



Impacts of Decentralized Educational Management in Gedeo Zone and Its Implications in Quality Education

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Abstract

The general objective of this study was to assess the impacts of decentralized educational management in the city administration of Gedeo zone Dilla. In this study, the explanatory mixed research design (quantitative qualitative) was used as both qualitative and quantitative research approaches were used. In general, 109 sample population were employed; 100 (one hundred) teachers from 452 (four hundred fifty two teachers) were selected through simple random sampling method, and 2 (two) supervisors from 3 (three supervisors), 2 (two) education office managers, 3 (three) principals, and 2 (two) PTA were selected through purposive sampling. Accordingly, the researchers used questionnaires, semistructured interviews, and observation to collect adequate data. SPSS software was used for quantitative data analysis. Descriptive statistics was used to break down the quantitative data. Qualitative data was analyzed using thematic content analysis method. In this respect, this study approved that there is school-community participation in the school development process and that school management has a significant role in the management of school development. In addition, this study identified that decentralized educational management reforms have been hampered by centralizing practices, including the dominant roles of politicians, weak administrative capacity at the local government and school levels, as well as a limited resource base of local governments. Finally, recommended that it would be sound to grasp and advance implementation of the realistic transfer of decision making power that assumes local governments and schools and then stakeholders are established to appreciate, respond, and be accountable to the local needs.

1 Introduction

Advocates of decentralization argue that transferring authority and decision-making power to school principals, supervisors, teachers, and parents enhances school effectiveness. Donnelly, Skarsdóttir, and Watkins (2017) explained that empowering these actors strengthens engagement at the grass-roots level where teaching and learning occur while also encouraging education to better respond to the needs of local communities (Donnelly, Skarsdóttir, & Watkins, 2017). According to Ethiopia's Educa-

tion and Training Policy (ETP, 1994), in a decentralized system, principals, vice-principals, department heads, and senior teachers serve as instructional supervisors within their schools. Grauwe and Carron (2007) further emphasized that school supervision, when carried out within schools themselves, reflects the principles of school-based management. They noted that enabling schools to monitor and improve the quality of the services they deliver, while empowering internal supervisors, helps institutions remain responsive to their environments. Similarly,

USAID (2019) reported that supervisors who are close to classrooms and the school community tend to be more effective than those removed from this context.

Although the ultimate authority remains within the broader management structure, decentralization divides school governance into smaller, more manageable parts. The success of such systems can be evaluated across four interrelated conditions. The first relates to the socio-cultural context, where decentralization is influenced by societal development and community life. Second, political experience moving from central to local levels significantly affects the process. Third, the presence of sound strategic planning and management is essential. Finally, the most critical factor is empowering grassroots actors, as local representatives are better positioned to voice community needs and confidently engage in school governance (Shabbir, Ishtiaq, & Muhammad, 2017). In Ethiopia, decentralized education management was formally introduced in 2000 (JICA, 2012). Responsibility for primary and secondary education lies with the Woreda Education Office (WEO), while Regional Education Bureaus (REBs) oversee Technical and Vocational Education and Training (TVET) and Colleges of Teacher Education (CTEs). At the national level, the Ministry of Education (MoE) retains responsibility for formulating education policy, strategies, and managing higher education. These roles were legally defined under Proclamation No. 41/1993, which specified the powers and duties of both central and regional authorities.

Decentralization has thus become one of the major reforms in Ethiopia's education system, with significant responsibilities devolved to regional, woreda, and school levels (Joshi & Verspoor, 2013). To strengthen this, the government has promoted school-based management (SBM), which expands local authority over academic, financial, and human resource decisions. Effective implementation, however, requires a multistage approach combined with capacity building for stakeholders across all levels. SBM is expected to foster efficient resource use, strengthen teacher performance, improve schooling outcomes, and promote educational equity (Joshi & Verspoor, 2013).

