AN ASSESSMENT OF THE PRACTICE AND PROBLEMS OF DECISION MAKING IN ABAFERENSUA PREPARATORY AND SECONDARY SCHOOL

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Declaration

I undersigned declare that this student research paper is my original work and has not be presented for a degree in any other university and all materials used for this study have been duly acknowledged.

Name of student Signature

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This student research project (paper) has been submitted for examination with my approval as a university advisor.

Name of advisor Signature

_____ _____

Date _____

Approval of Board of Examiners

1 Name ---------- Signature ---------- Date ----------

2. Name ---------- Signature----------Date ----------

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ABSTRACT

This study was conducted on the assessment practices and problem of decision making in case of Abaferensua preparatory and secondary school. The main objective of the study was to assess the practice and problems of decision making in Abaferensua preparatory and secondary school. The study is categorized in to descriptive types of research design which can be either qualitative or quantitative in nature. The study would emphasize on the decision making and to get more accurate data the researcher was used census method of techniques .The study would be used to more of a primary data which collected through questionnaire, and additionally would be use secondary data such as different books and report. After data collected from these sources, the analysis and interpretations is made by using different techniques such as percentage, frequency, table and the researcher was took 51 respondents out of these 48 were retrieved and appropriately filled. After data collected from these sources, the method of data analysis was descriptive analysis which the gathered data from respondents are carefully arranged and categorized in to suitable form by using such as percentage, frequency, table. And was interpreted. The results show that the school has same problem, as there is in consistency in decision making in the school and some teachers are found to be unhappy participation on the decisions made. Therefore, this study recommended that the principal could identify the key stakeholders to make decision in the school and he/she has to arrange these decision makers according to the situations to enable the key stakeholders participate in the decision making process. Generally, it was advisable for the key stakeholders to participate in the implementation of the final decision there by it is possible to achieve better academic performance.

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CHAPTER ONE

1.1 Background of the Study

Decision-making is part and parcel of the life of every human being in every area. It has be personal or professional life we need to tax decisions. There are various types of decision making which culle vary in importance. Many people tax decision defending just their own felling. However, if the decision involves money or same one's life it is important to analyze the situation carefully before making the final decision (Deega, 2011).

Decision making is the process of choosing what to by considering the possible consequences different choices. For the effectiveness of it's our came, reasoning skills are utilized in the decision making process and refers to specific cognitive abilities (Beyth and et, al 1991).

Decision making connects the organization's present circumstances to action that will take the organization into the future. It also draws on the fast, past experiences which are positively and negatively play an important part in determining which alternatives administrators see as feasible. Objectives for the future are thus based, in part, fast experiences (Stoner and et. al. 1995:239).

Decision making is a conscious process of making choices among two or more alternatives with the intention of moving towards some desired state of affairs. Same decisions are well planned with fairly clear consequences. But many organizational decisions are more complex. They have ill-defined goals, imperfect information and biased decision makers who have been difficulty in evaluating the decision success. Decisions occur in response to problems or opportunities. A problem is a deviation between the current and desired situation, it is the gap between "what was and" what ought to be". An opportunity is a deviation between current expectation and recognition of potentially better situation that is either planned or expected. In other words, decision makers realize that certain decisions may be produce results beyond current goals or expectations. (Mc Shane 1998)

Therefore, the purpose of this study is to analyze the practice and problems of decision making in Abaferensua preparatory and secondary school, Chahawareda, Guraguye

1.2. Statement of the Problem

School administrations were assigned to facilitate the accomplishment of administrative and other functions of school system. Among those functions decision making was the most important one (Okumbe, 1998).

Rational decision making had its own effect or contribution to the effectiveness of schools. In general, the base of this research paper was an assessment of the practice and problems of decision making in Abaferensua preparatory and secondary school as it has been observed, there is in consistency in decision making in the school and some teachers are found to be unhappy on the decisions made. Thus, these problems invite the student researcher to conduct the study.

1.3Basic research questions

The following basic questions will addressed

- In what way does decision making taken place in Abafranswua school?
- What are the main problems that hinder decision making process in the school?
- Does decision making process in the school follow logical steps?

1.4 Objective of the Study

1.4.1 General objective

The general objective of the study was to assess the practice and problems of decision making in Abaferensua preparatory and secondary school.

