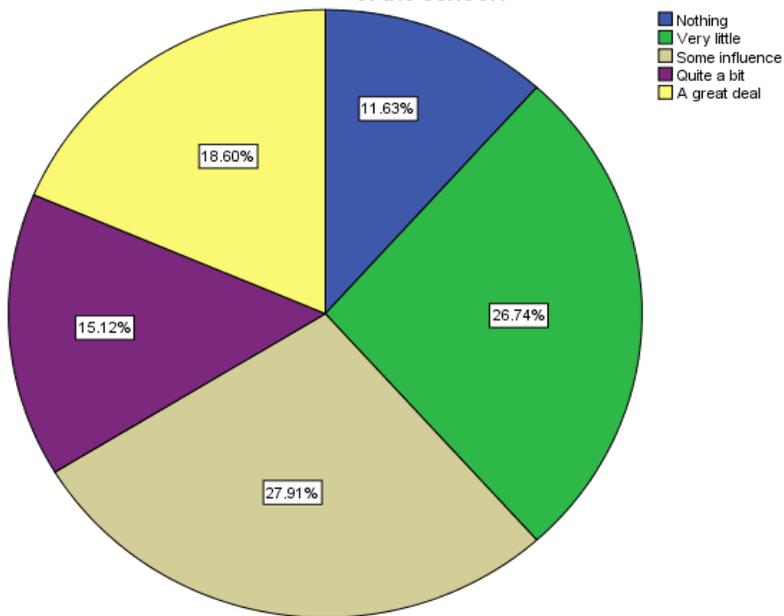
Figure 63: Participated in school strategic planning formulation



Source: Data SPSS Result (2017)

Figure 64: Participated in monitoring and evaluating of the school

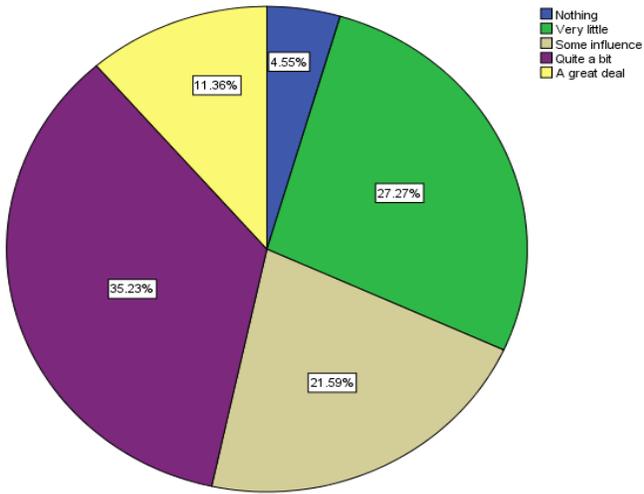
How much have you participated in monitoring and Evaluating the performance of the school?



Source: Data SPSS Result (2017)

Figure 65: Getting instructional materials and equipment you need

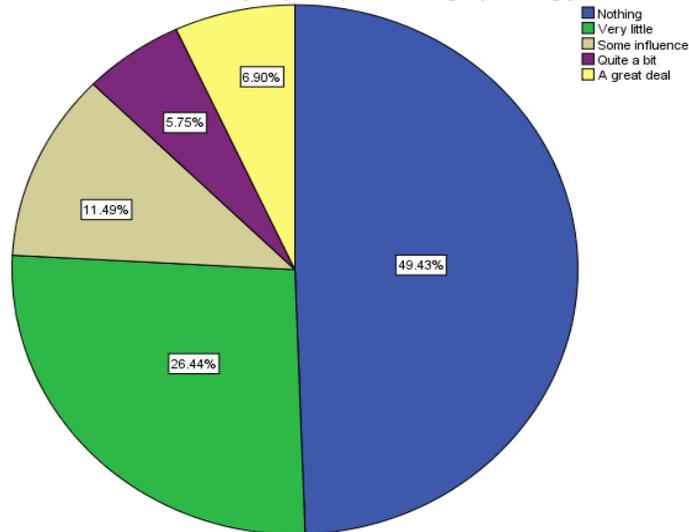
How much can you do to get the instructional materials and equipment you need?



Source: Data SPSS Result (2017)

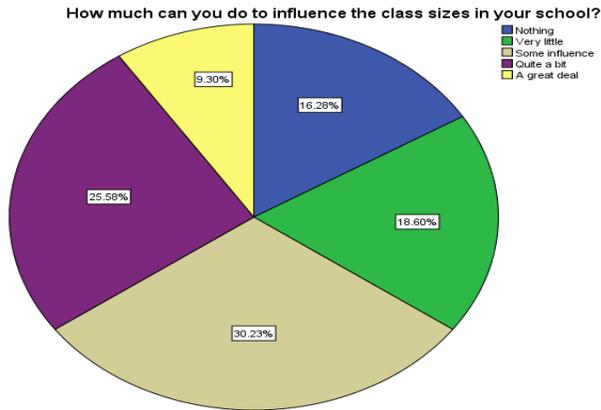
Figure 66: Participation in budget planning processes

How much can you participate in budget planning processes?



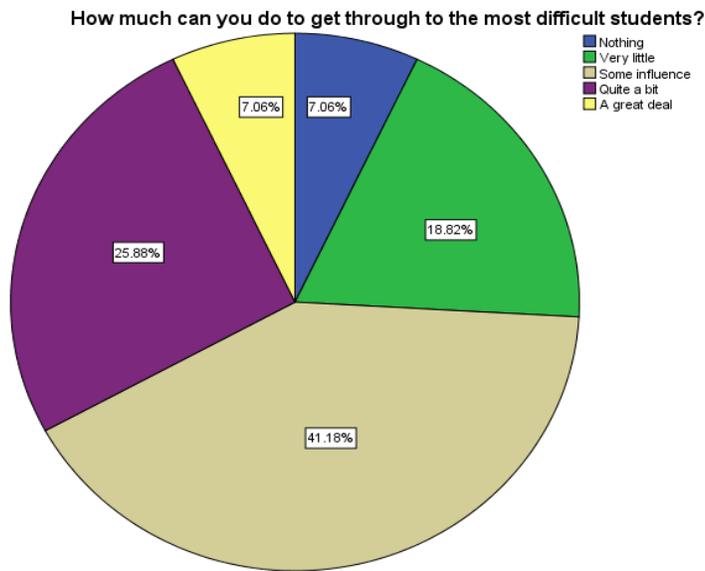
Source: Data SPSS Result (2017)

Figure 67: Influencing the class sizes in your school



Source: Data SPSS Result (2017)

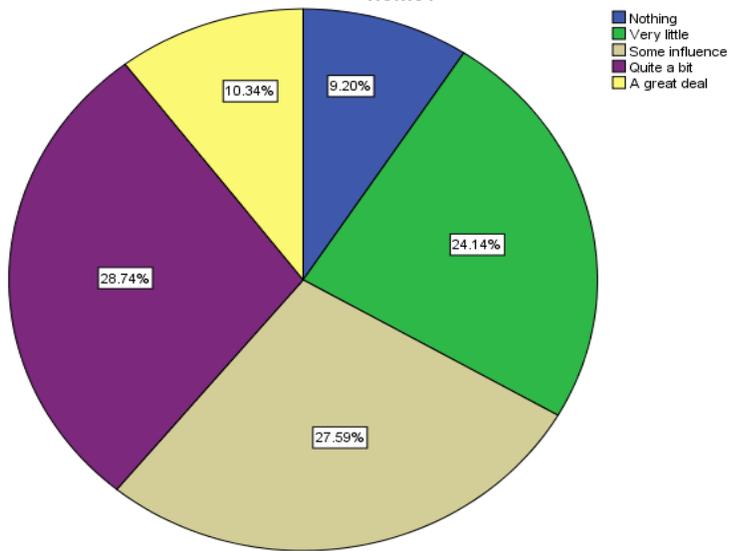
Figure 68: Get most difficult students



Source: Data SPSS Result (2017)

Figure 69: Promote learning

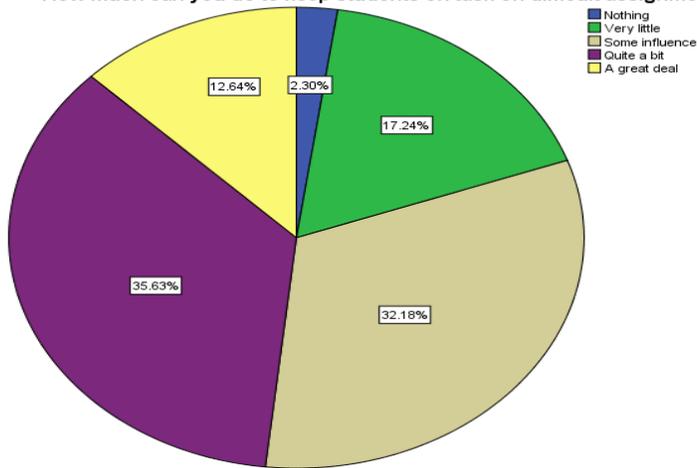
How much can you do to promote learning when there is lack of support from the home?



Source: Data SPSS Result (2017)

Figure 70: Keep students on task on difficult assignments

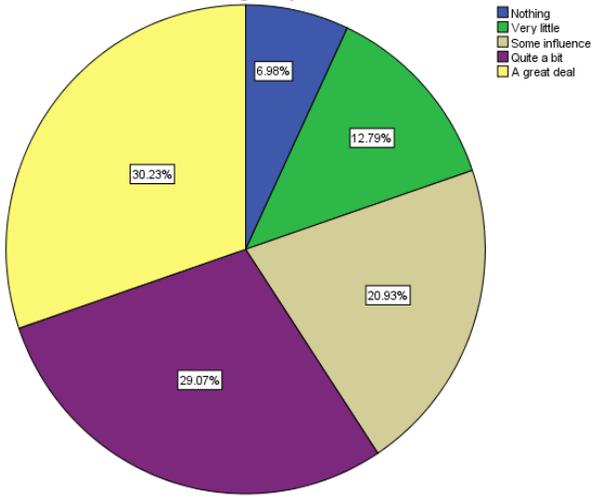
How much can you do to keep students on task on difficult assignments?



Source: Data SPSS Result (2017)

Figure 71: Increase students' memory

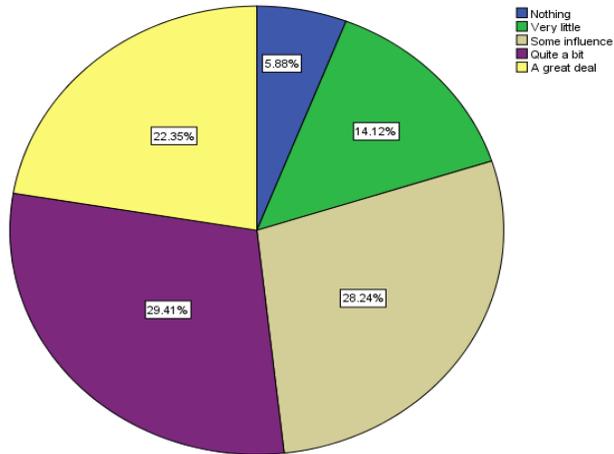
How much can you do to increase students' memory of what they have been taught in previous lessons?



Source: Data SPSS Result (2017)

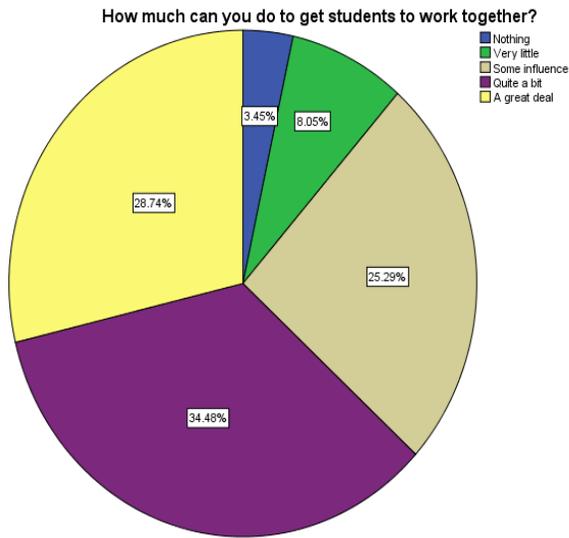
Figure 72: Motivate students who show low interest in schoolwork.

How much can you do to motivate students who show low interest in schoolwork?



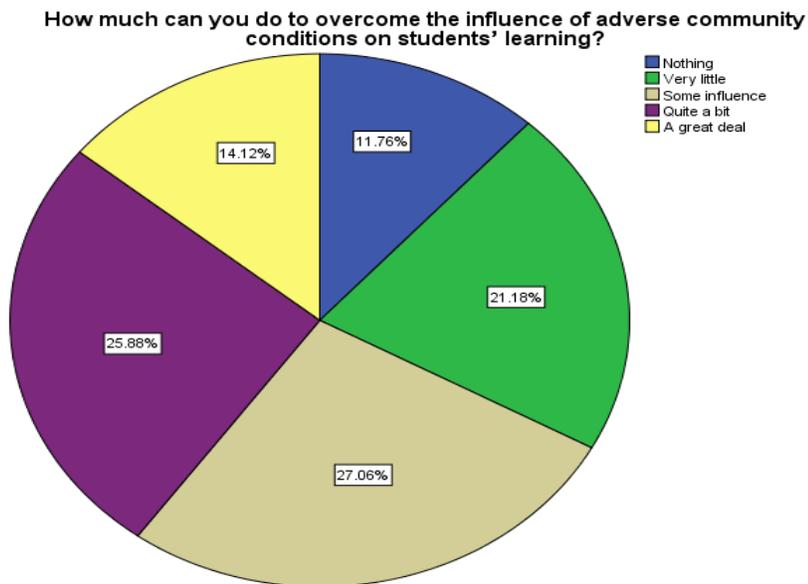
Source: Data SPSS Result (2017)

Figure 73: Getting students to work together



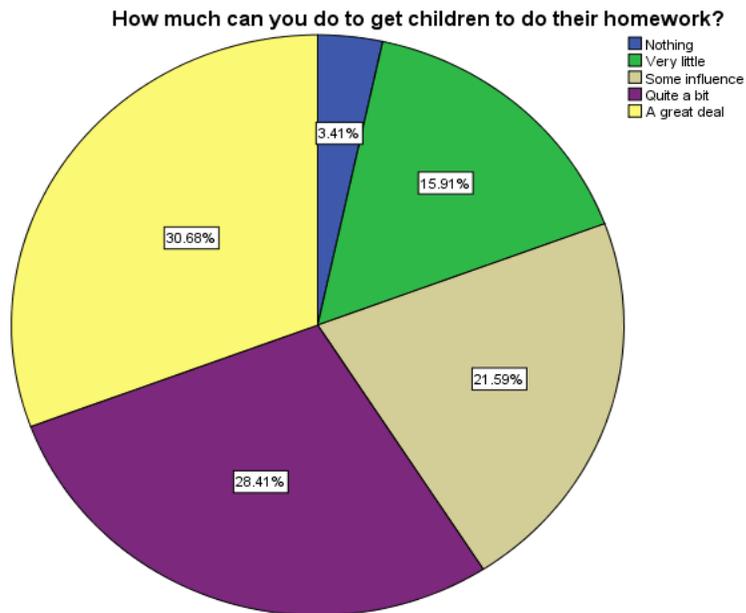
Source: Data SPSS Result (2017)

Figure 74: Overcome the influence of adverse community conditions



Source: Data SPSS Result (2017)

Figure 75: Getting children to do their homework



Source: Data SPSS Result (2017)