Equity has been incorporated into Ethiopia's education policy framework, but challenges remain due to weak data systems and limited awareness of gender and equity policies among teachers and professionals, which hinders effective implementation at community level (USAID, 2019). To address these issues, the Ministry of Education aligned reforms with national development priorities, drafting the Ethiopian Education Development Roadmap 2018–2030. This roadmap acknowledged the importance of bridging gender gaps in access and participation but lacked a clear strategy to achieve this. As Mavuso (2021) and Kimani (2011) observed, educational management essentially involves applying general management principles to the education sector. Accordingly, the practice of educational management can be understood as the adaptation of management theories and techniques to meet the unique demands of educational institutions.

More typically, researchers have considered numerous literature and recognized that there are gaps on the subject of decentralized educational management. For example, Fitsum (2017) exposed that the school lacked bottom-up initiatives, political and party engagement influenced the professional decision-making, delayed board meetings affected appropriate financial decisions and irregularities among the schools in the fund endorsement. These were major challenges according to the investigation on the decentralized school-based governance structures and fiscal decision-making. Similarly, Kelemu (2023) studied the adequacy of capacity building and stakeholder participation in decentralized education management and identified that the most challenging factors troubling decentralized educational management are related to the availability of resources, decision-making process, education budget, and skilled human resources. In addition, Etefa (2018) evaluated the implementation of decentralized educational management, and concluded that there are challenges in relation to the insufficiency of training for stakeholders, the shortage of skilled manpower, and the lack of adequate participation of stakeholders. Therefore, the above studies overlooked the impacts of decentralized educational management on educational quality. Therefore, in this study, the following re-

search questions and specific objectives were active in order to fill the gaps.

The research questions are:

- How well do secondary school stakeholders understand the practices of decentralized education management?
- What are the assumptions of decentralized educational management with respect to improved teaching and learning services?
- How can the vital grains of decentralized educational management be grasped?
- What are the main challenges that hinder the effectiveness of decentralized educational management?

The specific objectives are:

- Review the alertness of stakeholders in the practices of decentralized educational management at different levels
- Assess the implications of decentralized educational management regarding improved teaching and learning facilities
- Explore the way to grasp decentralized educational management towards improved teaching and learning in secondary schools
- Examine the main challenges that were influenced throughout the implementation of decentralized educational management

2 Methods

Explanatory mixed research design (quantitative qualitative) was used for this study. A research design is the overall plan to obtain answers to the questions being studied and to handle some of the difficulties encountered during the research process. And qualitative and quantitative research approaches were used in this study. The questionnaire and semi-structured interview were the main data collection tools in this study. In addition, the researchers developed an observation guide and observed secondary schools. Researchers observed the developments and properties available, as well as the overall organizational setup of secondary schools, through an observation checklist. The

descriptive and thematic data analysis approach was used in this study. The data obtained through questionnaires from teachers was calculated, tabulated, and the frequency counts were changed into individual mean, weight mean, and SPSS analysis was figured. And descriptive statistics was used for the quantitative data analysis. Qualitative data was analyzed using words and explanation. Additionally, the thematic content analysis approach was used to analyze qualitative data.

2.1 Research Ethics

In this study, data were collected through questionnaires, semi-structured interviews, and classroom observations. To ensure that the process was ethically sound, several principles were carefully observed. These included securing informed consent, guaranteeing voluntary participation, avoiding deception, ensuring no harm to participants, and safeguarding privacy and confidentiality. Ethical clearance was obtained from the Research and Dissemination Office of Dilla University, which formally communicated the aims of the study to relevant stakeholders. In addition, official permissions were sought from the Gedeo Zone Education Department and the Dilla City Administration Education Office to conduct the research in selected secondary schools.

Once approval was granted, written requests were submitted to school administrations to gain access to the research sites. At each school, the purpose of the study was clearly explained to prospective participants, and the researcher presented certification from Dilla University along with letters of permission from the respective education offices. Throughout the fieldwork, ethical principles such as anonymity, confidentiality, voluntary involvement, and the principle of “do no harm” were consistently observed.