1.4.2 Specific objective

- To assess the way of decision making taken place in the school.
- To analyze the main problems that hinder decision making process.
- To assess the decision making process follow logical step in the school.

1.5. Significance of the Study

The finding of this study is significant for:

- School administrators in identifying and work with those who were responsible for decision making in order to achieve better academic performance of the school.
- Concerned bodies in giving information regarding the factors affecting the practicability of decision making and would provide reliable solutions to problems that encounter school administrators.
- Student researcher as a base line for doing any other further research to some future time.
- Other researcher who would like to study the same issue in wider scale.

1.6. Scope of the study

This study would be dependent on the stakeholders of the school, such as, teachers and principals as these were a major player in decision making practiced in the school. The society, students and any other one would not include because of low point of view towards the significant of them for decision making practiced and, to make the research more precise and feasible. Then, the study would focus on the practice and problems that affect the process of decision making in Abaferensua preparatory and secondary school.

1.7. Limitation of the study

To conduct the research activity, many factors have taken part in limiting this study (research paper) among those factors; getting domestic research work on the area was not easy. Plus to that, some of the teachers were reluctant to cooperate in filling and returning the questionnaire among the distributed questionnaires for 51 the 3 questionnaires were not returned at all. In addition to this, the scope of the study was narrow because of the number of total population under study were not too much. Another one was that the student researcher's experience on doing such research paper was very little and he makes much effort to do but it was evitable to have some problems. These and the like obstacles exerted a negative influence on the research. However, the student researcher of

this study tried to overcome all these constraints and come with the promising final outcome.

1.8 Organization of the study

This research was divided in to five chapters. The introductory chapter contains background of the study and, statement of the problem, research questions, objectives of the study, significance of the study, scope of the study, and limitation of the study. The second chapter discusses about the literature review that were relates with the research topic and relevant for it. The third chapter contains the research methodology of the study. The fourth chapter would provide the data presentation, analysis, and interpretation. Finally, the fifth chapter would present the summary, conclusion and the possible recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 The Concepts of Decision Making

Decision making is defined as the process of specifying the nature of a particular problem and selecting among available alternatives in order to solve it. Decision making is one of the prime functions of management, where as decisions are made in such important areas as the allocation of scarce teaching and learning resources, the environment of teachers, employment of teaching and non-teaching staff, the introduction of new curriculum, and staff discipline, staff training and methods of improving pedagogy teacher and educational research. Educational managers need to be conversant with the fundamental process by which decisions are making in organizations so as to improve teaching and learning effective. (Okumbe, 1998)

2.2. Types of Decision Making

2.2.1 Programmed Decision

Programmed decisions are made a routine problems. In this case, the nature of the problem is clearly identified and is well understood by the educational manager. Such programmed decision in educational organizations includes the number of teachers to be admitted, the promotion of both teaching and non-teaching staff. The main characteristic of programmed decisions is that the decision making process is characterized by high levels of certainty in that the formulations of the problem, it's solution phases, rules and procedures are very clearly spelt out. (Okumbe 1998: 146-147)

2.2.2. Non-programmed Decision

Thos are in response to problems which are either navel new unusual or poorly defined in non-programmed decisions, the educational manager must compare the

various alternatives courses of action available to him/her and the consequences of these alternatives before an optimum decision is make.

In educational management, leaders at various levels of administrative hierarchy make various decisions in their administrative activities. However, there is distinct relationship between the administrative level one occupies in the administrative hierarchy and the kind of decisions he/she has to make.

Top level educational mangers like principals are usually faced with non-programmed decisions. On the other hand department heads, and other lower level educational managers are usually faced with programmed and routine decisions. This is because non-programmed decisions require leaders with the required conceptual resources to efficiently manage the risks involved in making such decisions. It is important for educational managers at all level of decision making to recognize the fact that non-programmed decisions are complex and involves a lot of risk taking and therefore enough time and other resources may be allowed for them. Decisions on new curriculum, expansion of student-enrollment, new fees- structures and the like must not be done in a decisions with serious repercussions might be made. In making non-programmed decisions, the educational managers shall be aware of the various risks, uncertainty and cost involved. (Okumbe, 1998: 146)

2.3. Certainty, Uncertainty, Risk and Ambiguity Conditions

In a perfect world, managers will have all the information necessary for making decisions. In reality, however, something is unknowable thus same decisions will fail to salve problems or attain the desired outcome. Even decisions can be organized scale according to the availability of information and the possibility of failure. The four positions a scale are certainty, risk, uncertainty and ambiguity (Richard, 1997).