Figure 76: Get children to follow classroom rules

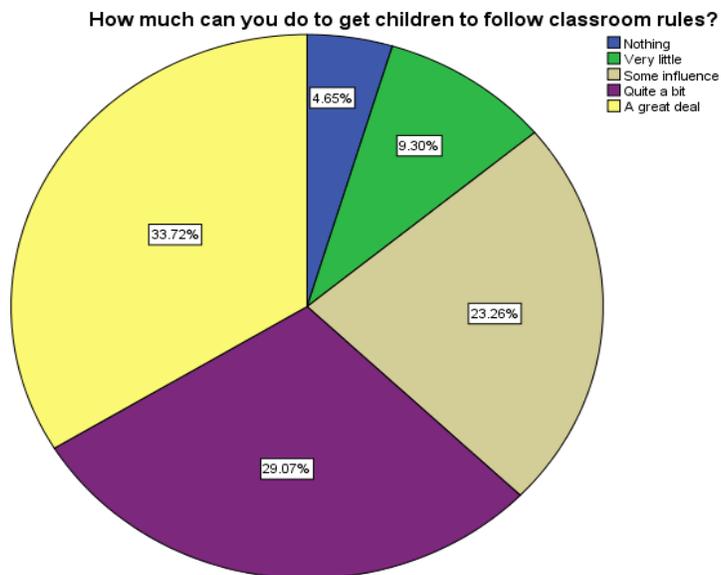


Figure 77: Control disruptive behaviour in the classroom

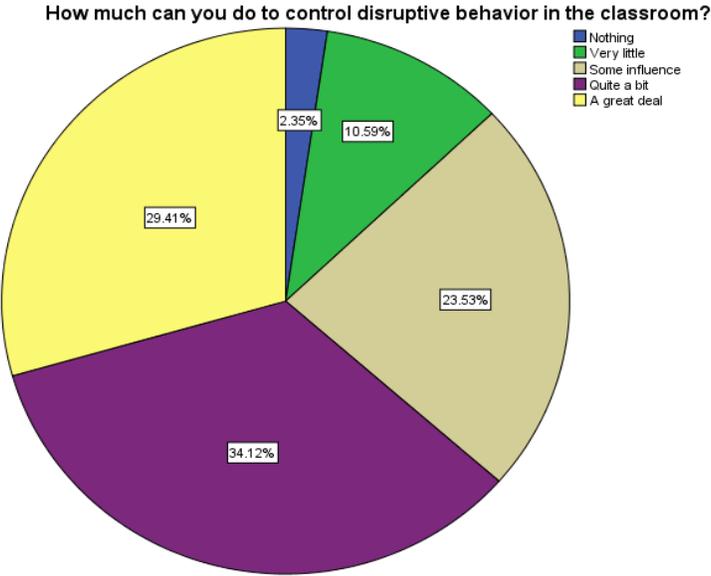


Figure 78: Preventing problem behaviour on the school grounds

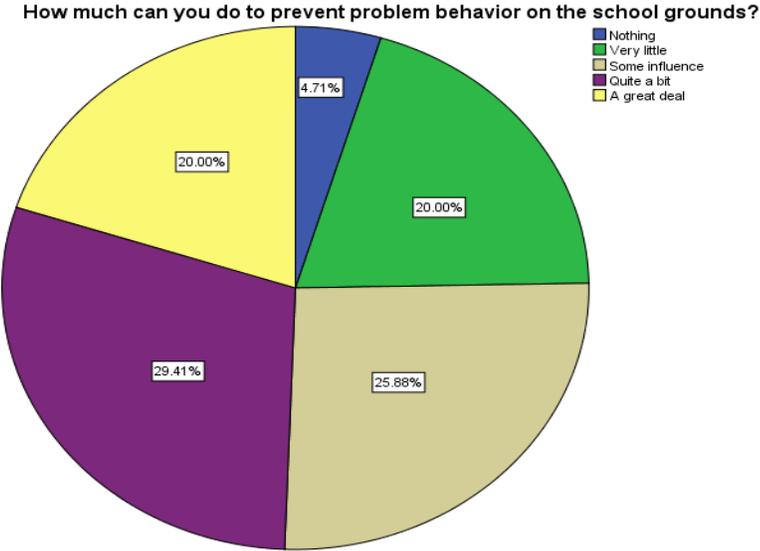


Figure 79: Get parents to become involved in school activities

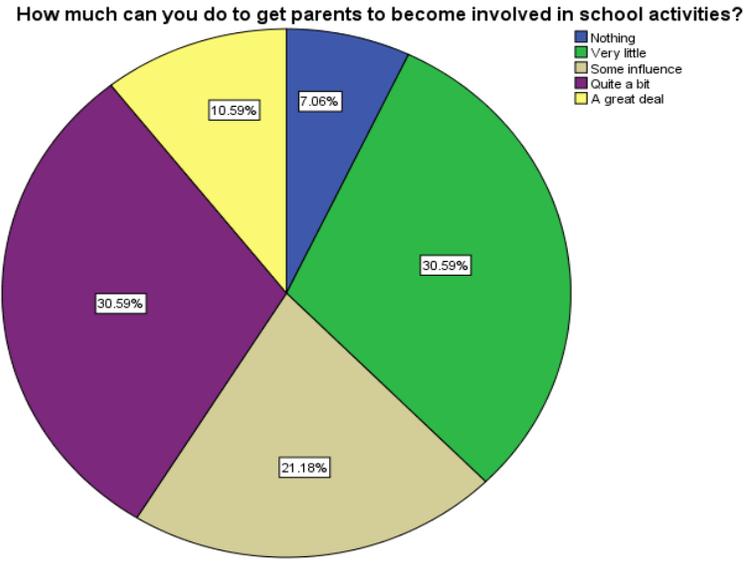


Figure 80: Assist parents in helping their children

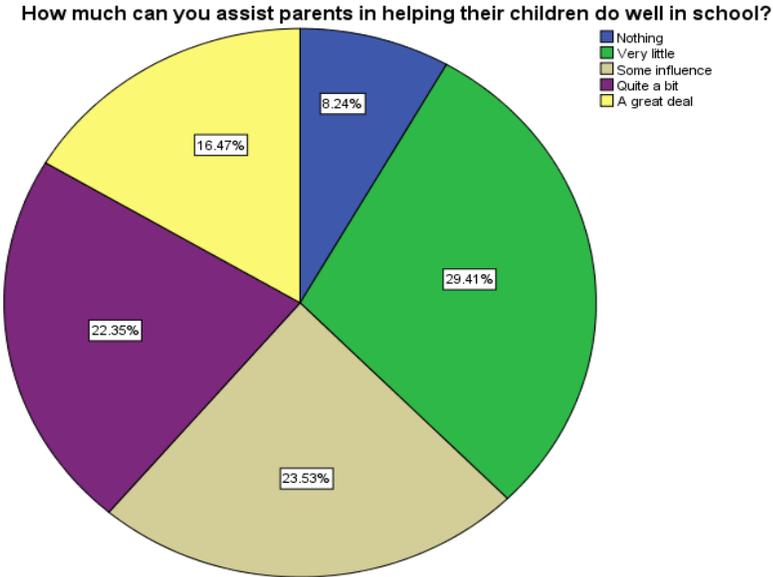


Figure 81: Make parents feel comfortable coming to school

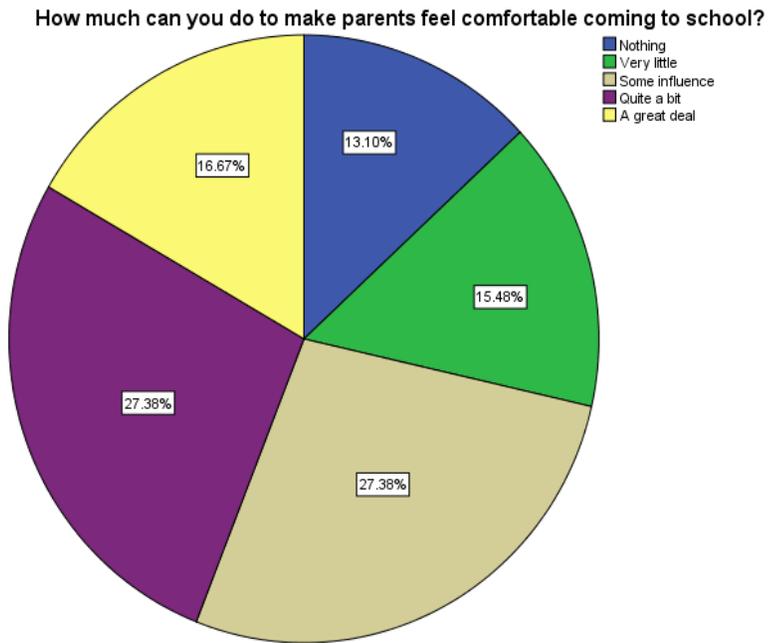


Figure 82: Getting community groups involved in working with the schools

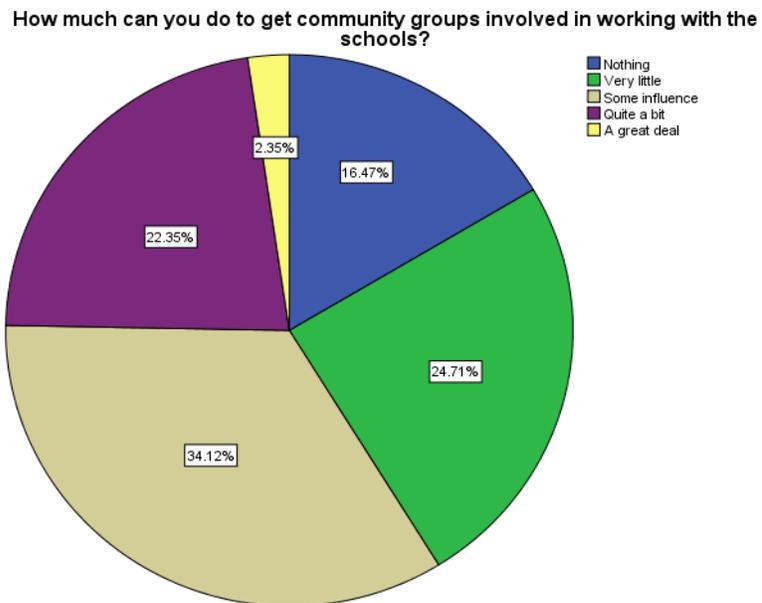


Figure 83: Getting churches/Mosques involved in working with the school

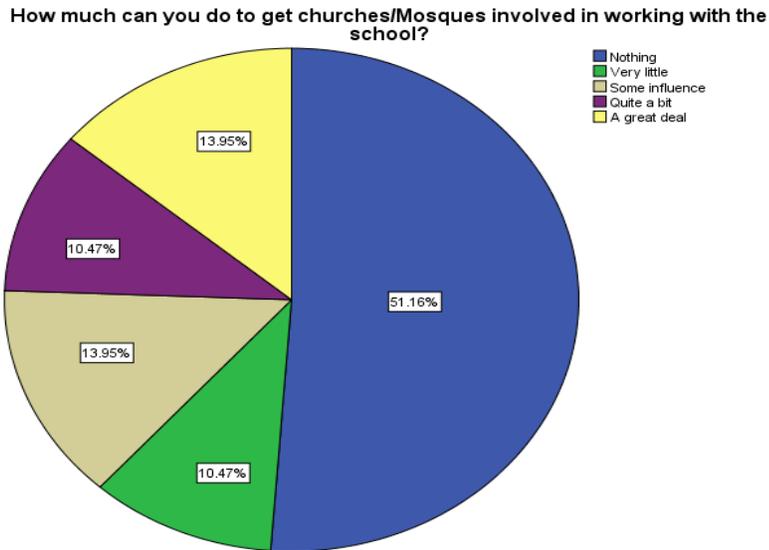


Figure 84: Getting political parties and businesses organization working with school

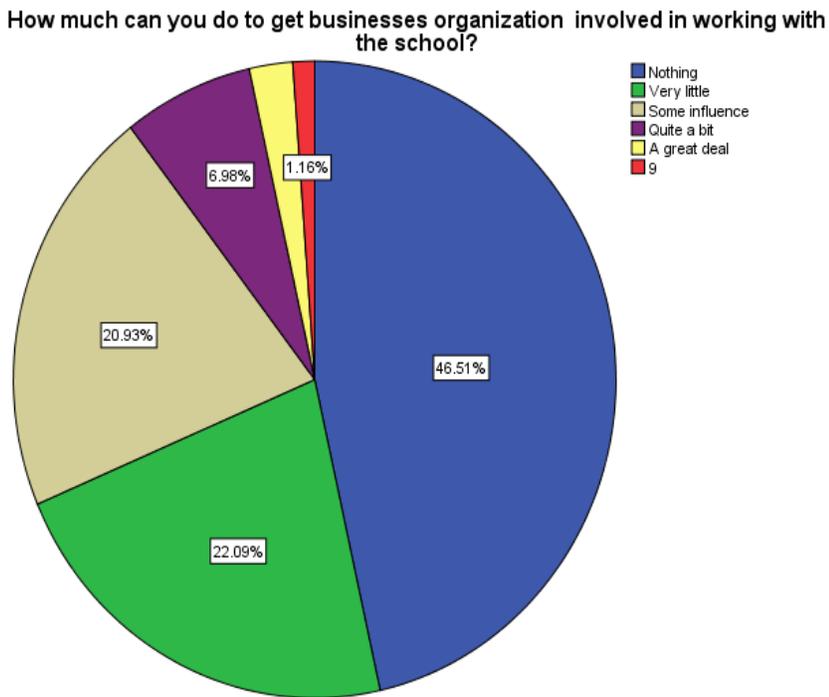


Figure 85: Getting local colleges and universities working with school

How much can you do to get local colleges and universities involved in working with the school?

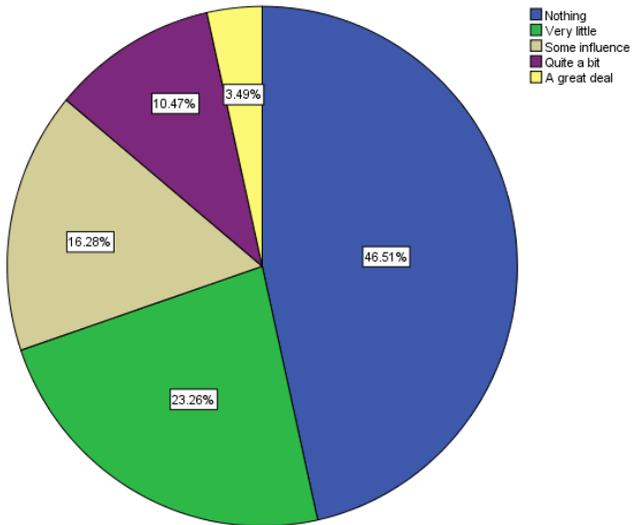


Figure 86: Make a school a safe place

How much can you do to make the school a safe place?

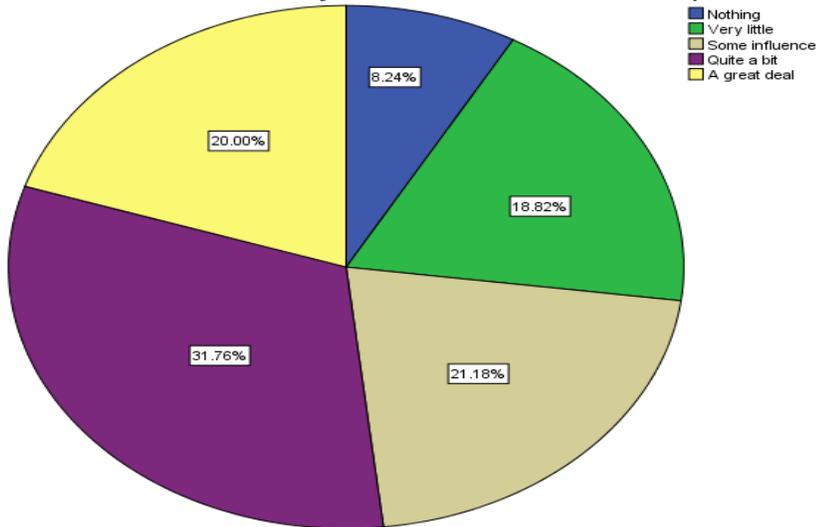


Figure 87: Make students enjoy coming to school

How much can you do to make students enjoy coming to school?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Nothing	6	6.8	7.1	7.1
	Very little	18	20.5	21.2	28.2
	Some influence	15	17.0	17.6	45.9
	Quite a bit	31	35.2	36.5	82.4
	A great deal	15	17.0	17.6	100.0
	Total	85	96.6	100.0	
Missing	99	3	3.4		
Total		88	100.0		

Figure 88: Make students to trust teachers

Qm2: How much can you do to get students to trust teachers?

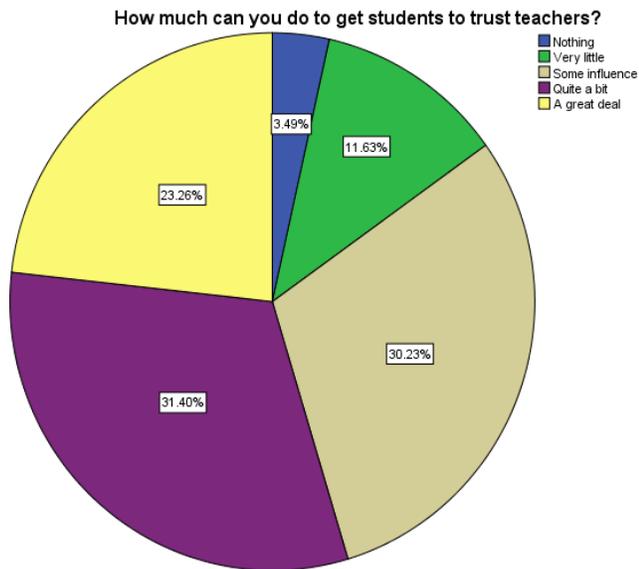


Figure 89: Helping other teachers with their teaching skills

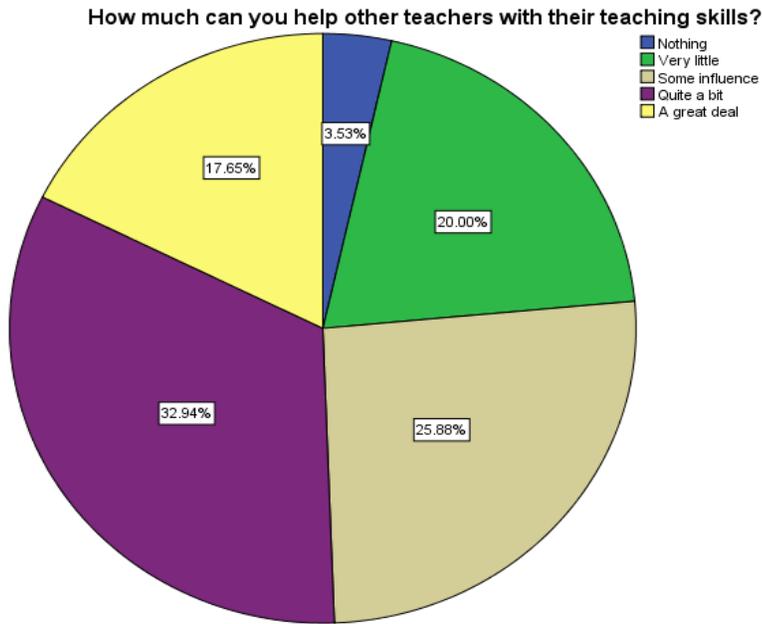


Figure 90: Enhance collaboration between teachers and the administration

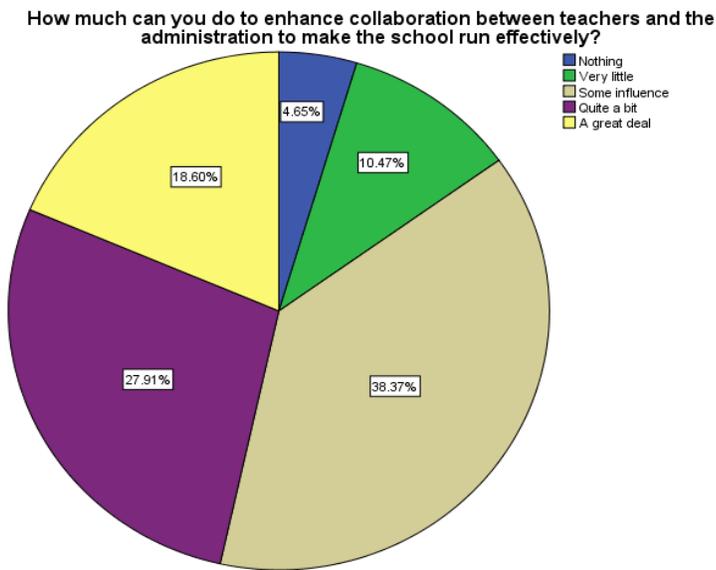


Figure 91: Reduce school dropout

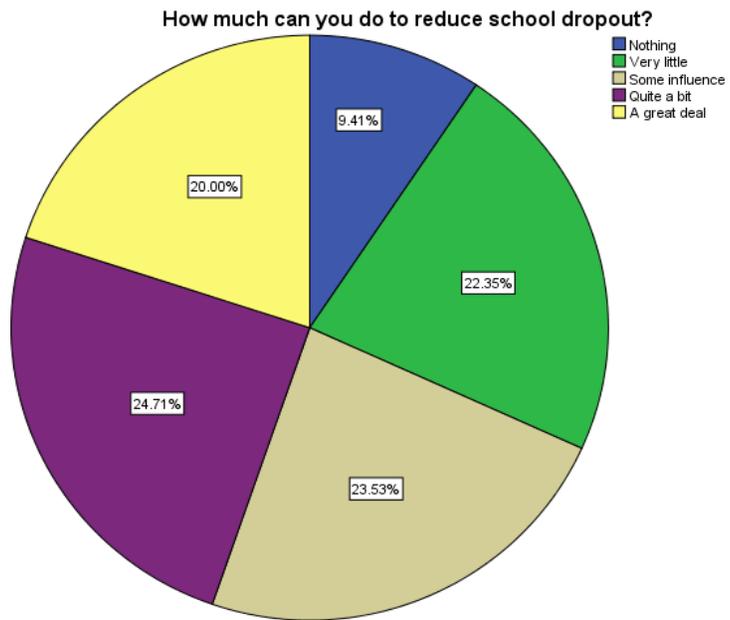


Figure 92: Reduce school absenteeism

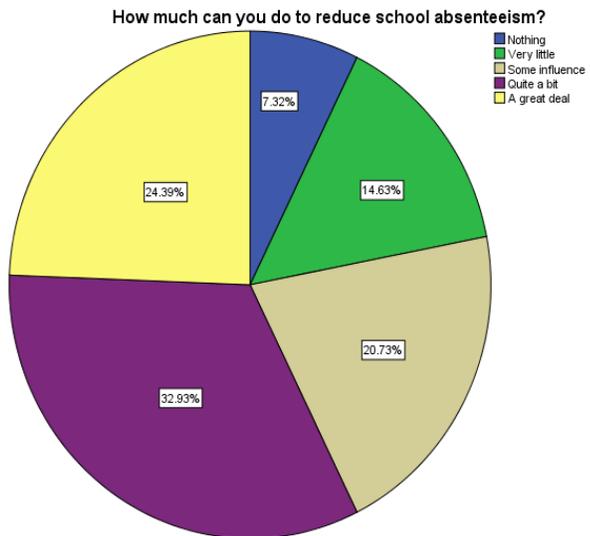


Figure 93: Making students to believe they can do well in schoolwork

How much can you do to get students to believe they can do well in schoolwork?