2.1.1 Informed Consent and Voluntary Participation

Many national constitutions and international research standards emphasize that studies involving human participants must be conducted with clearly documented informed consent (Fabian, 2015). The principle of informed consent reflects the impor-

tance of open and respectful engagement between researchers and participants. It ensures that individuals are fully aware of what information is being collected, the reasons behind it, and the potential implications for them (Kumar, 2011). In this study, participants were thoroughly briefed about the objectives of the research, their expected roles, and the fact that participation was entirely voluntary. They were assured that their involvement was intended to contribute freely to social improvement. Moreover, no form of deception was used, and participants did not receive compensation for their participation.

2.1.2 The Right to Anonymity and Confidentiality

The literature stresses that information obtained from participants should be used strictly for research purposes; using it otherwise is considered unethical (Kumar, 2011). From the outset, the research team recognized participants' right to remain anonymous and to have their privacy and confidentiality protected. This principle was communicated clearly to all participants.

To protect the data, secure measures were put in place both during and after fieldwork. Participants were assured that anything shared during individual interviews would not be discussed outside the research team. Furthermore, in reporting and dissemination, names and other identifying details were not disclosed. Instead, pseudonyms were used to protect the identities of all participants.

2.1.3 No Harm

Social researchers are expected to consider the possible consequences of their work and to actively prevent any harmful effects (Fabian, 2015). Ethical practice goes beyond legal compliance, requiring researchers to reflect on the broader implications of their activities. Importantly, obtaining informed consent does not release researchers from the responsibility of protecting participants from poten-

tial risks. Hence, preventing harm was treated as a central ethical principle in this study.

The researchers made clear to participants that they were fully accountable for upholding ethical standards and demonstrated this commitment throughout the study. Above all, respect and professionalism were maintained in all communications with stakeholders, and all activities were conducted in line with established principles of scientific research ethics.

3 Results

The main objective of this study is to assess the impacts of decentralized educational management regarding improved teaching and learning facilities. In general 109 sample population were effective; 100 (one hundred teachers) were selected through simple random sampling method from 452 (four hundred fifty two teachers), and two supervisors from three supervisors, two education office managers, and three principals were selected through purposive sampling. Accordingly, the researchers used questionnaires, semistructured interviews, and observation to collect adequate data. Therefore, the data presentation tables below provided discussion on various topics of this study as follows.

As demonstrated in Table 1, 33% of respondents replied completely agree on item number one. Similarly, most of the respondents (56.7%) agreed on item 1 that teachers are familiar with decentralized educational management. Moreover, the mean value and standard deviation indicate (1.84) and (.799), respectively. Contrarily, as can be seen from table 5, for item 1, (6.2), (2.1) and (2.1) share of the respondents answered neutral, disagree and completely disagree, respectively. Also, 57.7% of the respondents replied agree for item 2, as well as 32% completely agreed. Agreeing to these understandings, one can measure that teachers shared awareness and secondary schools were exercising decentralized educational management.

Table 1: Descriptive statistics on practices of decentralized educational management

No.	Items	Responses	Fr.	%	Mean	SD
1	Teachers are concentrating on decentralized educational management	Completely agree	32	33	1.84	0.799
		Agree	55	56.7		
		Neutral	6	6.2		
		Disagree	2	2.1		
		Completely disagree	2	2.1		
		Total	97	100		
2	Decentralized education management improved teaching and learning	Completely agree	31	32	1.82	0.736
		Agree	56	57.7		
		Neutral	7	7.2		
		Disagree	2	2.1		
		Completely disagree	1	1		
		Total	97	100		
3	School-community sufficiently participating in the decision-making process at school	Completely agree	33	34	1.8	0.745
		Agree	54	55.7		
		Neutral	7	7.2		
		Disagree	2	2.1		
		Completely disagree	1	1		
		Total	97	100		
4	School managers can decide on school annual plan without consulting Woreda education Office	Completely agree	31	32	1.88	0.807
		Agree	53	54.6		
		Neutral	8	8.2		
		Disagree	4	4.1		
		Completely disagree	1	1		
		Total	97	100		

Table 2: Descriptive statistics on practices of decentralized educational management

No.	Items	Responses	Fr.	%	Mean	SD
1	Teachers are participating in the problem-solving process at school	Completely agree	32	33	1.82	0.764
		Agree	55	56.7		
		Neutral	6	6.2		
		Disagree	3	3.1		
		Completely disagree	1	1		
		Total	97	100		
2	There is active school and community participation in the school development process	Completely agree	31	32	1.87	0.824
		Agree	55	56.7		
		Neutral	6	6.2		
		Disagree	3	3.1		
		Completely disagree	2	2.1		
		Total	97	100		
3	School management plays a significant role in handling school activities without referring to woreda education offices	Completely agree	32	33	1.87	0.837
		Agree	53	54.6		
		Neutral	7	7.2		
		Disagree	3	3.1		
		Completely disagree	2	2.1		
		Total	97	100		

As discussed in Table 2, the average percentage (56%) of respondents who answered agreed for item number one and the thirty-three percent (33%) responded completely agree. Whereas limited aggregate 6.2, 3.1, and 1 percentages of the respondents replied neutral, disagree, and completely disagree, respectively, for item number one. The mean value and standard deviation for item number one show 1.82 and 0.664 respectively, which strengthen reliability of the responses by the respondents. Furthermore, 32% of the respondents replied completely agree for item number 2 in Table 2; consistently 56.7 percent of the respondents replied agree with the statement under this item. Also, 6.2, 3.1 and 2.1 percentages of the respondents responded neutral,

disagree, and completely disagree, respectively, for item number two. Furthermore, according to Table 2, 33% of the respondents replied completely agree for item number three and 54.6 percent of the respondents were replied agree. And 7.2 percent of the respondents were disagreed, 3.1 and 2.1 percentages of the respondents replied neutral and completely disagree, respectively. Furthermore, the mean value and standard deviation for item 3 are shown at 1.87 and 0.837 respectively. Consequently, one can assume that school management has an important role in managing school activities through the practices of decentralized educational management in secondary schools.

Table 3: Descriptive statistics on the effects of decentralized educational management

No.	Items	Responses	Fr.	%	Mean	SD
1	Decentralized educational management improved teaching activities and students' participation in instructional process	Completely agree	27	27.8	2.01	0.907
		Agree	53	54.6		
		Neutral	7	7.2		
		Disagree	9	9.3		
		Completely disagree	1	1		
		Total	97	100		
2	Woreda Education Offices are authorized for the placement of teachers and decentralized educational management facilitated impressive progress on educational expansion	Completely agree	28	28.9	1.93	0.845
		Agree	56	57.7		
		Neutral	7	7.2		
		Disagree	4	4.1		
		Completely disagree	2	2.1		
		Total	97	100		
3	Regional Education Offices are authorized for educational planning and program at regional level	Completely agree	28	28.9	2.1	1.046
		Agree	47	48.5		
		Neutral	10	10.3		
		Disagree	8	8.2		
		Completely disagree	4	4.1		
		Total	97	100		

As Table 3 indicates, 27.8 and 54.6 percentages of the respondents answered completely agree and agree respectively for item 1. Yet again for item one, 7.2, 9.3 and 1 percentages of the respondent answered neutral, disagree, and completely disagree, respectively, for the item number one. Also, the mean value (2.01) and the standard deviation (0.907) are observed from Table 3 for item number one. And 28.9 percent of the respondents responded completely agree for item 2, besides, majority of the respondents (57.7%) responded agree for item number two. Likewise, 7.2 percent of the respondents responded neutral, 4.1 percent disagree, and 2.1

percent of the respondents responded completely disagree. Also, the mean value and standard deviation for item 2 distributed as 1.93 and 0.845 respectively. For item 3, 28.9 percent of the respondents responded completely agree, 48.5 percent agree, 10.3 percent neutral, 8.2 percent disagree, and 4.1 percent of the respondents responded completely disagree. Moreover, mean value reading 2.10 with standard deviation 1.046 shows respective stability with each other. From this one can agree that decentralized educational management has an input on schooling success.