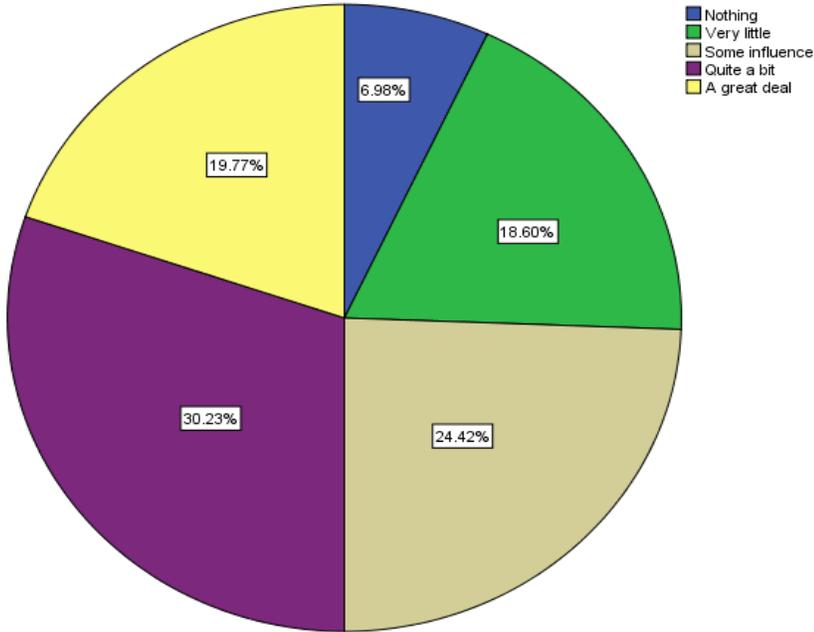
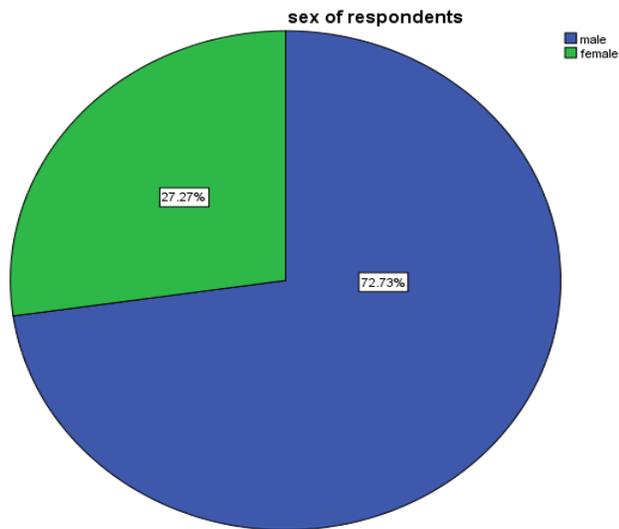


Figure 94: Respondent by gender/sex



Source: Data SPSS Result (2017)

Figure 95: Respondent by Age

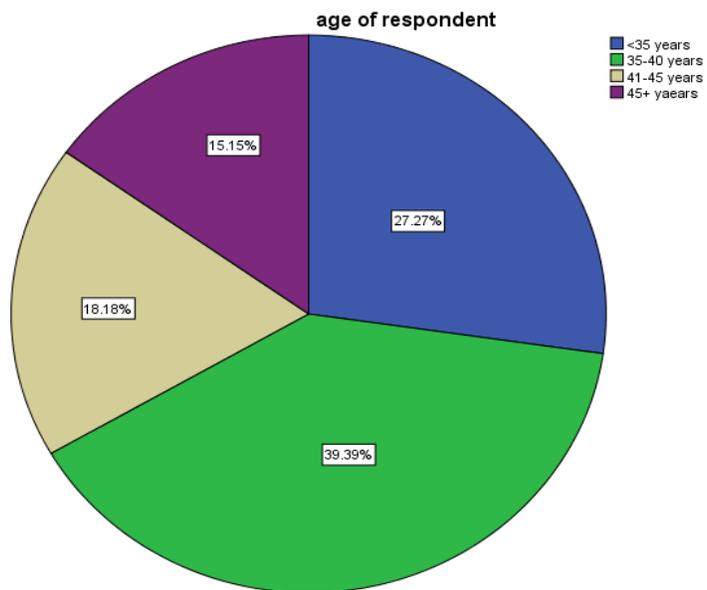


Figure 96: Respondent by educational status

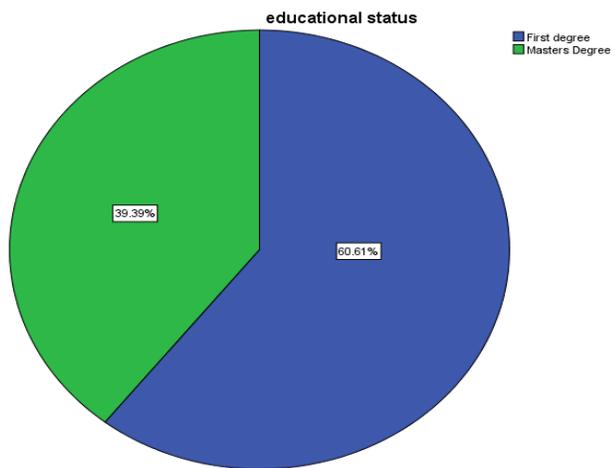


Figure 97: Respondent by Working years of experience

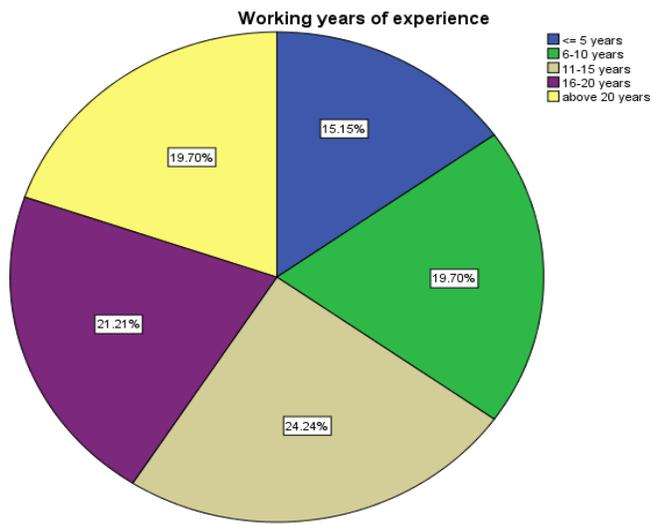


Figure 98: Efficacy to Influence Decision making

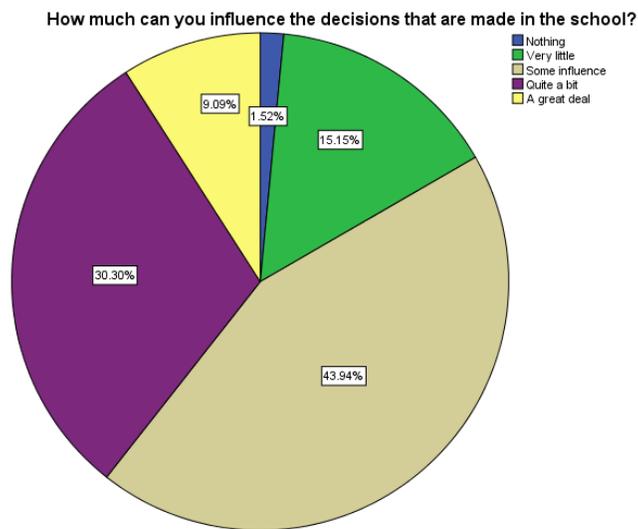


Figure 99: Express your views freely on important school matters

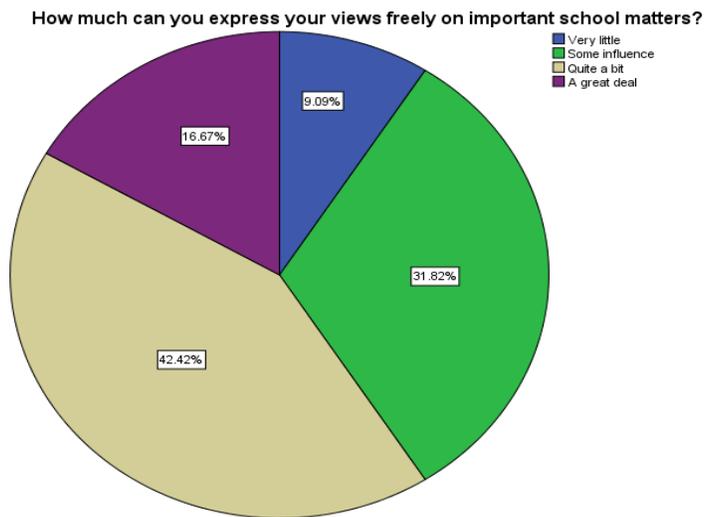


Figure 100: participating in school strategic planning formulation

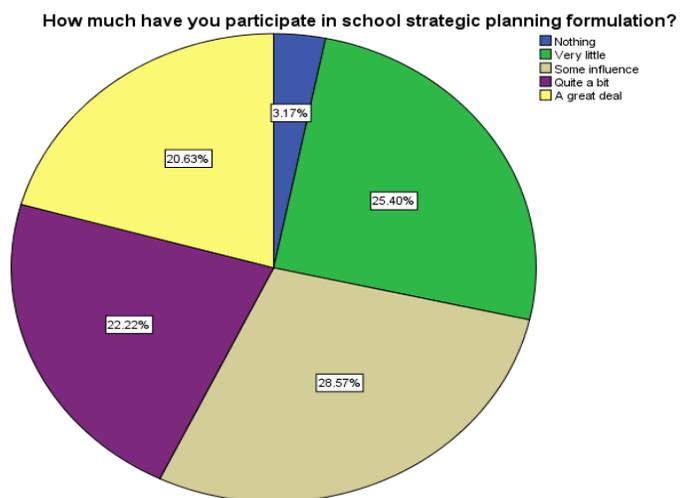


Figure 101: Participate in evaluating the performance of school SPI Implementation.

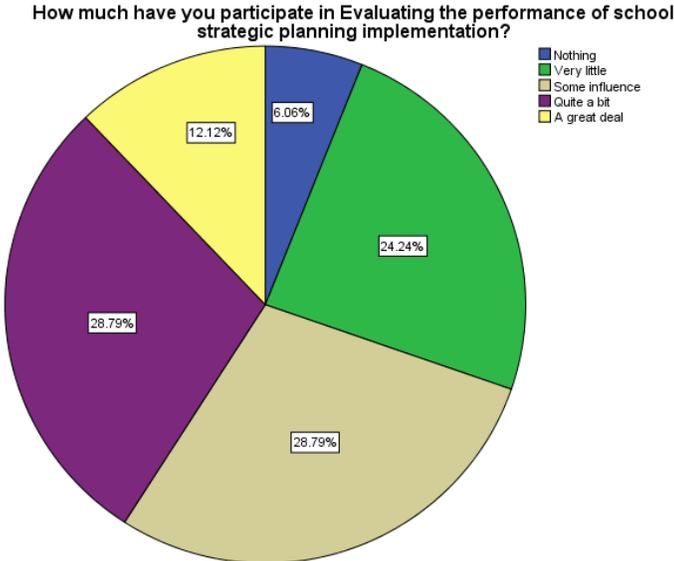


Figure 102: Instructional Self-Efficacy

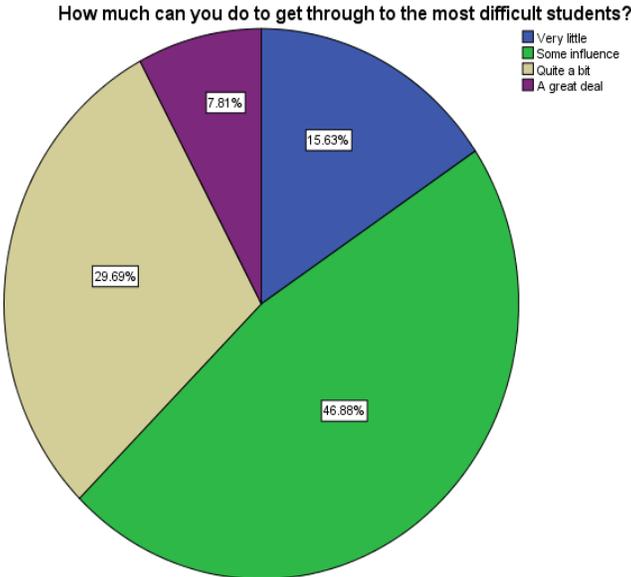


Figure 103: Promote learning

How much can you do to promote learning when there is lack of support from the home?

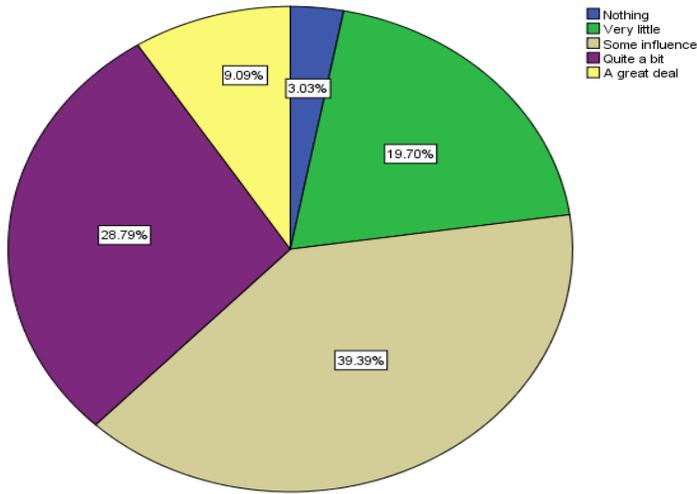


Figure 104: Keep students on task on difficult assignments.

How much can you do to keep students on task on difficult assignments?

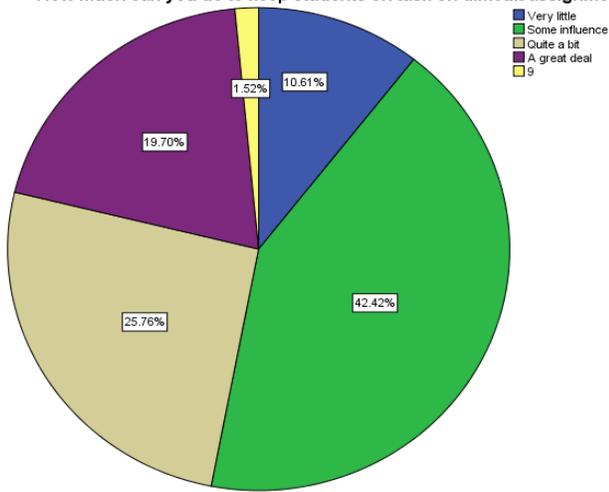


Figure 105: Increase students' memory

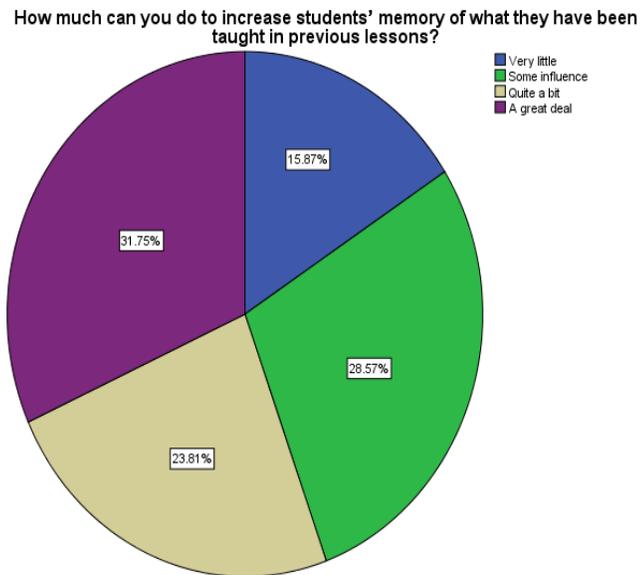


Figure 106: Motivate students who show low interest in schoolwork.

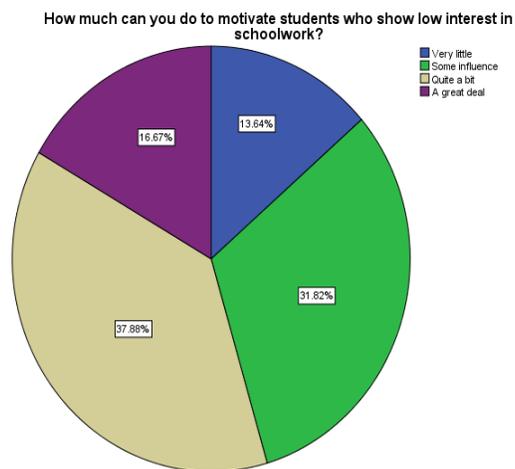


Figure 107: Making students to work together.

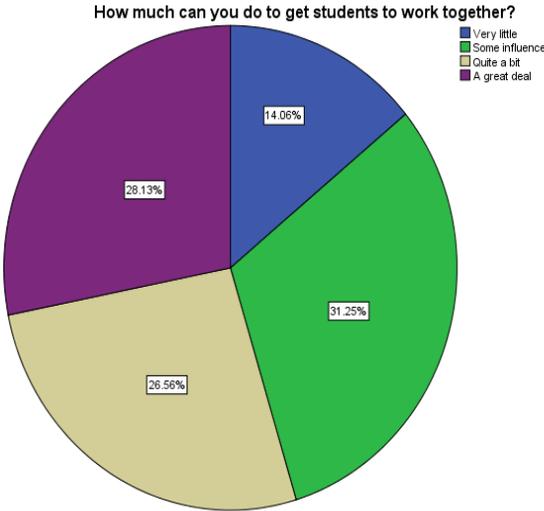


Figure 108: Making children to do their homework.

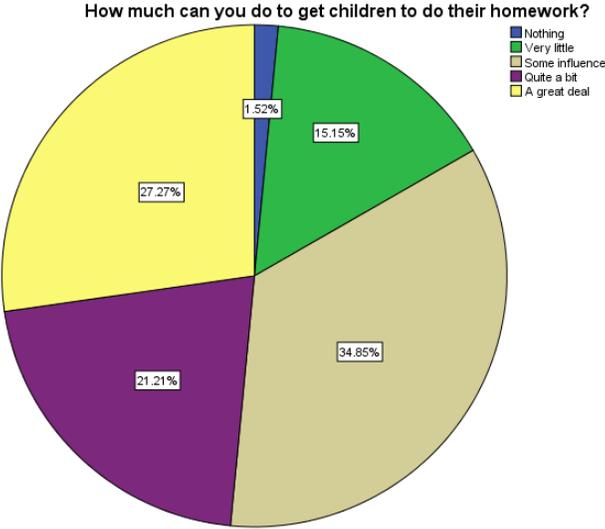


Figure 109: Disciplinary Self-Efficacy

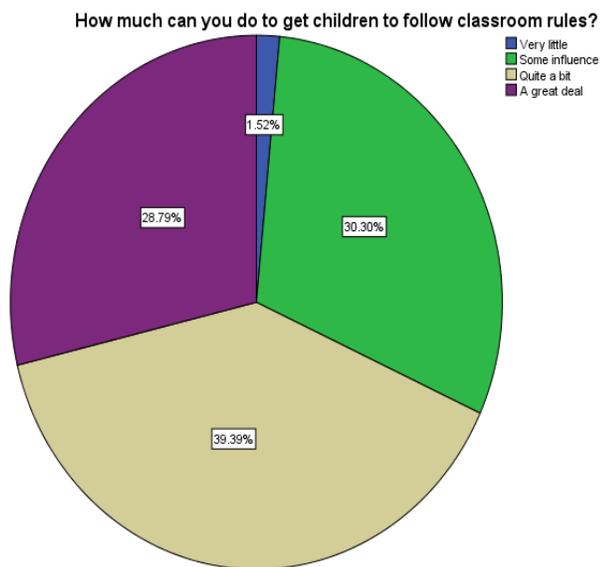


Figure 110: Control disruptive behaviour in the classroom.

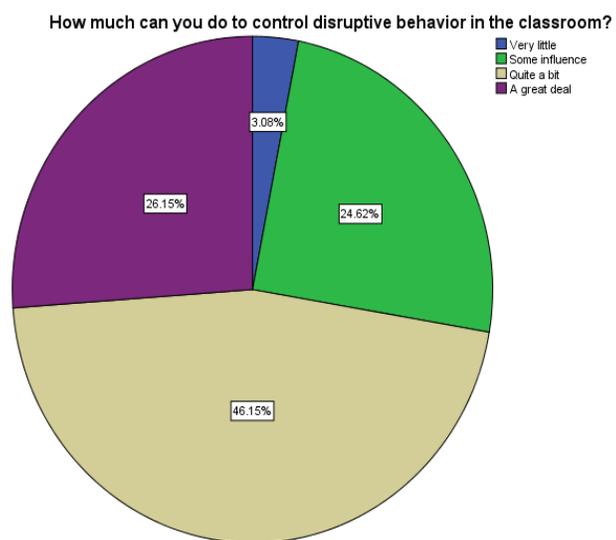


Figure 111: Prevent problem behaviour on the school grounds.

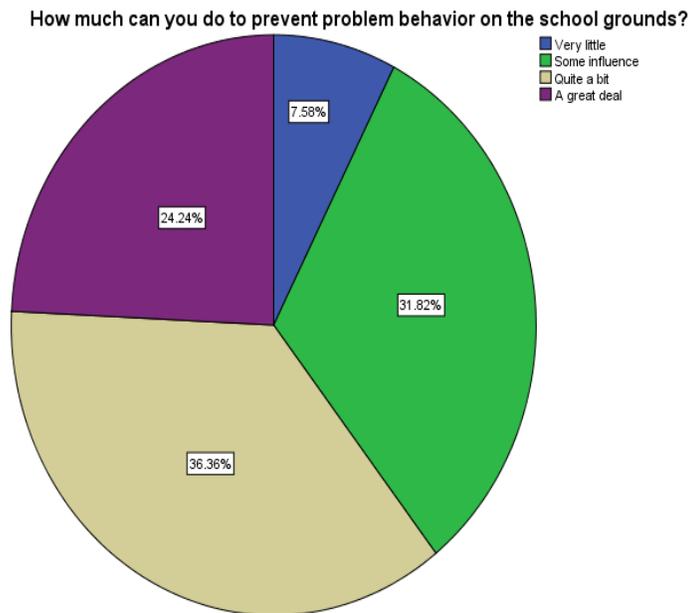


Figure 112: Efficacy to Enlist Parental Involvement

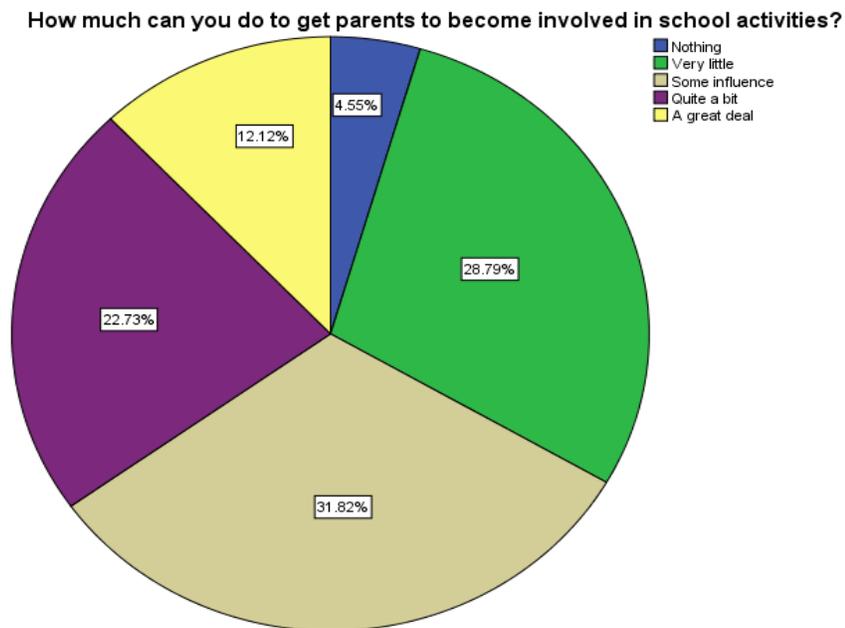


Figure 113: Assist parents in helping their children do well in school.

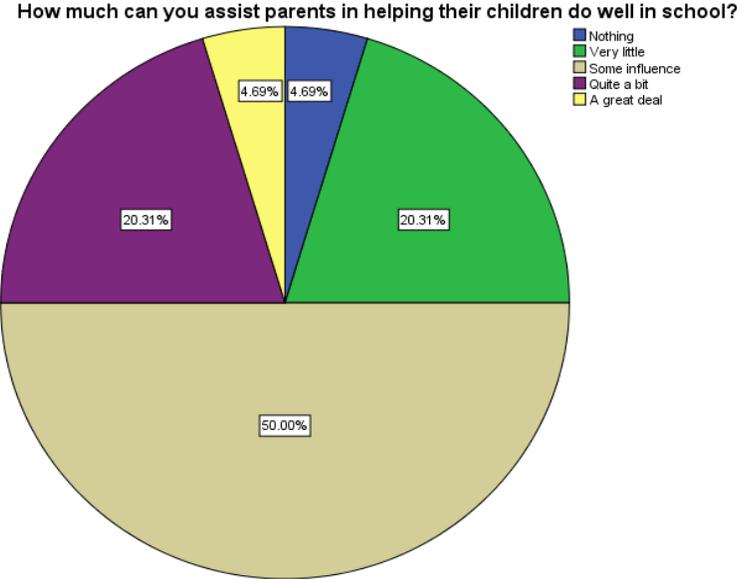


Figure 114: Make parents feel comfortable coming to school.

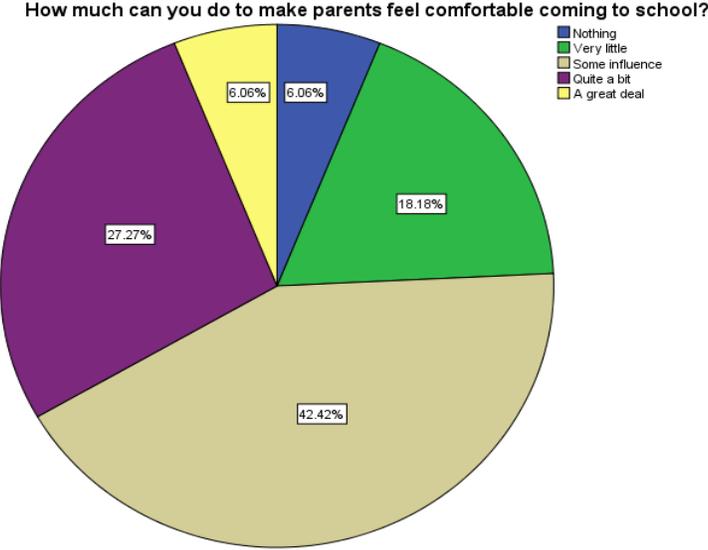


Figure 115: Efficacy to Enlist Community Involvement

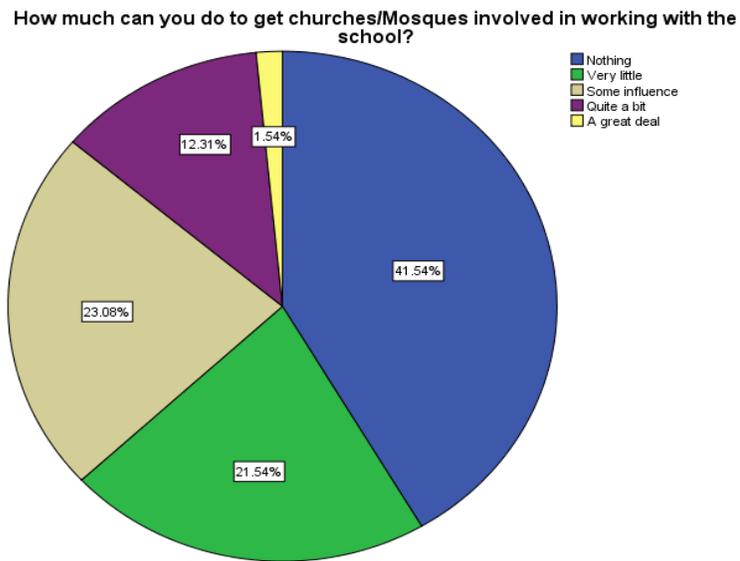


Figure 116: Get businesses organization involved in working with the school

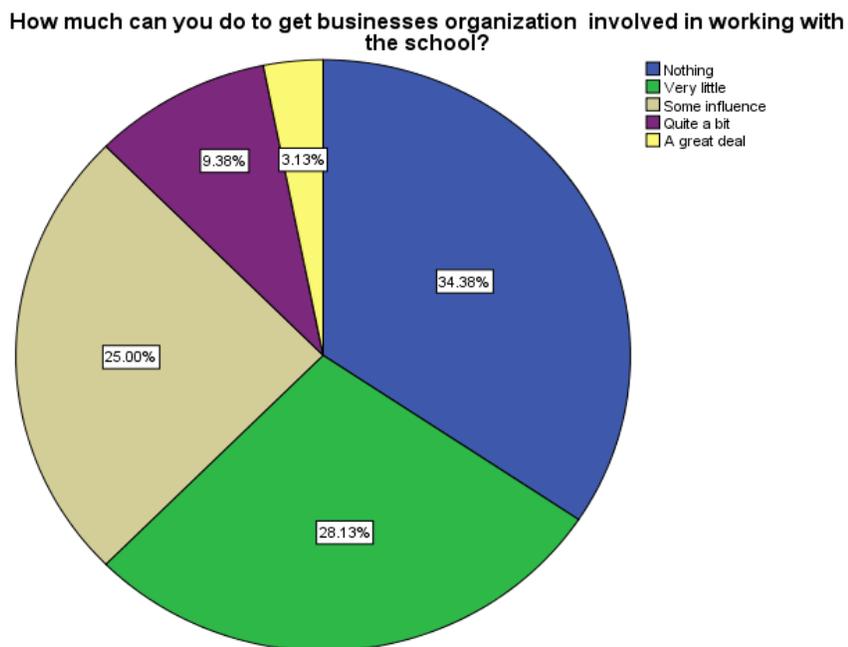


Figure 117: Get local colleges and universities involved in working with the school.

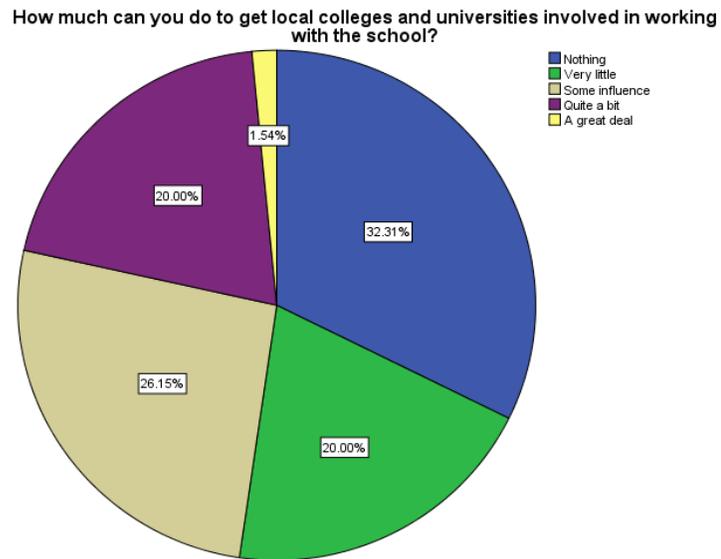


Figure 118: Efficacy to Create a Positive School Climate

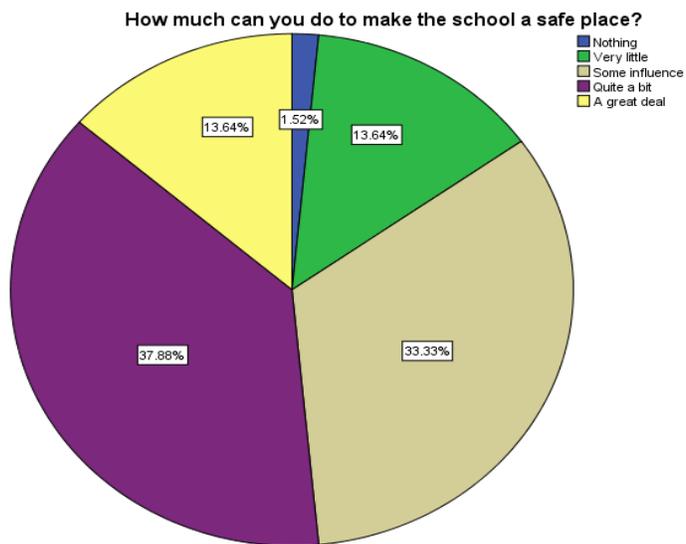


Figure 119: Make students enjoy coming to school.

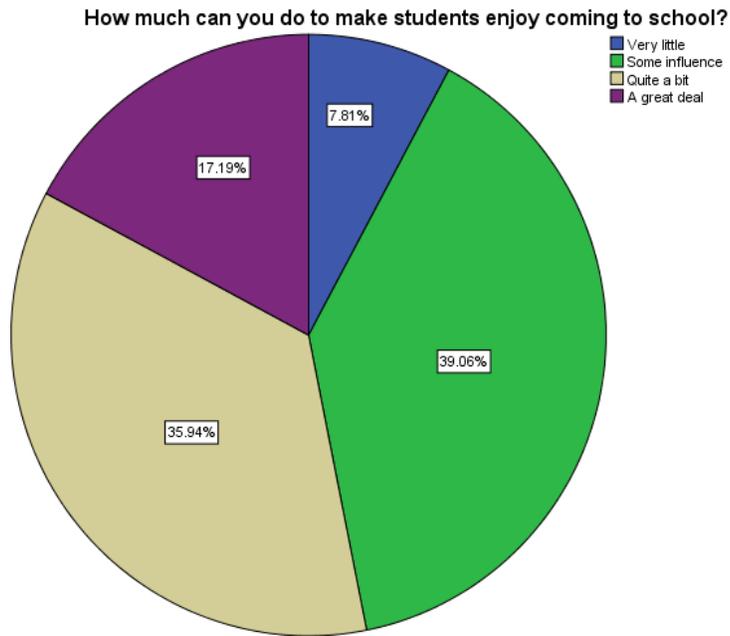


Figure 120: Helping other teachers with their teaching skills

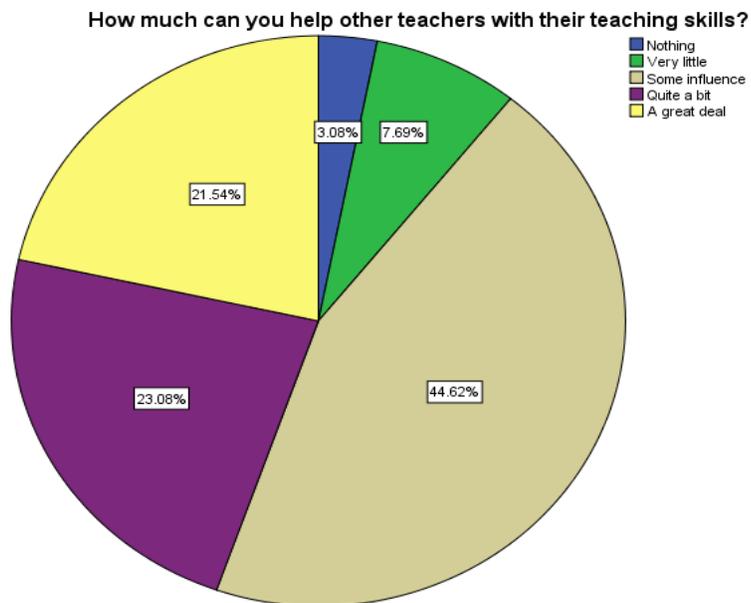


Figure 121: Enhancement of collaboration between teachers and the administration.

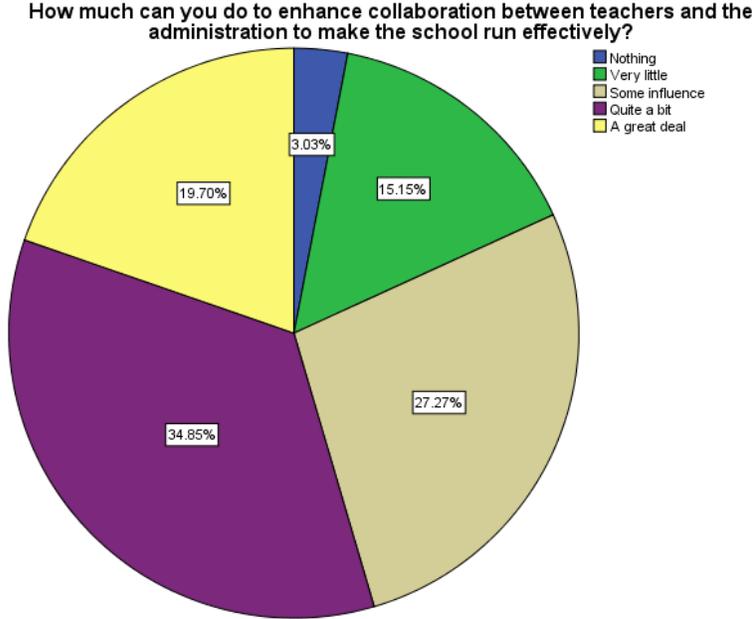


Figure 122: Reduce school dropout

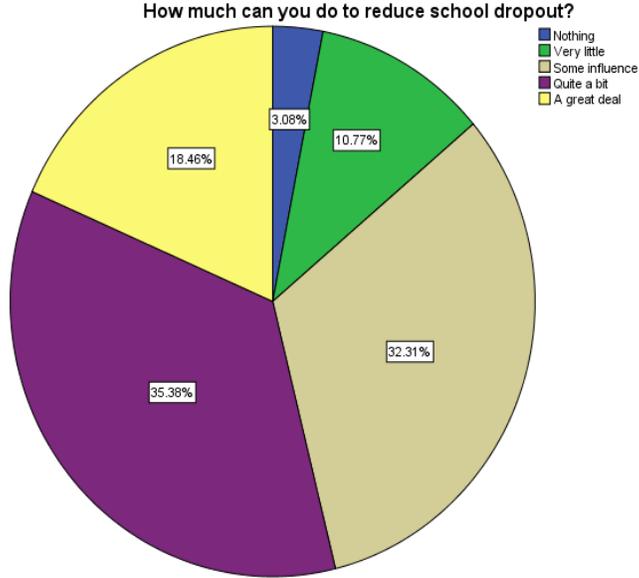


Figure 123: Reduce school absenteeism.

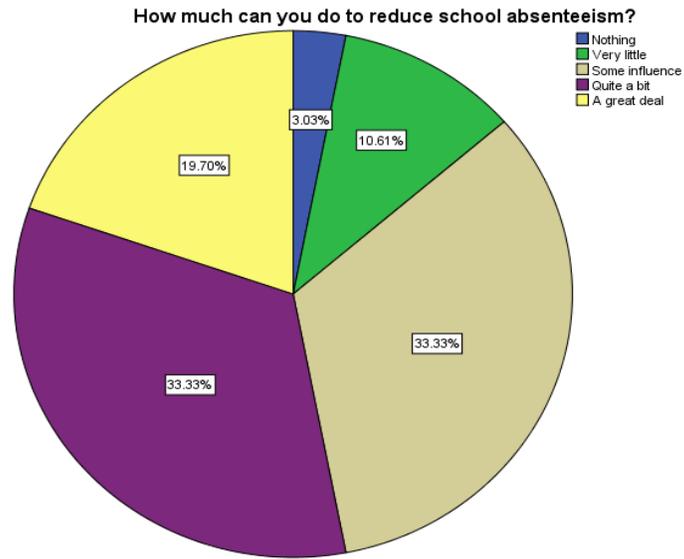


Figure 124: Make students to believe they can do well in schoolwork.