Table 4: Descriptive statistics on the effects of decentralized educational management

No.	Items	Responses	Fr.	%	Mean	SD
1	School management is authorized for teachers' assessment and decentralized educational management improved access to education	Completely agree	28	28.9	1.97	0.895
		Agree	54	55.7		
		Neutral	7	7.2		
		Disagree	6	6.2		
		Completely disagree	2	2.1		
		Total	97	100		
2	Woreda Education Offices in collaboration with the school management board are responsible for teacher promotion and development	Completely agree	26	26.8	1.99	0.884
		Agree	56	57.7		
		Neutral	7	7.2		
		Disagree	6	6.2		
		Completely disagree	2	2.1		
		Total	97	100		
3	Educational decentralization created a conducive teaching and learning environment in the school and improving gender equity	Completely agree	26	26.8	2	0.924
		Agree	57	58.8		
		Neutral	5	5.2		
		Disagree	6	6.2		
		Completely disagree	3	3.1		
		Total	97	100		
4	Decentralized educational management improved teachers' performance and fairness in schooling	Completely agree	28	28.9	2.01	0.952
		Agree	52	53.6		
		Neutral	8	8.2		
		Disagree	6	6.2		
		Completely disagree	3	3.1		
		Total	97	100		

As Table 4 specifies, 28.9 percent of the respondents responded completely agree, and above average (55.7 percentages) of the respondents responded agree for item number one. Also, 7.2% of the respondents responded neutral, 6.2% of the respondents disagree, and 2.1% of the respondents replied completely disagree. As presented in Table 4b, 1.97 mean values and 0.895 standard deviation are evident for item number one. Similarly, 26.8 percent of the respondents responded completely agree, besides, 58.8 percent of the respondents responded agree for the item number three. Therefore, one can predict that educational decentralization is supportive of improving the teaching and learning environment in secondary schools.

According to Table 5, 34% of the respondents replied completely agree and 56.7 percent of the respondents responded agree on behalf of item number one. However, 6.2 percent of the respondents responded neutral, similarly 2.1% disagree, and 1 percent of the respondents responded com-

pletely disagree for item number one. As to Table 5a, the mean value and standard deviation for item number one indicated 1.79 and 0.735 respectively. And 35.1 percent of the respondents replied completely agree, and 53.6 percent of the respondents responded agree for item two. In addition, the sum of responses replied as completely agree and agree captured higher percentages (88.7%) for the item number two. However, 6.2 percent of the respondents responded neutral, 4.1 percent disagreed, and 1 percent of the respondents replied completely disagree for item number two. On the other hand, 33% of the respondents responded completely agree, 54.6 percent agree, 5.2 percent neutral, 6.2 percent disagree, and 1 percent of the respondents responded completely disagree for item number three. Furthermore, the mean value (1.88) and the standard deviation (.845) are evident for item three as in Table 5. From this one can rationalize that there are contradictions in the effectiveness of educational decentralization.

Table 5: Challenges to effective application of educational decentralization

No.	Items	Responses	Fr.	%	Mean	SD
1	Frequent shortage of sufficient skilled human resource troubling effectiveness of decentralized educational management in secondary school	Completely agree	33	34	1.79	0.735
		Agree	55	56.7		
		Neutral	6	6.2		
		Disagree	2	2.1		
		Completely disagree	1	1		
		Total	97	100		
2	Low academic achievement of students triggered by poor support system for parents and stakeholders at local levels	Completely agree	34	35.1	1.82	0.804
		Agree	52	53.6		
		Neutral	6	6.2		
		Disagree	4	4.1		
		Completely disagree	1	1		
		Total	97	100		
3	Absence of sufficient water and sanitation service continuing in secondary school	Completely agree	32	33	1.88	0.845
		Agree	53	54.6		
		Neutral	5	5.2		
		Disagree	6	6.2		
		Completely disagree	1	1		
		Total	97	100		