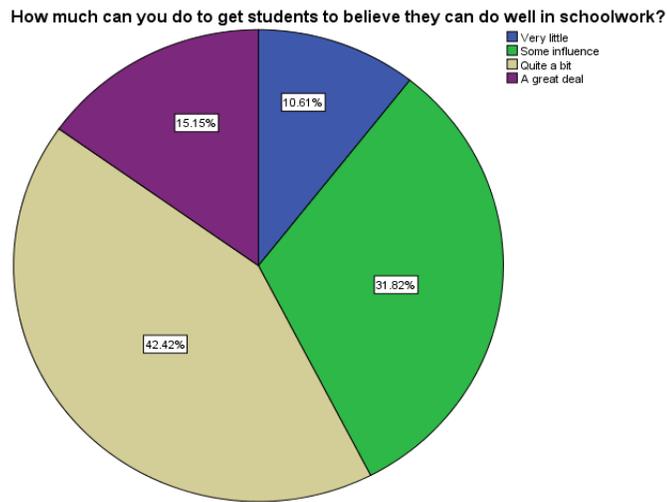


Figure 125: Respondent by gender/Sex

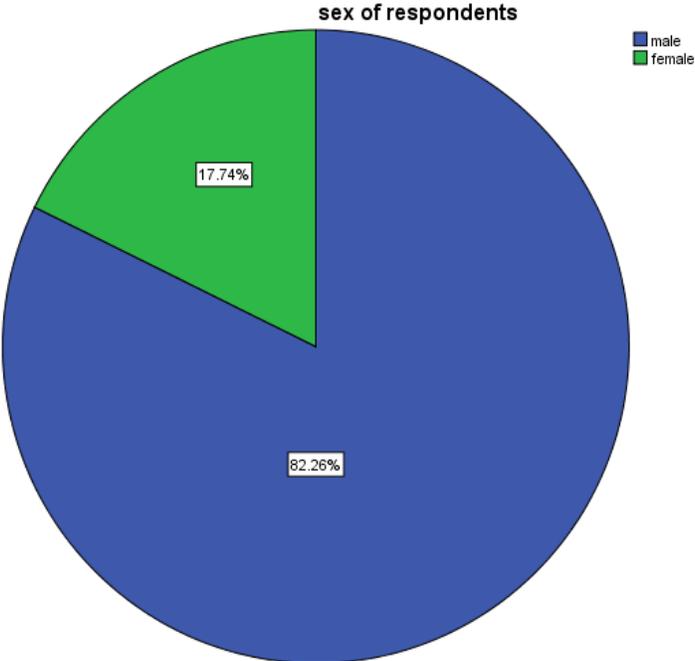


Figure 126: Respondent by Age

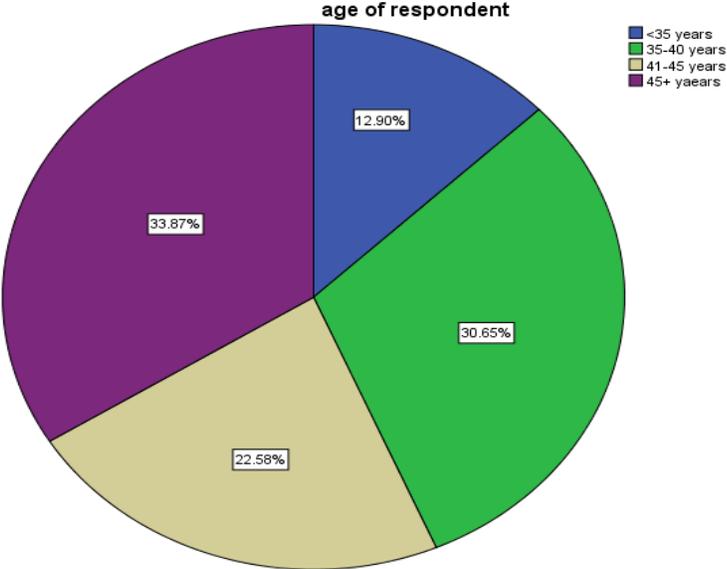


Figure 127: Respondent by Educational status

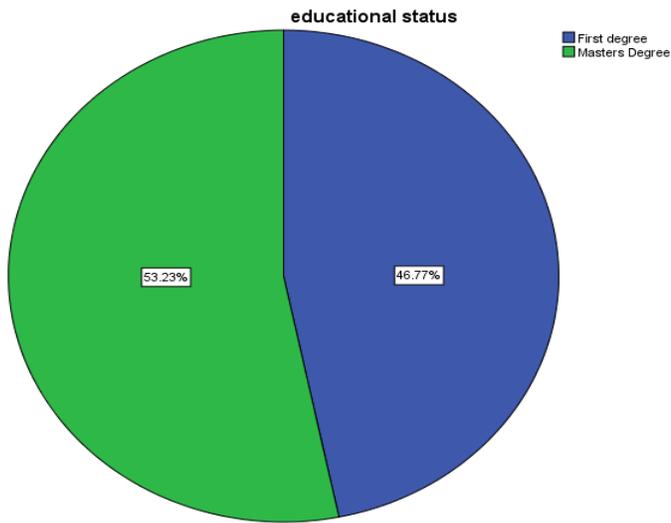


Figure 128: Respondent by Working years of experience

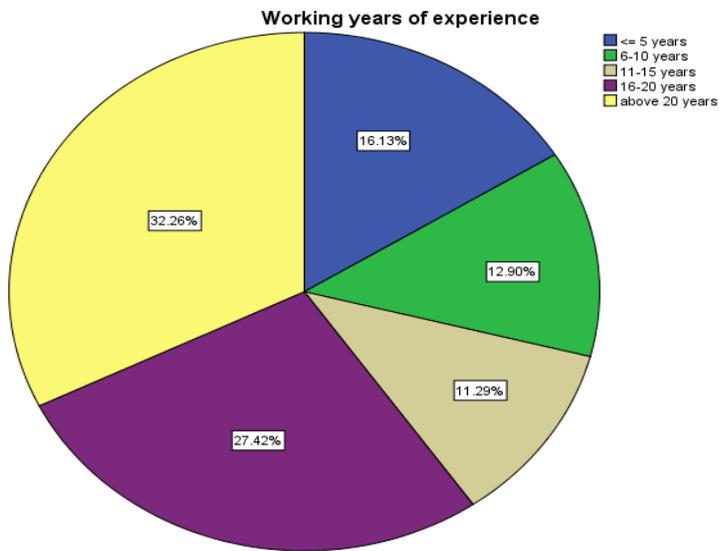


Figure 129: Clearly laid down policies and regulation

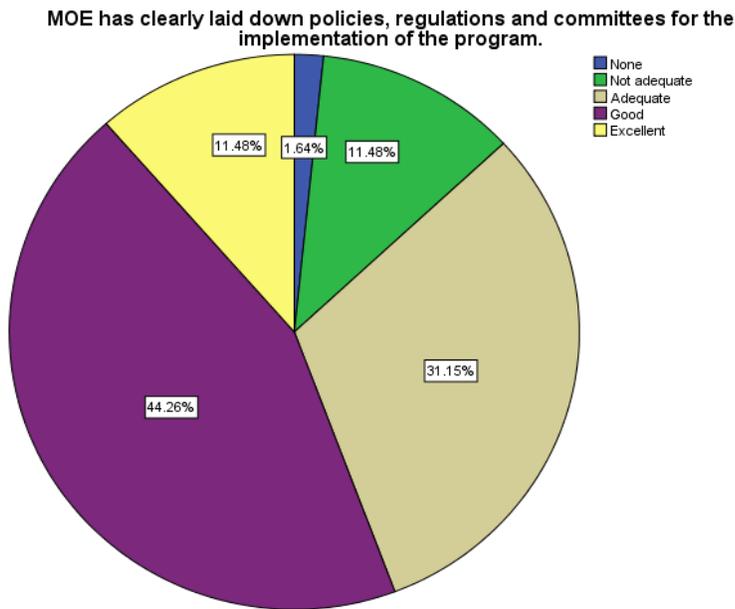


Figure 130: Stipulated the entry requirements for the programme

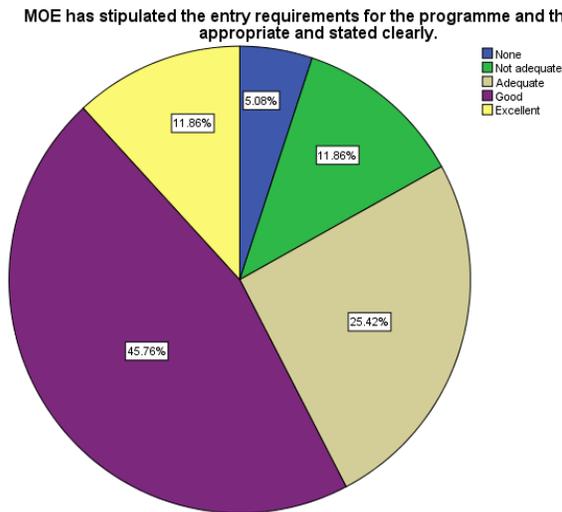


Figure 131: Clarity of general education objective and program

The objectives of the general education programme are laid down clearly by MOE.

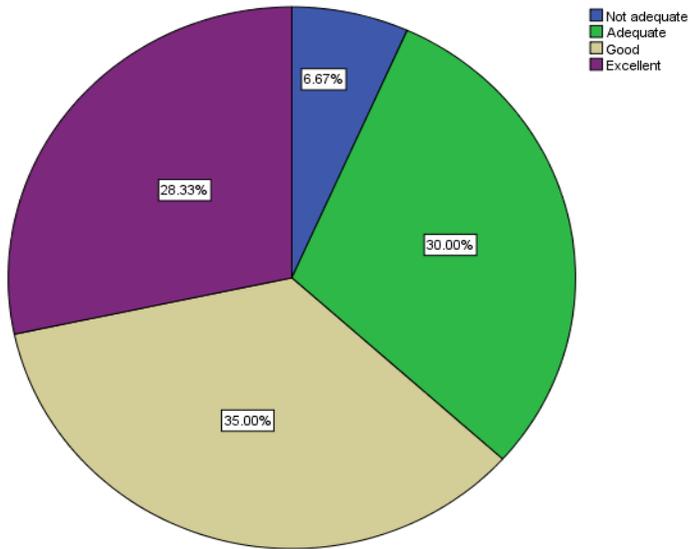


Figure 132: Envisaged for the program is appropriate.

The duration envisaged for the program is appropriate for achieving the stated objectives.

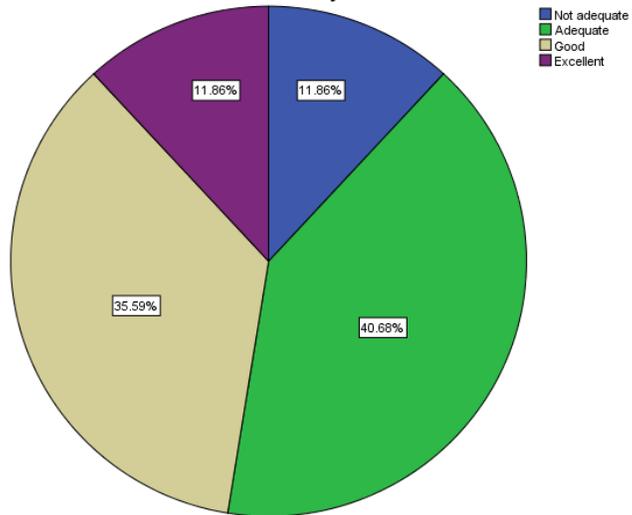


Figure 133: Clear-cut allocation of time for theory and its allocation in timetable.

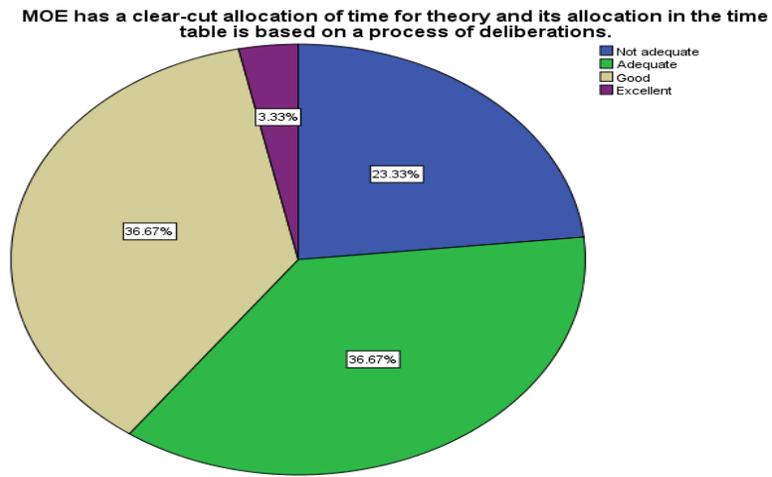


Figure 134: implements the programme with enough flexibility.

MOE implements the programme with enough flexibility to incorporate emerging concerns and expectations from a teacher.

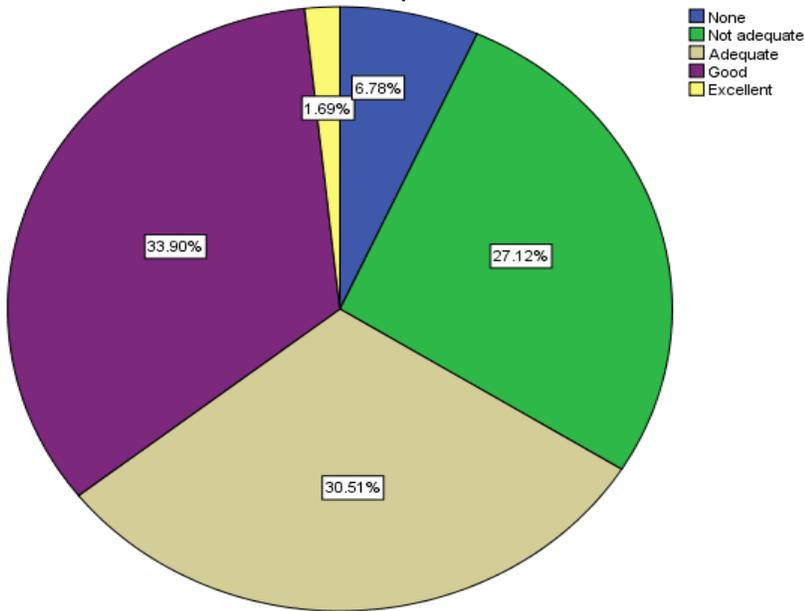


Figure 135: Emerges from the need to achieve stated objectives effectively.

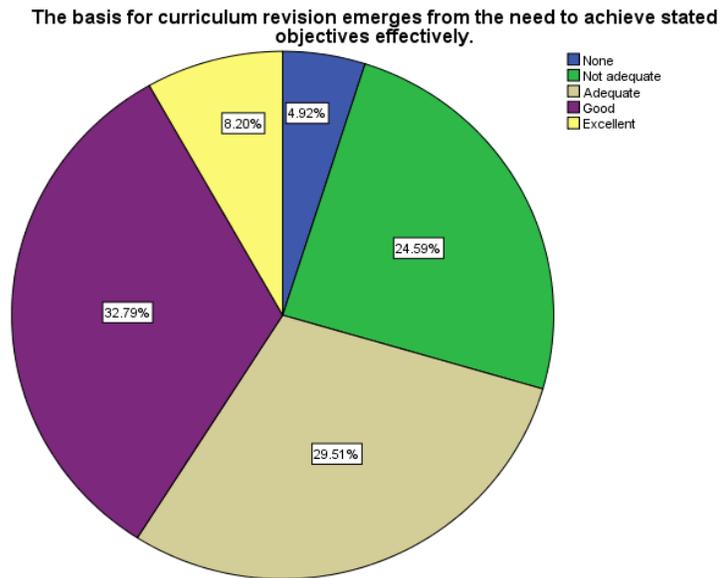


Figure 136: Undertakes curriculum revision on a regular basis.

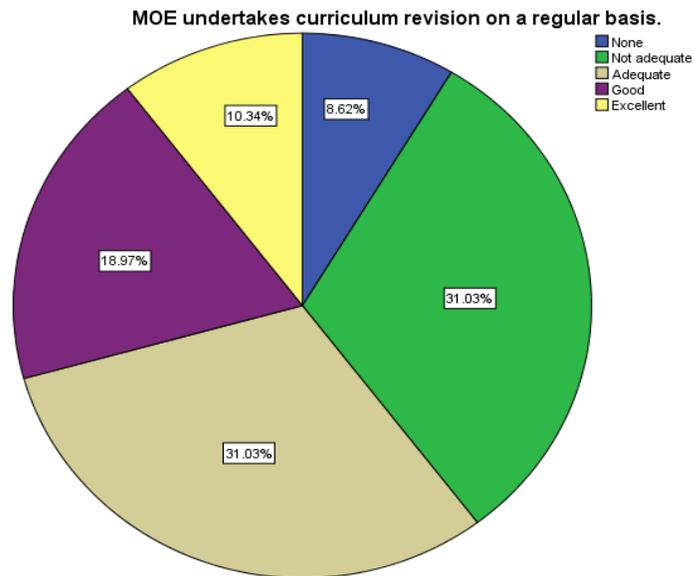


Figure 137: School Leadership

School Leadership: having competent leader and school managerial" overhead relative to the No. of students

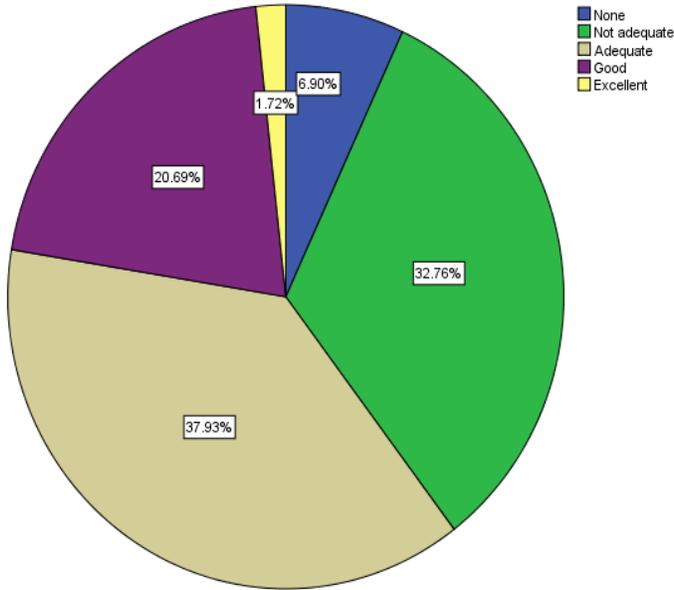


Figure 138: Professional Community: Skilled man powers needed.

Professional Community: Skilled man powers needed in the school are available.

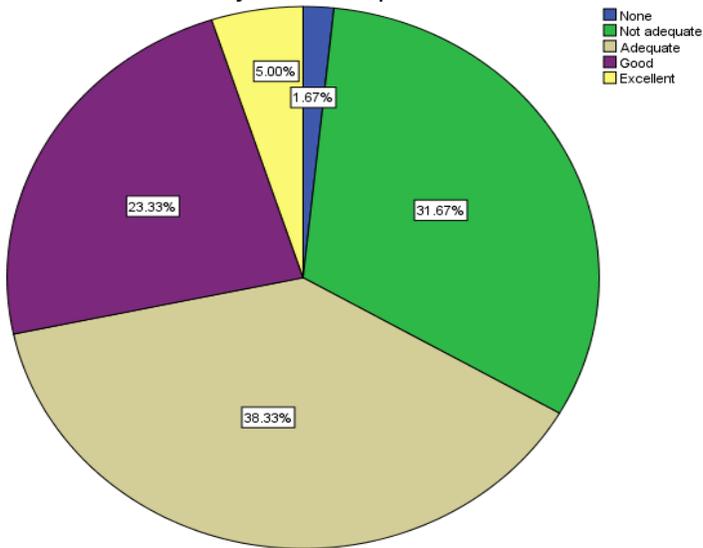


Figure 139: In terms of safety climate teacher - student and student- student relationship

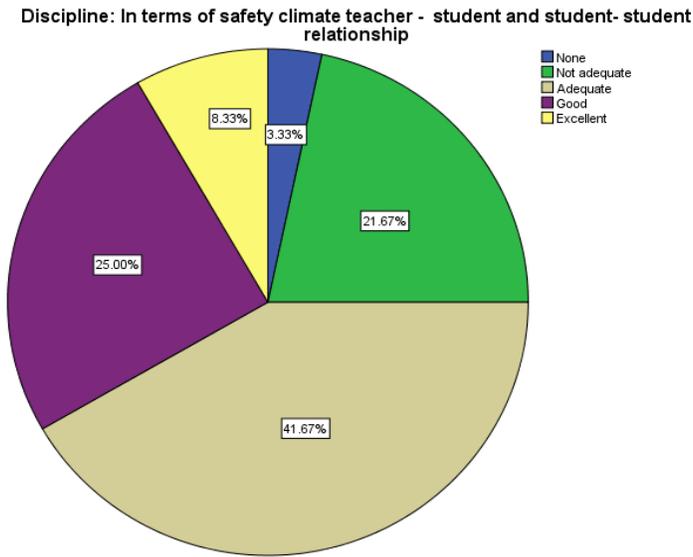


Figure 140: Conducive environment of teaching and learning process

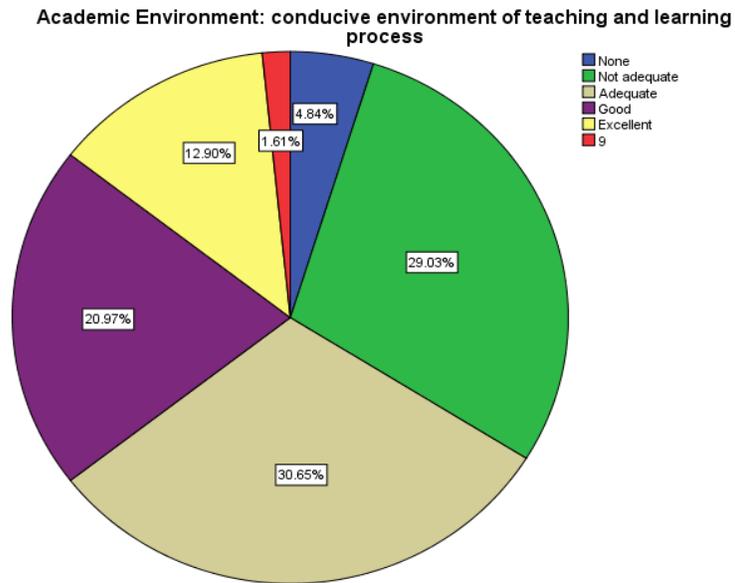


Figure 141: physical infrastructure of the institute.

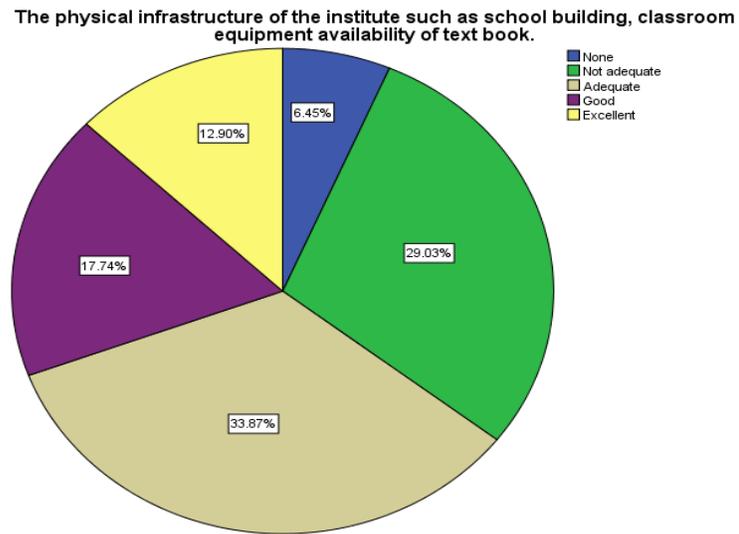


Figure 142: Availability of basic service like separate toilet for girls and boys

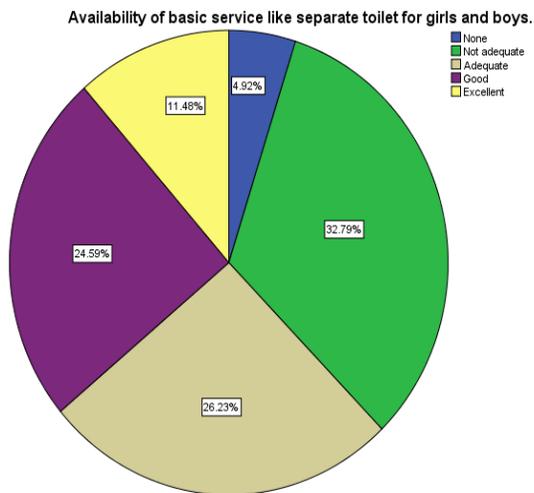


Figure 143: Availability of water and electricity

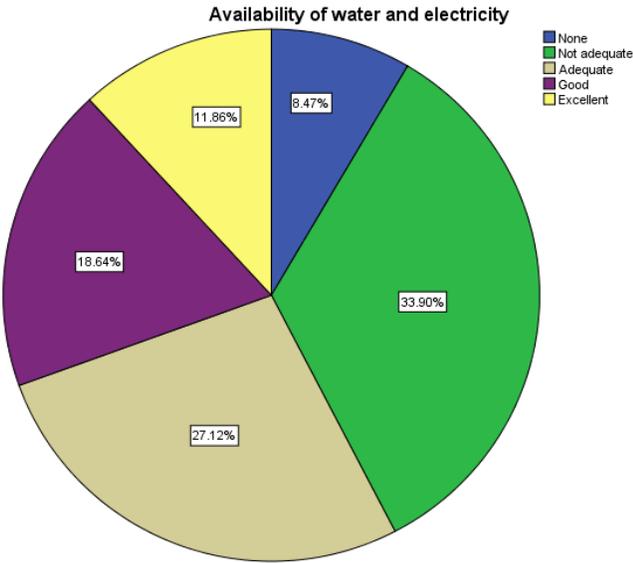


Figure 144: Have sufficient resources.

The schools have sufficient resources for regular upkeep of the physical infrastructure.

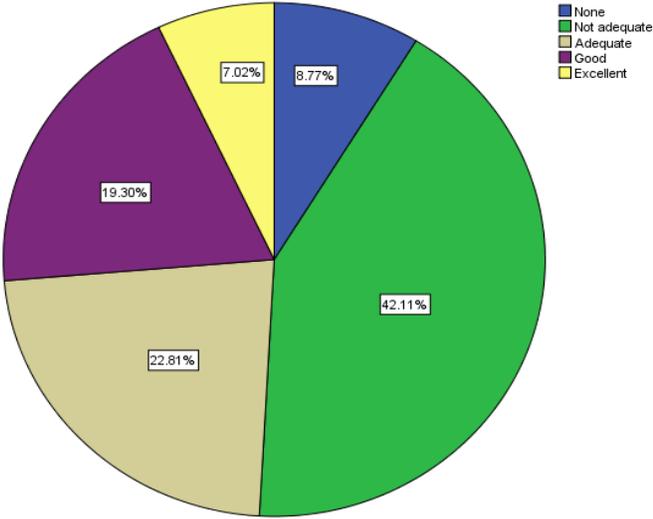


Figure 145: Formal teaching qualification)

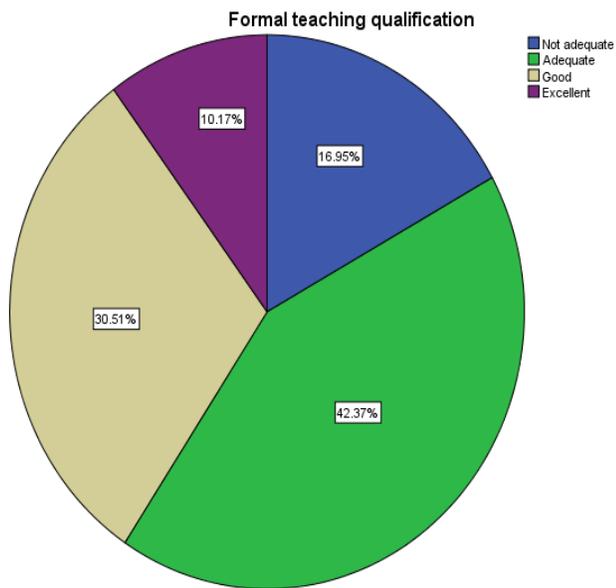


Figure 146: Teaching Assignment:

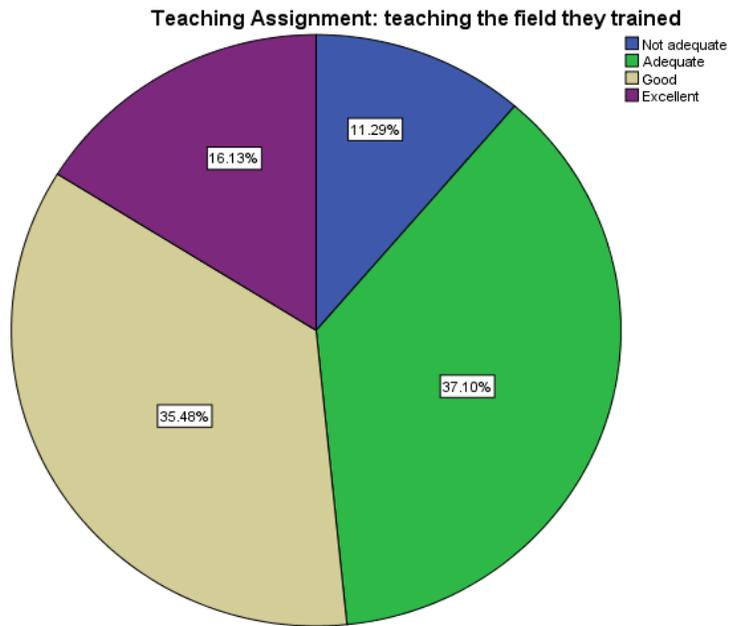


Figure 147: Teacher Experience:

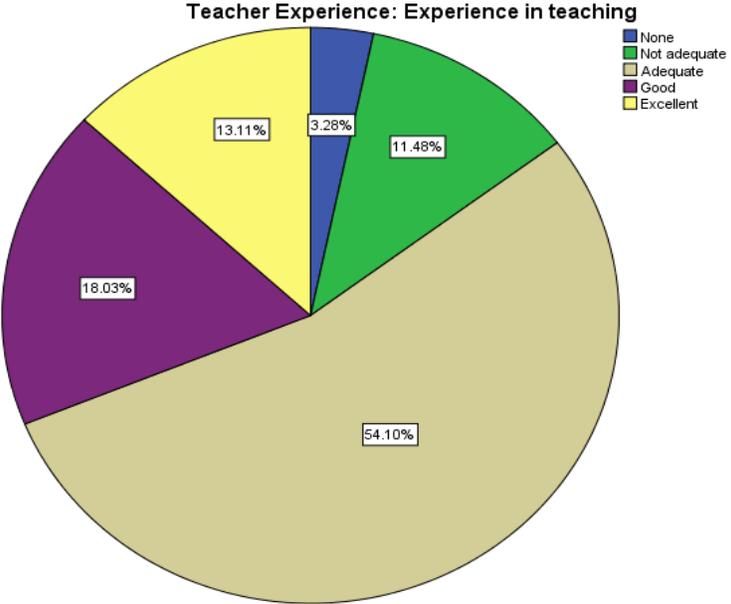


Figure 148: Professional Development:

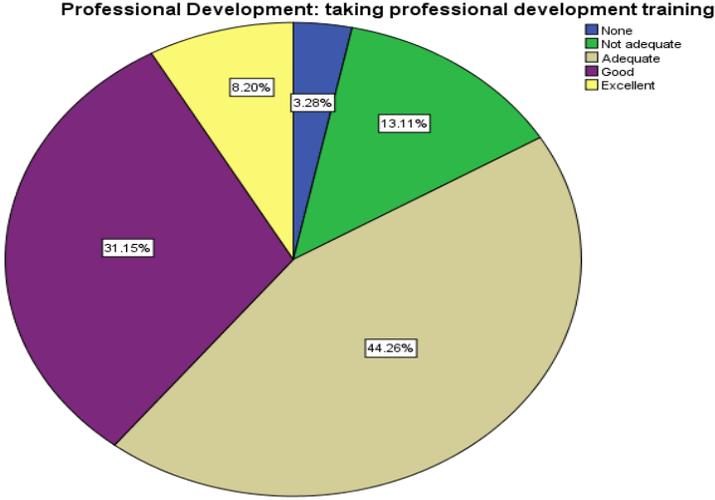


Figure 149: Knowledge about school and student home language

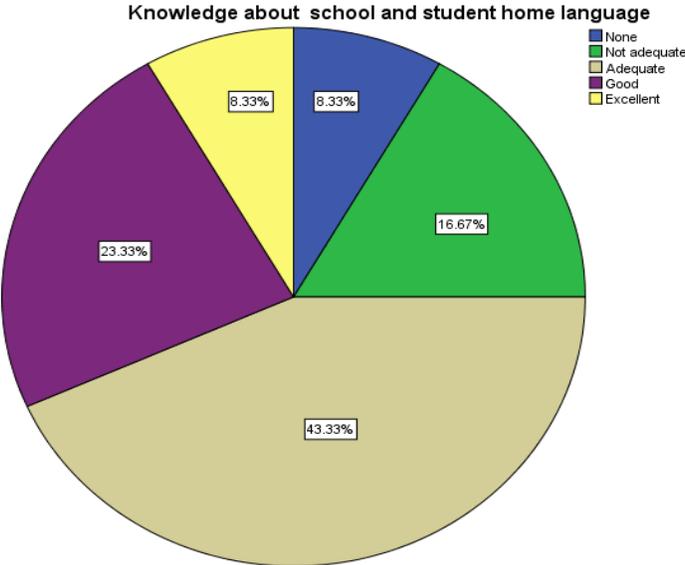


Figure 150: Students perceive faculty display role model

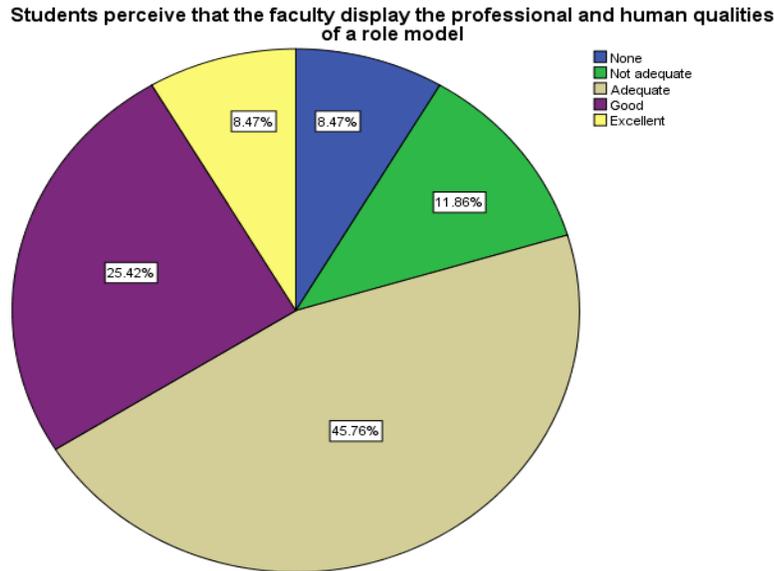


Figure 151: Section student ratios

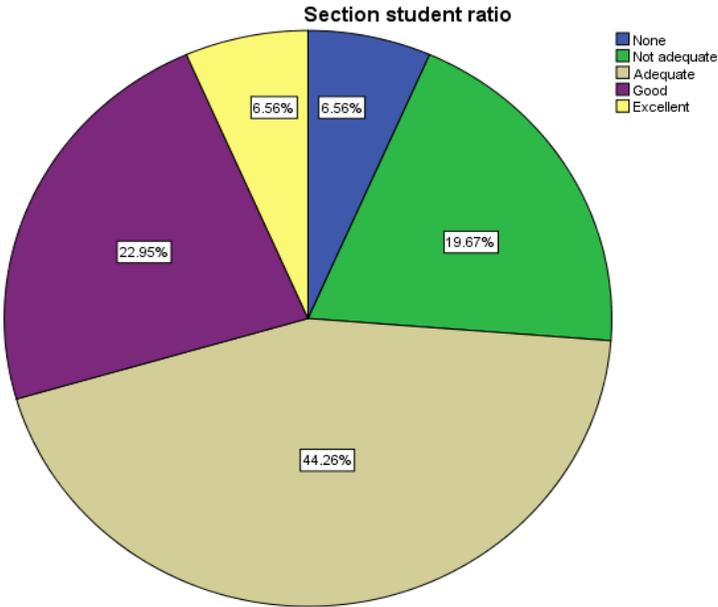


Figure 152: Student teacher ratio.

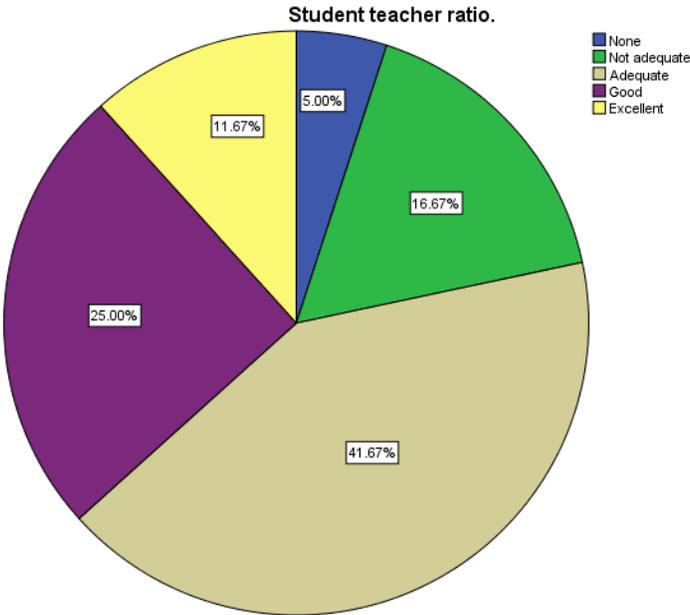


Figure 153: Completion rate (male and female)

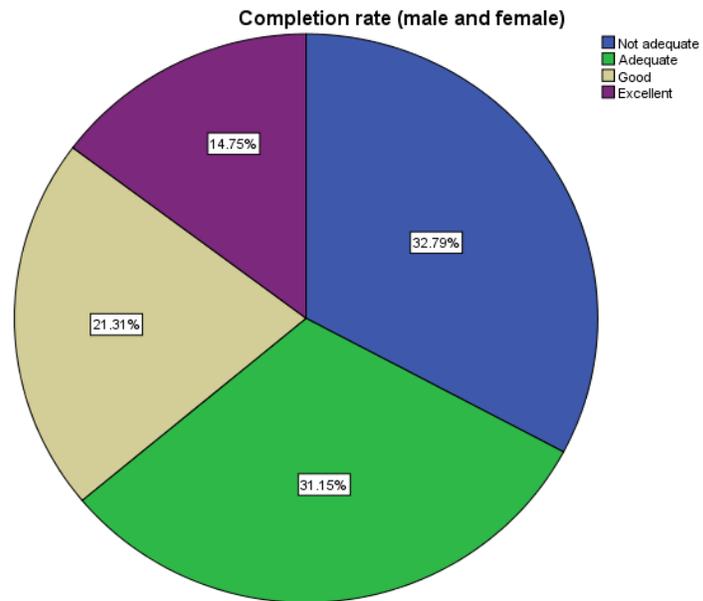


Figure 154: Textbook ratio

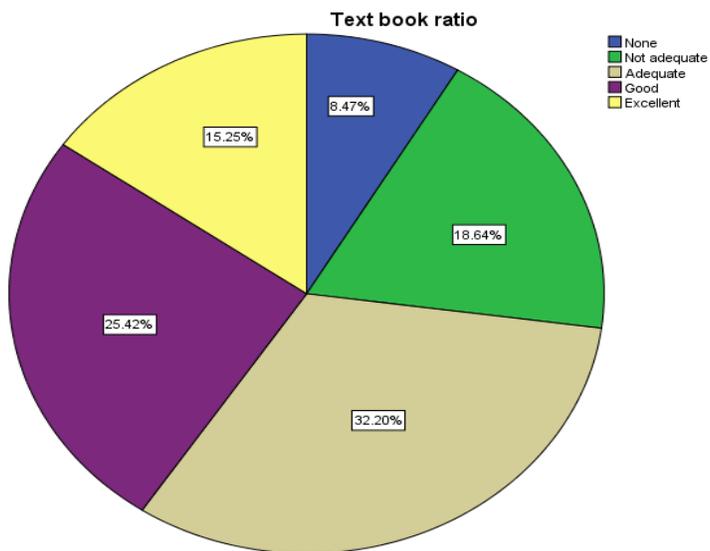


Figure 155: Beliefs and attitude about teaching

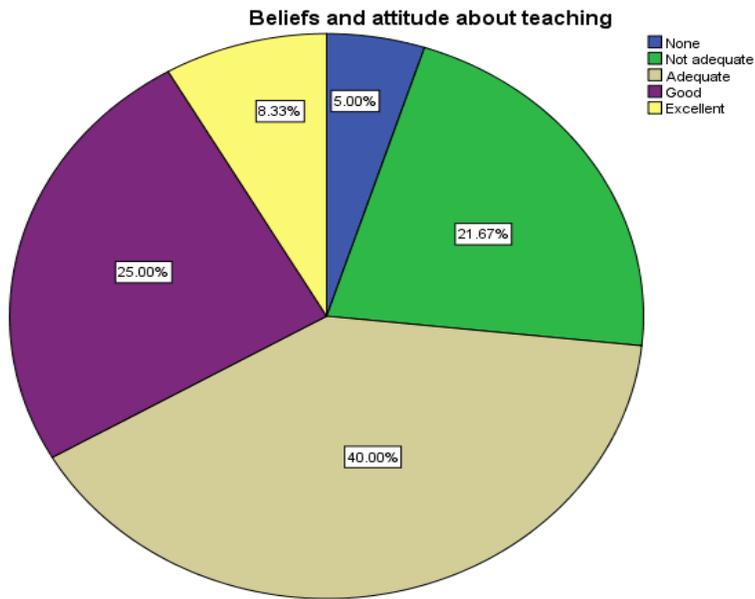


Figure 156: Intended and implemented curriculum

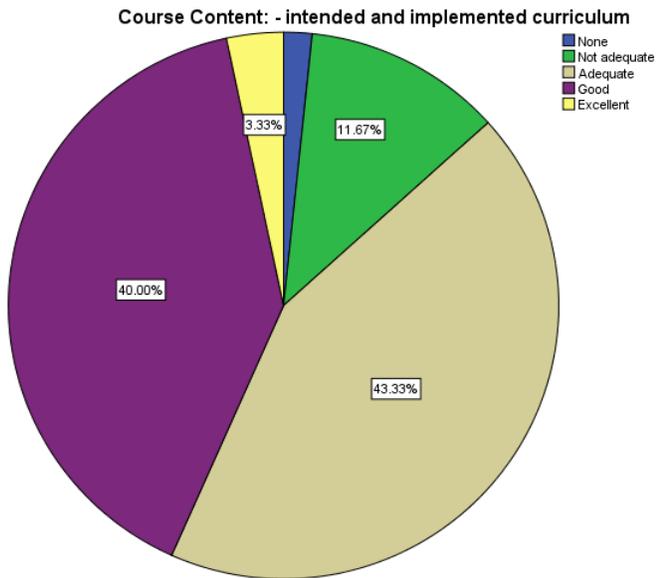


Figure 157: Knowledge about Pedagogical and didactic strategies

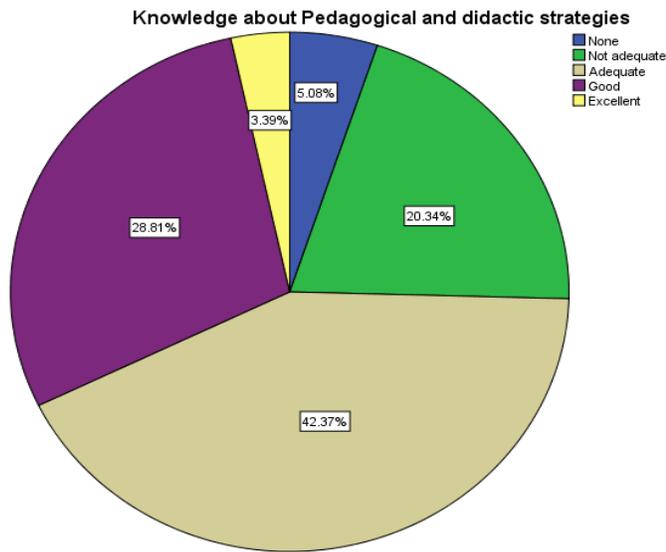


Figure 158: Teaching-learning material availability.

The teaching-learning material availability like, ICT facilities, computer, internet, laboratories and learning resource center.