Table 6: Challenges to effective application of educational decentralization

No.	Items	Responses	Fr.	%	Mean	SD
1	Absence of essential training on management of education in woreda education offices as well as school level	Completely agree	33	34	1.82	0.777
		Agree	53	54.6		
		Neutral	7	7.2		
		Disagree	3	3.1		
		Completely disagree	1	1		
		Total	97	100		
2	There is a scarcity of material resources for school management in secondary school	Completely agree	34	35.1	1.79	0.749
		Agree	53	54.6		
		Neutral	7	7.2		
		Disagree	2	2.1		
		Completely disagree	1	1		
		Total	97	100		
3	The necessary resources for teaching and learning are not sufficiently obtainable in secondary school	Completely agree	33	34	1.8	0.745
		Agree	54	55.7		
		Neutral	7	7.2		
		Disagree	2	2.1		
		Completely disagree	1	1		
		Total	97	100		
4	Local governments are troubled by the scarcity of vital resources and the lack of cooperative accountability across the sector	Completely agree	32	33	1.89	0.888
		Agree	53	54.6		
		Neutral	6	6.2		
		Disagree	3	3.1		
		Completely disagree	3	3.1		
		Total	97	100		

As indicated in Table 6, 34% of the respondents replied completely agree, 54.6 percent agree, 7.2 neutral, 3.1 disagree, and 1 percent of the respondents responded completely disagree for item number one. Additionally, 35.1 percent of the respondents responded completely agree for the item number two, as well 54.6 percent of the respondents responded agree for item number two. Nevertheless, 7.2 percent of the respondents responded

neutral, 2.1 percent disagreed, and 1 percent of the respondents responded completely disagree for item number two. Also the mean value and standard deviation for items one and two are shown as 1.82 and 0.777, and 1.79 and 0.749 respectively. From this, one can agree that the major challenge for educational decentralization is connected with inadequacy of resources in secondary schools.

Furthermore, when education managers were asked how they define decentralized educational management and its manifestation in their setting, they had the following views:

Educational decentralization is one that strengthened the participation of stakeholders in schooling and is a functioning program in our location. (Manager A)

Decentralized educational management is about enabling local-level decision-making capacity. (Manager B)

There is decentralized educational management in our educational system. Some of the improvement that demonstrate the appearance of educational decentralization are empowered and engaged local stakeholders, private investors allowed to participate in schooling and practices of decision making at school levels. (Manager C)

Decentralized educational management is about dealing with all stakeholders to improve schooling through collaborative effort of school community, society, government, NGO, and private institutions. With this regard, there are growing attempts in our education system. (Manager D)

According to the above discussion with education managers, one can say that there is a practice of educational decentralization. Furthermore, these shows that education managers are aware of the concepts of decentralized educational management. As skill and device remain extremely necessary for improving education systems, some norms need to be questioned. The drumbeat about decentralized educational management practices for its own sake is misdirected, since there is a shortage of skilled educational managers at all levels that affects the system.

Impacts of Decentralized Education Management on Quality Education

When education managers were asked to express their views on the relationship between decentralized educational management and quality education provision, some shared the same views, and their responses were as follows:

There is a significant relationship between decentralized educational management and the provision of quality education. Our education system improved access to education, fairness with school distribution, and gender equity through decentralized educational management. I think there are promising openings, and then quiet decentralized educational management is expected a lot to accomplished entire issues of educational quality. (Manager A)

I think there are recovery performances in allocating local necessities and building schools in each village. Community participation is a typical prospect of decentralized educational management from various enabling structures that enhanced the establishment of schools in every locality. (Manager B)

I think enhanced communication between stakeholders has been achieved through decentralized educational management. Now we are concerned about quality education, since this achievement is the cornerstone of various aspects of the education system. Decentralized educational management created the condition that empowered stakeholders and improved access to education, expansion, and equity; these are vital requirements for the educational quality which would be difficult if tried by the solo attempt of the government. (Manager C)

From these, one can say that the significance of decentralized educational management is understood by education managers. Above all, these show that there is agreement between different education managers regarding the contributions of educational decentralization.

b. The challenges faced by decentralized educational management

Education managers were asked to discuss the challenges they face throughout the practices of decentralized educational management, majority of them agreed with quantitative data and shared the same outlooks, and their responses were as follows.