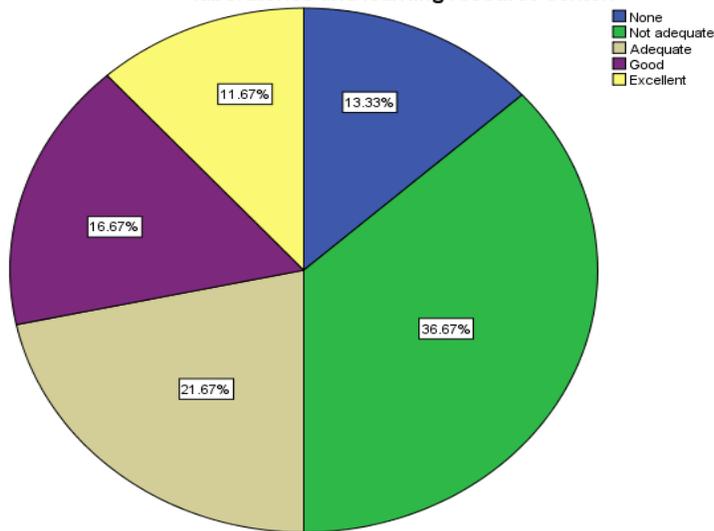


Figure 159: Salaries relative to other professionals

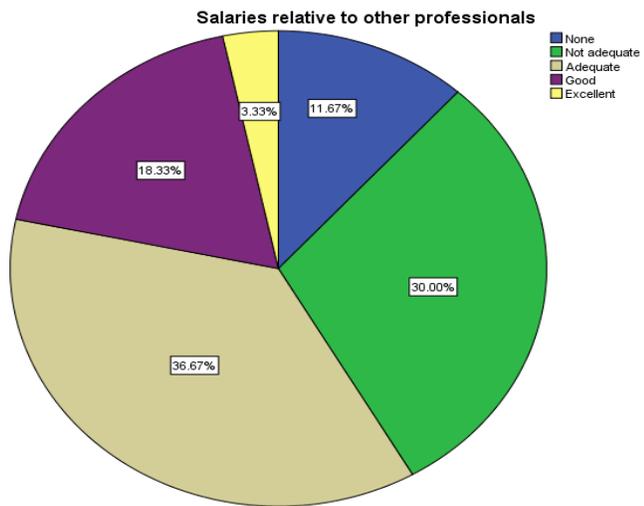


Figure 160: Merit based incentives

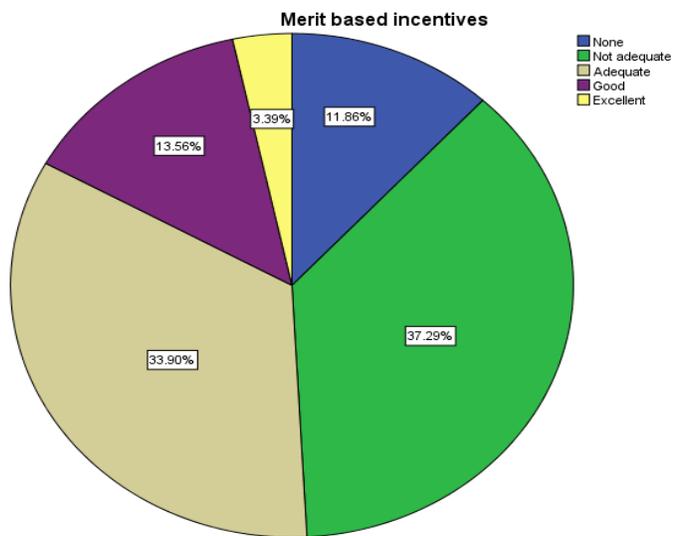


Figure 161: Perception about being needed by the society

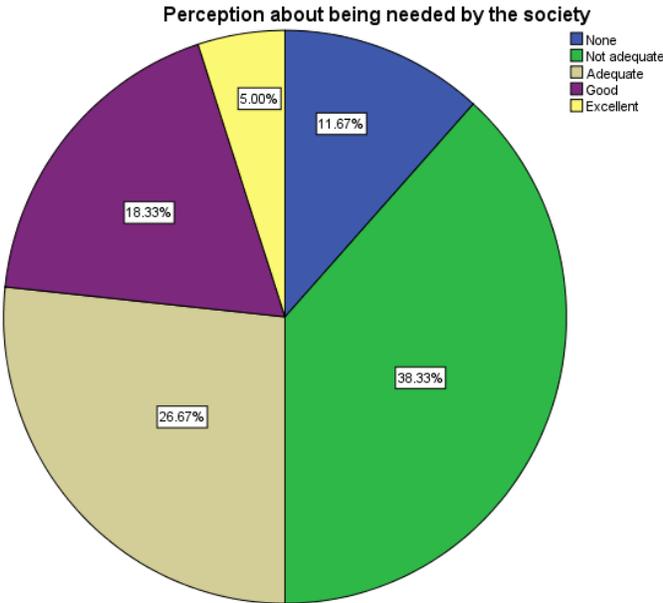


Figure 162: Perceived status as a teacher

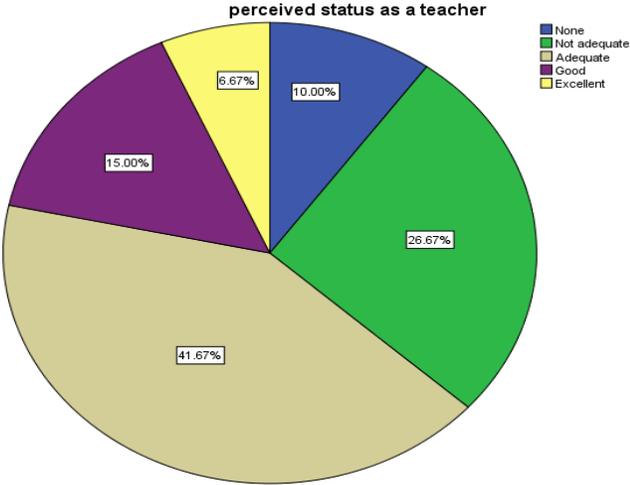


Figure 163: Appreciation of work situation at school of current employment

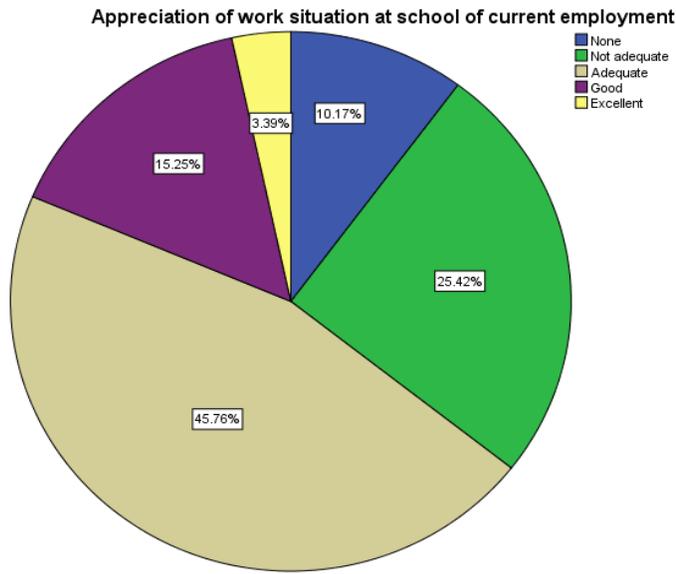


Figure 164: Age, sex, and ethnicity distribution.

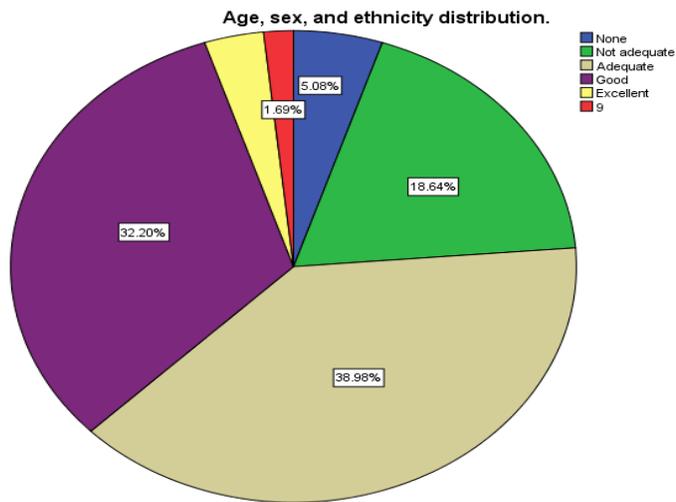


Figure 165: Admission Procedure

The entry requirements for admission are made known in advance and are adhered to an admitting student

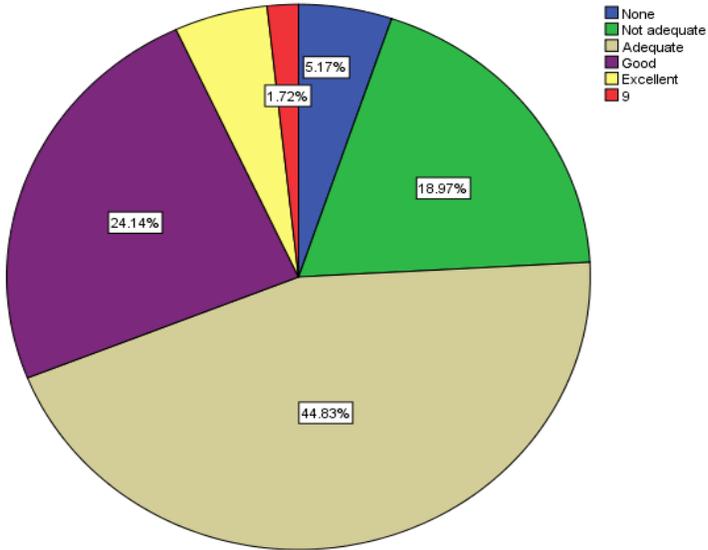


Figure 166: System Efficiency

The pass percentage is satisfactory and consistent.

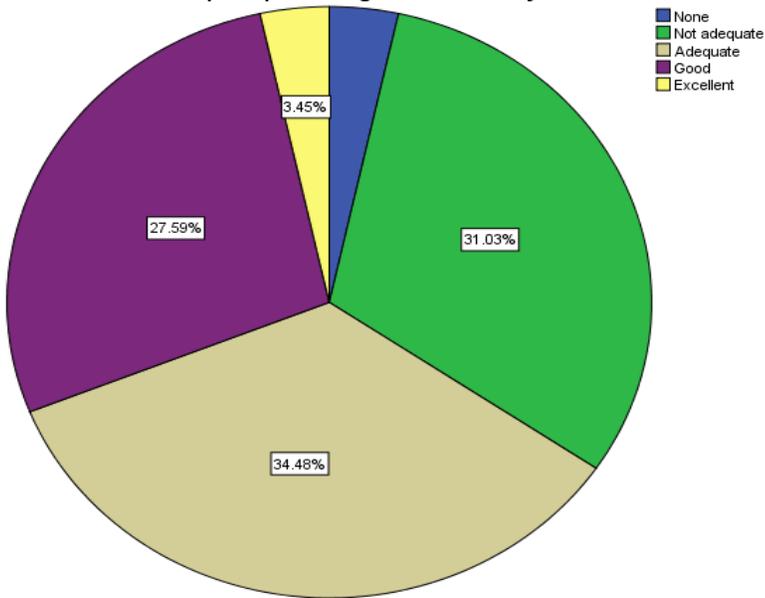


Figure 167: Drop out percentage of each cycle

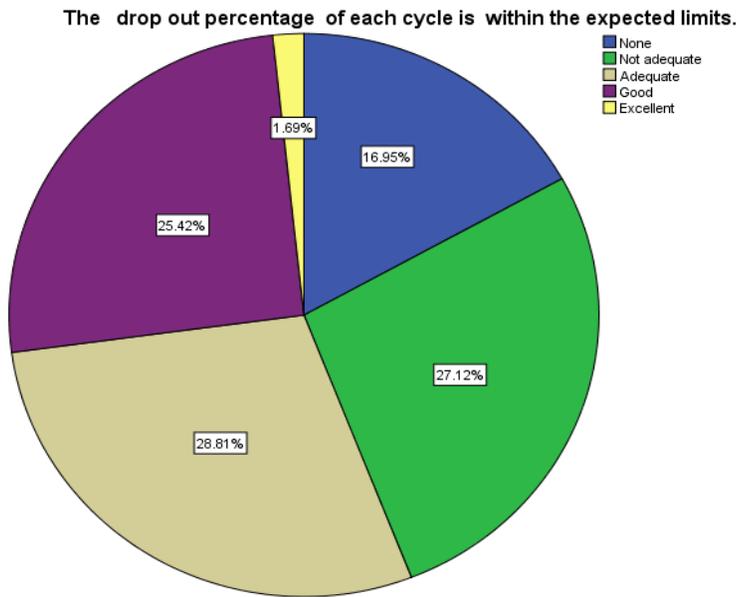


Figure 168: Feedback Mechanism

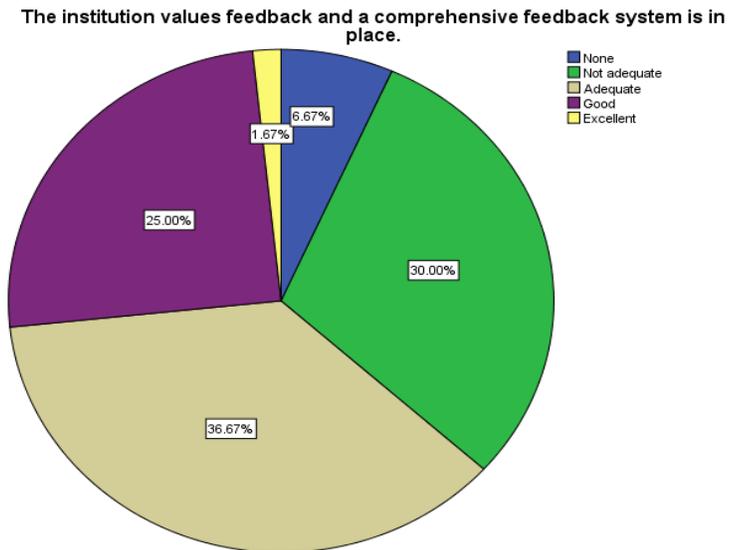


Figure 169: Relevant data/information are collected and allocated for feedback.

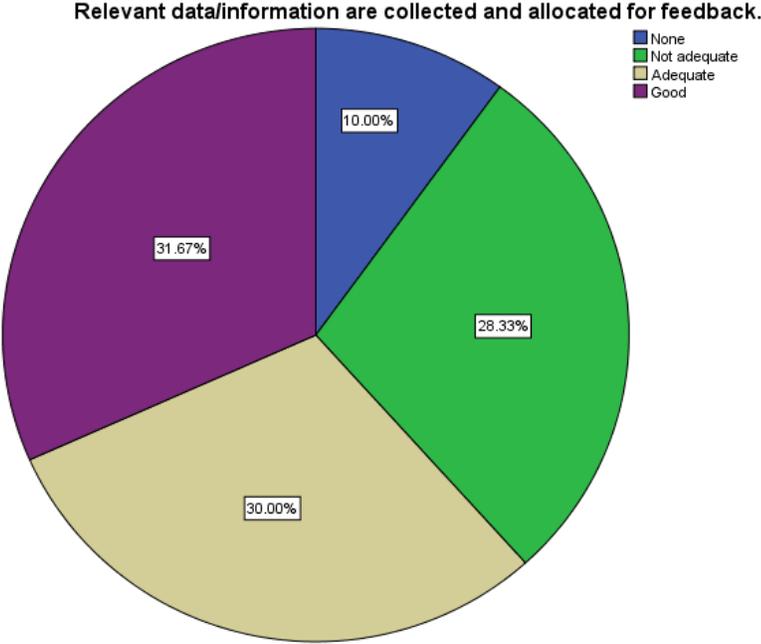


Figure 170: There are evidences to show that feedback is used for development.

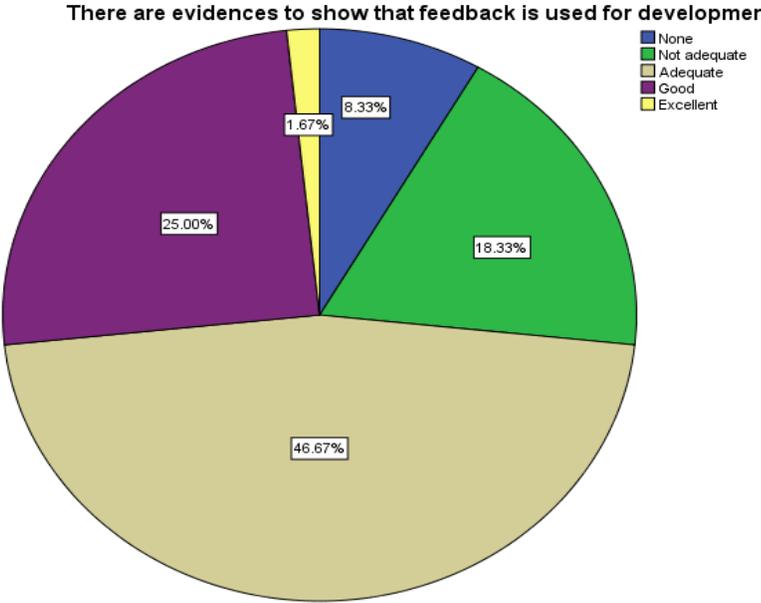


Figure 171: Diagnosis and Remedial Programme

There exists an interest in monitoring the progress/development of students, and a student monitoring system is in place.

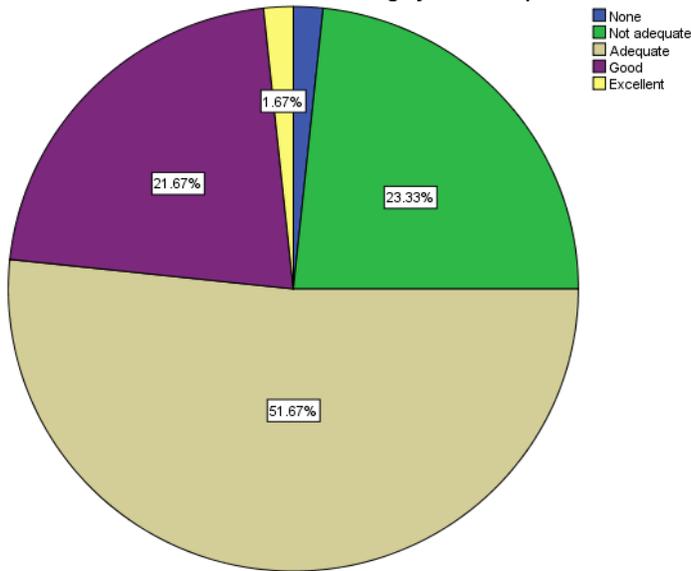


Figure 172: Implementation of the programme and extent of achievement

Progress in implementation of the programme and extent of achievement of student are monitored, discussed and weaknesses identified for remediation.

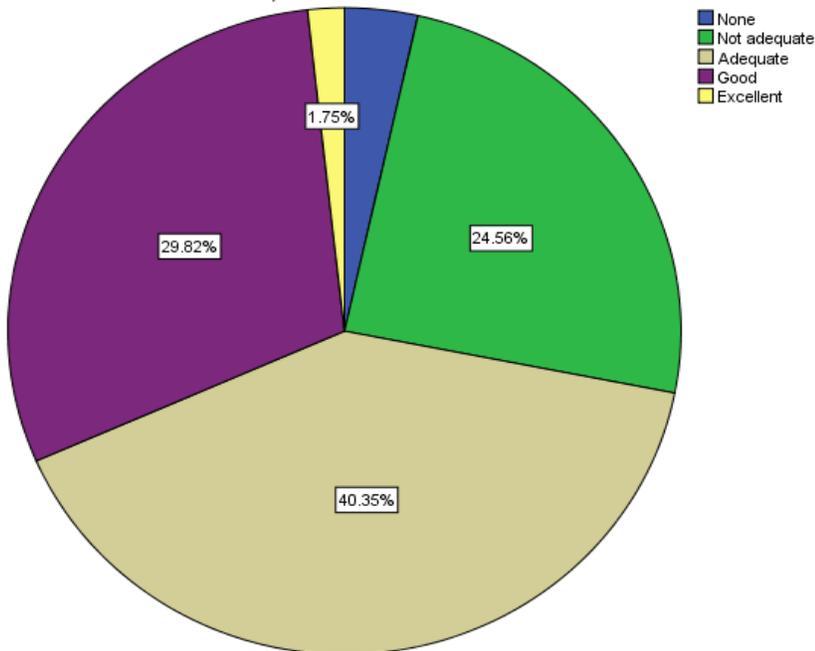


Figure 173: School plans and undertakes remedial programs for needy students.

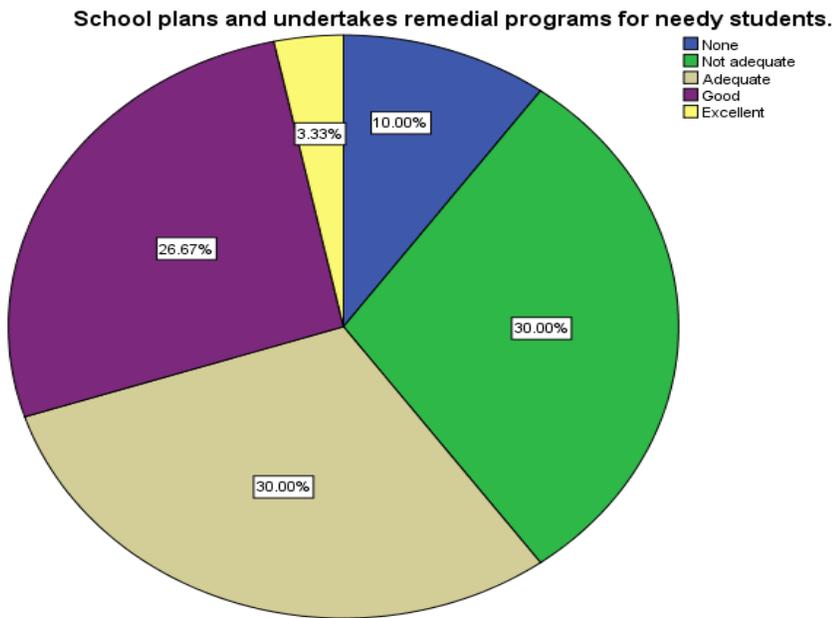


Figure 174: Guidance and Counselling Service

Institution has a well-structured, organized, proactive guidance and counselling unit.

Institution has a well-structured, organized, proactive guidance and counseling unit.

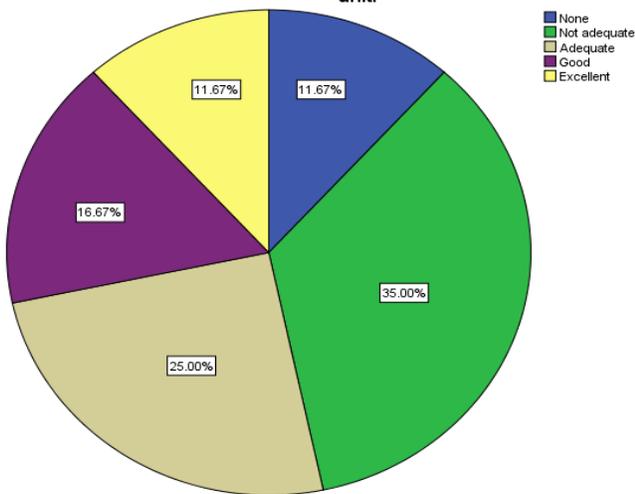


Figure 175: Qualified staff and faculty of providing guidance and counselling service

The School has qualified staff and faculty of providing guidance and counseling service.

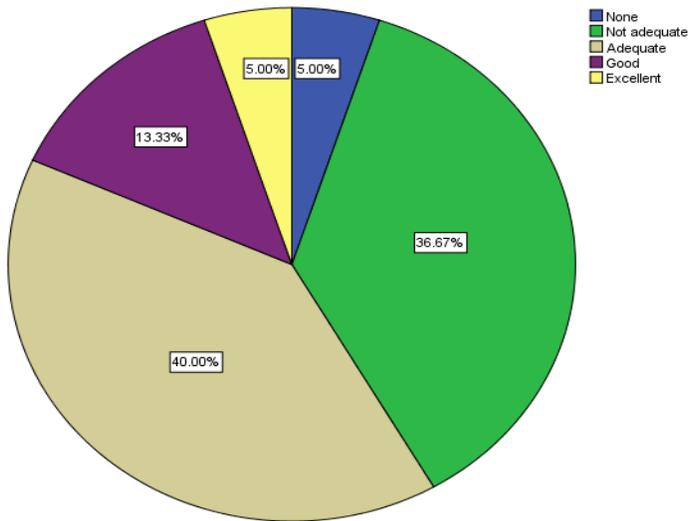


Figure 176: Guidance and counselling service is comprehensive.

Students perceive that the guidance and counseling service is comprehensive in its coverage as student needs and is useful to them.

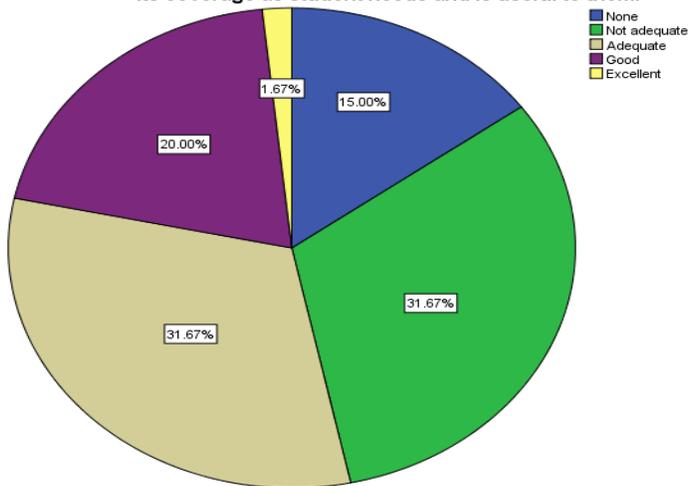


Figure 177: Infrastructure and facilities

The institution has infrastructure and facilities for social, cultural and leisure time activities for the students.

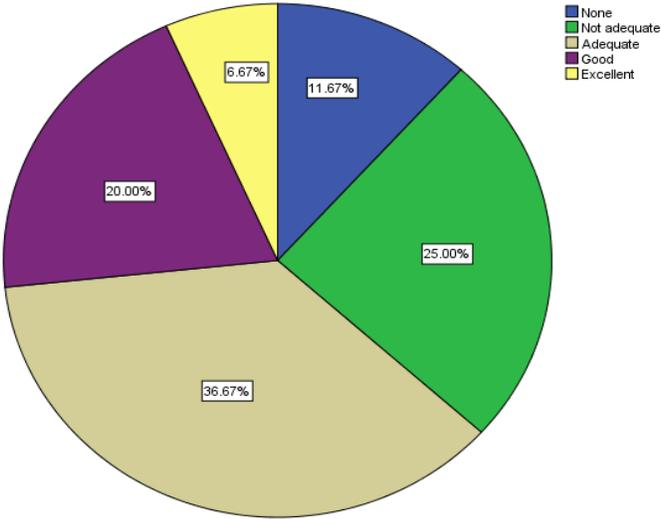


Figure 178: promotes active participation of student.

The institution promotes active participation of student in social , cultural and leisure time activities.

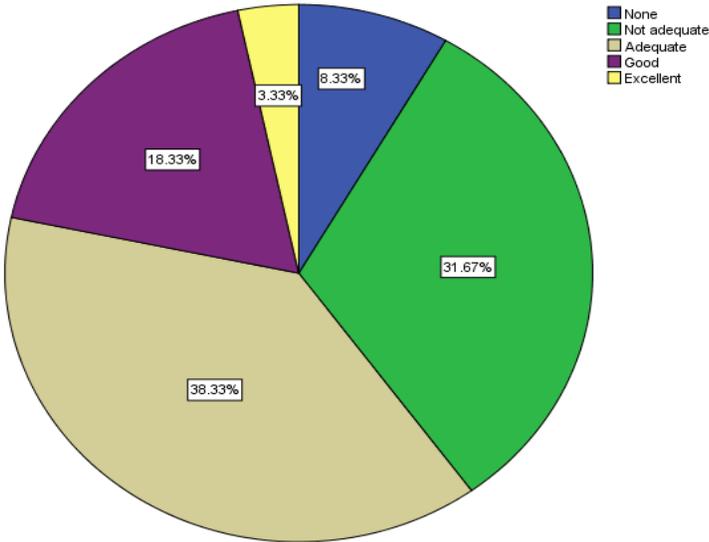


Figure 179: Exists a support network.

There exists a support network for social, cultural and leisure time activities of students.

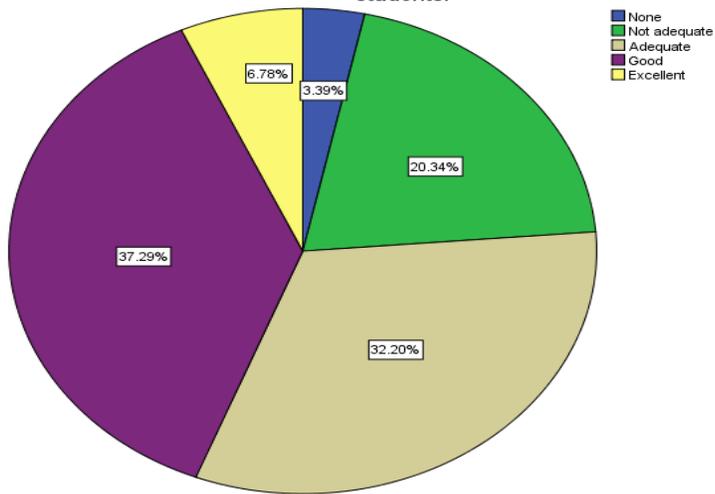


Figure 180: Financial Governance.

Percentage of Educational budget in total country budget

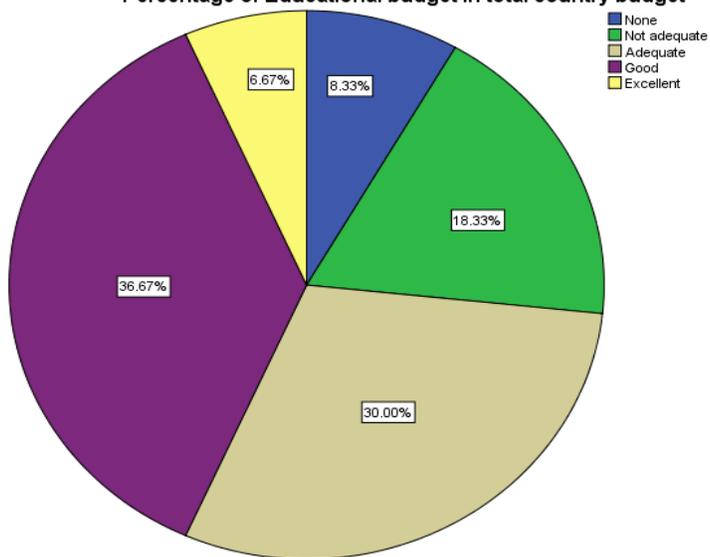


Figure 181: Educational budget

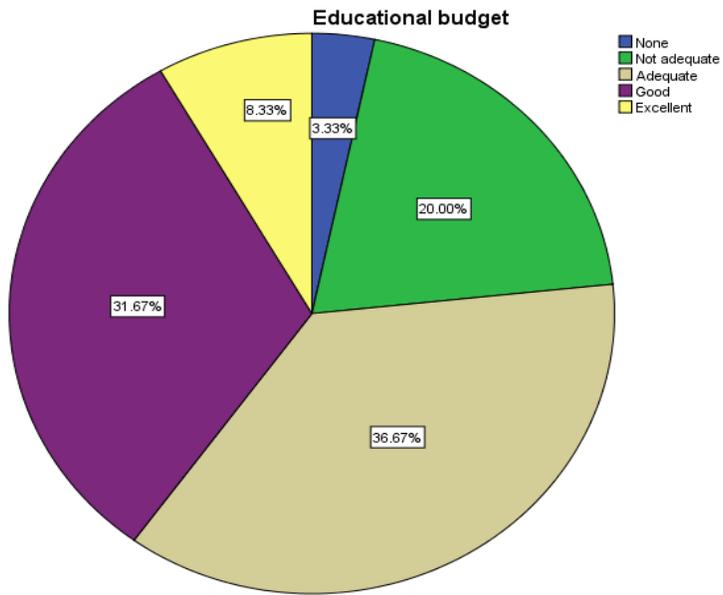


Figure 182: Percentage of general education in total education budget

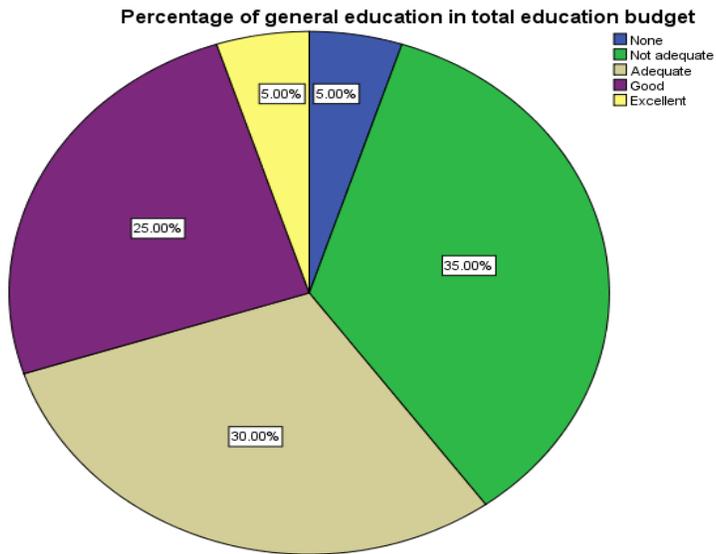


Figure 183: Educational expenditure per student

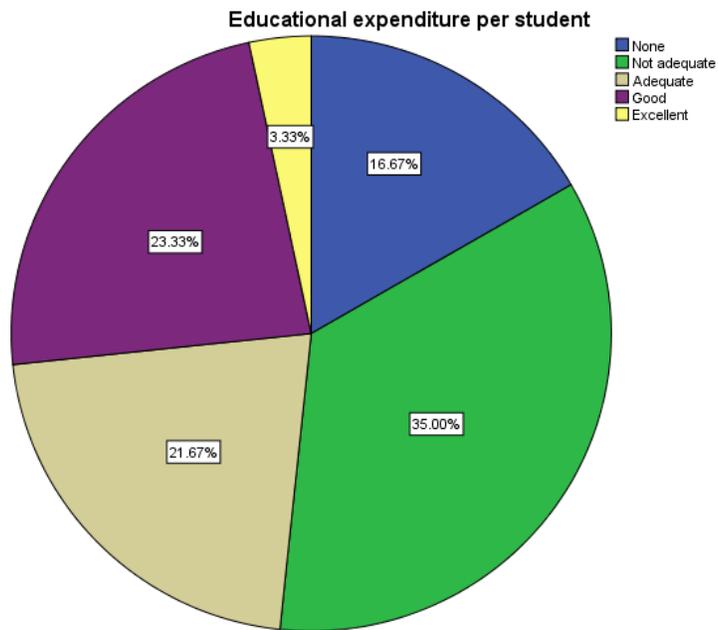


Figure 184: School has adequate financial resource.

The school has adequate financial resource to run the programme without any constraints.

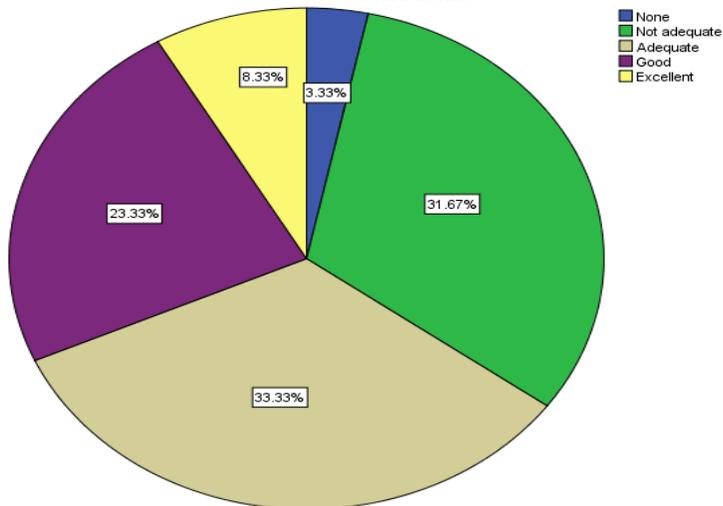


Figure 185: Fee structure for the programme is transparent.

The fee structure for the programme is transparent with least unexpected add-on expenditure to be incurred by the students.

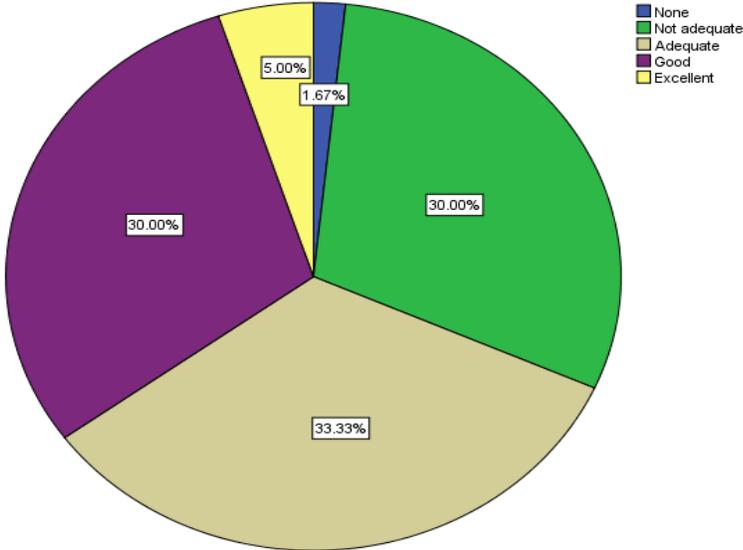


Figure 186: Sources of income for the programme.

The sources of income for the programme in particular and the institution in general are legitimate and known.

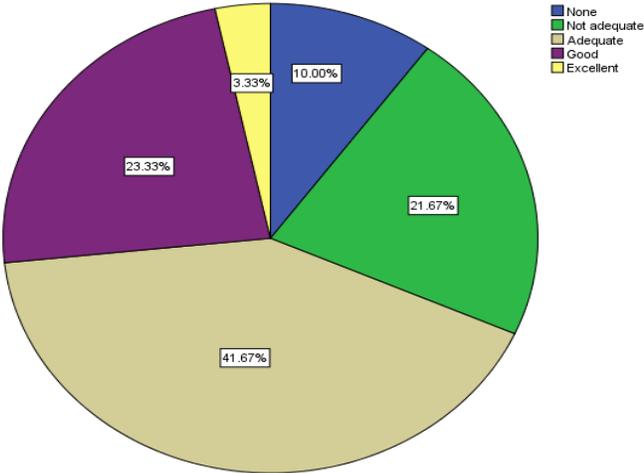


Figure 187: Transparency in financial management.

There exists a transparency in financial management of the school in terms of income and expenditure.

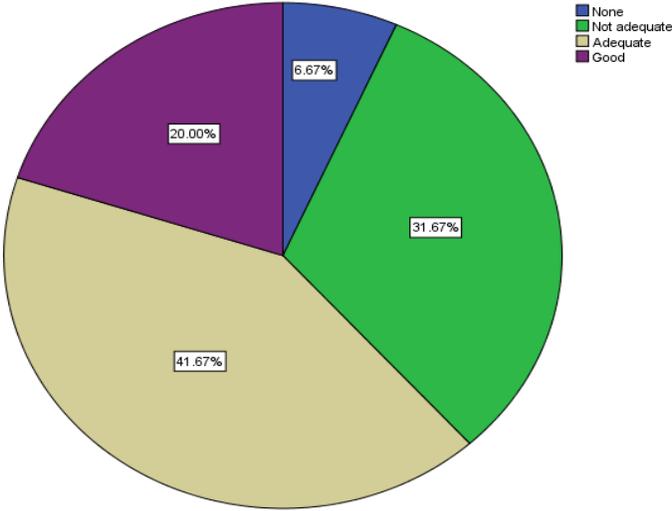


Figure 188: Income and expenditure of the school.

The income and expenditure of the school are subjected to regular internal and external audit.

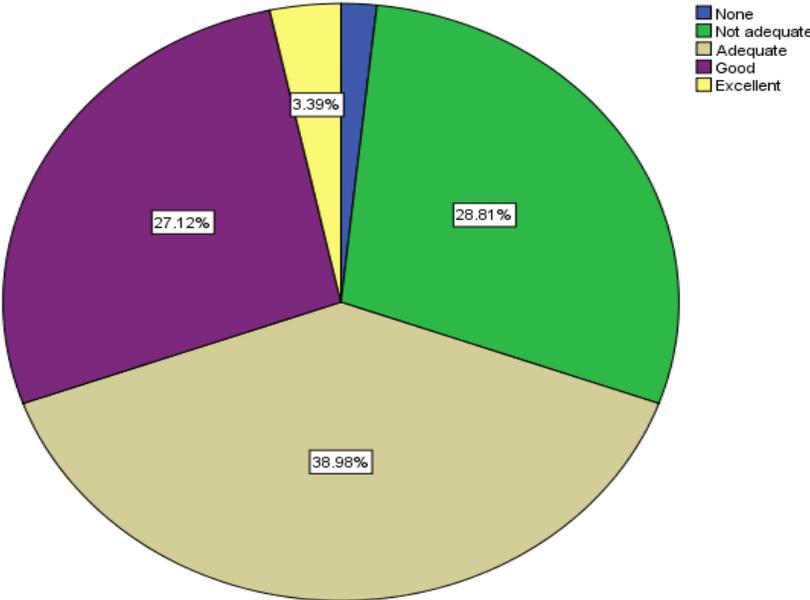


Figure 189 Student background characteristics

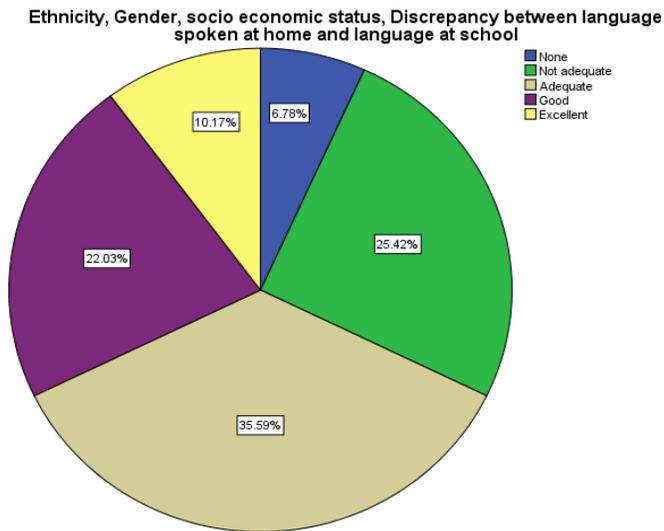


Figure 190: Distance a student has to walk to school.