I think the shortage of experienced human resources across the levels is the pronounced

problem meant for impediment of decentralization. Political decisions appropriated with little or no agreement with the needs of the local school context are also wrongdoing. (Manager A)

The shortage of dedicated stakeholders is a challenge for the firm achievement of decentralized educational management. As a result, educational decentralization is contributing to the lifespan. (Manager B)

The insufficiency of ongoing training for stakeholders caused by the material resource shortage at school is troubling for decentralized educational management. (Manager C)

Doubtful communication system and ineffective management of educational information are major difficulties. Underprivileged home-school communications and reduced parental supervision of their children are also remaining problems. (Manager D)

3.1 Discussions

The main objective of this study was to assess the impacts of decentralized educational management in the city administration of Gedeo zone Dilla and its implications on quality provision. In view of that, this study was guided by this major objective and the following research questions; how well the secondary school stakeholders realize the practices of decentralized management of education? What are the assumptions of decentralized educational management regarding improved teaching and learning services? How can the vital grains of decentralized educational management be grasped? And what are the major challenges that hinder the effectiveness of decentralized educational management?

In general, this study identified that teachers have experience with the practices of decentralized educational management. Teachers are well informed about the practices of decentralized educational management, in which 81% of respondents agreed on the constructive influence of educational decentralization. Implementation of educational decentralization has allowed school-community participation in the school development process. Similarly, this study realized that there is the concept of school-community participation in the school

development process, besides school management has a significant role in the management of school development, but not in action. Despite the fact that school management has a legitimate and extensive role in managing the school development program, there is no comparable exercise supply. Decentralized educational management has facilitated impressive progress in educational expansion, and access to general education has improved in Ethiopia, but educational quality remains a massive challenge.

The majority of education managers, as well as 85% of teachers, agreed that a shortage of skilled workers plus essential resources exists among the main challenges opposed to decentralized educational management. Furthermore, the challenges that delayed the provision of quality education in the Dilla city administration secondary school persisted in addition to the developing expansion through the undertaking of decentralized educational management. The insufficiency of capacity building for stakeholders at subsidiary levels has hampered the effectiveness of decentralized educational management. Also, preposterous material and human resources were disturbing educational decentralization, as well as provision of quality education. Deficiency of sufficient water and sanitation service in Dilla city administration secondary schools leads to a blinking teaching and learning process. Therefore, there is an enormous need to develop a strategic plan that may improve the proficiency of various stakeholders in order to improve school management in the entire Gedeo zone, then exactly in the Dilla city administration secondary schools.

4 Conclusions

This research study recognized that annoying political interference, the absence of indispensable central management support, and reduced participation of stakeholders are major challenges faced by the effectiveness of educational decentralization. Effectively decentralized educational management is not about the number of layers of management, but carefully resolving the significant question of the distribution of educational services among different schools in the organizational structure. Consequently, learning enhancement is based on the

principles of notable power and responsibility sharing among various stakeholders in the management system. As educational decentralization does not reduce the contributions of top-level management to educational improvement, there should be an active communication and support system through a functional share of responsibility with local and central management. There is no effective educational decentralization and school improvement if each level is excited to undertake the power to make decisions, but unexpectedly to pass on the responsibility for implementation to others. It may even threaten the maneuver of effective accountability machines. Therefore, better understanding and application of the decentralized educational management system will maximize its benefits to improving the teaching and learning process.

5 Recommendations

- It is better if stakeholders across the sector understand that adequate allocation of teaching and learning material resources is a fundamental necessity and it is essential to provide uninterrupted preparation for stakeholders at the grassroots level of the education sector on educational organization and management;
- It is blameless that all stakeholders consider efficient, relevant, and consistent supervision and monitoring of the school system to confirm their level of amenability to quality assurance and to identify and eliminate poor qualities or rebels. This workout may moderate the number of the teaching and the non-teaching staff who are not committed to duties and do not comply with the operational standards;
- It would be sound if educational organizations at each level grasp and advance implementation of the basic principle of educational decentralization that assume local governments and school then stakeholders are wisely established to appreciate, respond, and be accountable to the local needs.

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Declaration of Competing Interest

The corresponding author declares that there is no potential competing interest among the authors.

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