I. Certainty: means that all the information the decision maker needs is fully available. Managers have information on operating conditions, resources, cost or constraints and each course of action and possible outcome. However, few decisions are certain in the real world where as most contain risk or uncertainty. (Richard 1997).

II. Risk: risk means that a decision has clear-cut goals that good information is available, but he future out comes associated with each alternative are subject to chance. However, enough information is available to allow the probability of a successful outcome for each alternative to be estimated. Statical analysis may be used to calculate the probability of success or failure. The measure of risk captures the possibility that future events will render the alternative unsuccessful. (Richard, 1997).

III. Uncertainty: it is an extent in which managers know which goals they wish to achieve, but information about alternatives and future extents is incomplete. Managers of the organization and school administrators in the school do not have enough information about alternatives to be clear and to estimate their risk factors that may affect decisions such as prices, production cost, volume or future interest rates, are difficult to analyze and predict. Managers might have to come up with creative approaches to alternatives and use personal judgment to determine which alternative is best many decisions making under uncertainty. Do not produce the desired results, but managers face uncertainty every day. They must find creative ways to cope with uncertainty in order to make effective decisions. (Steven, 1998)

IV. Ambiguity: ambiguity is by far the most difficult decision situation. The goals to be achieved or the problems to be solved is unclear, alternative were difficult to define, and information about outcomes in un-reliable. Ambiguity is what students will feel if an instructor created student groups, told each group to write but gave the group no topic, direction or guidelines what so ever. (Richard, 1997)

Generally the following figure shows relationship of decision type to management level in organization.

Management level		
Top	Middle	Lower
Programmed decisions • Repetitive operational problems		Non-programmed decisions • Navel strategic problems

• Well defined goals • Clear information and alternatives • Certainty		• Ill-defined goals • Ambiguous information and alternatives • Uncertainty

Source: R.M. Steers, introduction to organization behavior (1991: 440)

2.4 Individual Vs Group Decision Making

2.4.1. Individual way of decision making

According to Okumbe (1998), there are a number of descriptive models that have been designed to describe theoretically or realistically how practicing managers made individual decisions. Three models will be discussed in this section: these are:

I. The iconological/rational or classical/model: the iconological represents the earliest attempt to formulate a decision making model. According to this model, the decision maker is perfectly and completely rational in all ways.

Iconological/rational or classical model have its own assumptions: such as:

- People are economically rational and that they attempt to maximize out comes in the orderly and sequential process.
- People will select the decision or course of action which was the most beneficial from a number of competing alternatives.
- People search for the most rational decision in a well calculated and systematic fashion.
- Individuals are capable of gathering all the necessary information to enable them make a decision.

II. The bounded rationality model: it also call the “administrative man model” the basic assumption in this model is that: while people seek the best solution, they usually settle for much less because the decisions they comfort typically demanded greater information processing capabilities than they possess.

III. The retrospective decision model: it deals mainly with non-programmed decisions. It is based and the theory of cognitive dissonance. In this model, the decision maker attempts to rationalize his/her choice and a retrospective basis.

2.4.2. Group/Participatory/ way of Decision Making

In organizations most decisions shall be made through a participatory approach where by individuals or groups are involved in decision making process. In practical terms, educational managers shall be aware that the degree of participation in group decision making process in recommended for a number of reasons. In groups, a lot of knowledge and facts can be gathered very easily since groups have abrader perspective and can collectively consider more alternative solutions. In participatory decision making, individuals who participate is more satisfied with the decision they have collect make and the will enthusiastically support it.

Participatory decision making also helps teachers to communicate freely a matters concerning their profession, and this can be motivating and satisfying. Group or participatory decision making also utilizes consultative and democratic techniques. In consultative techniques, the educational manager solicits for subordinates' participation. However, the ultimate decision is in the hands of the superior. In democratic decision making, the whole group deliberates on the problem and through a consensus a decision is making by the entire group (Okumbe, 1998: 153-154).

I. Advantages:

- Individual decision making consume less time than group decision making
- Accountability is high an individual who decide is accountable for his decision.
- Conformity is high-to follow rules or laws in decision made by individual is high than group.

II. Disadvantages

- The degree of acceptance is less compared to group decision by other member of the organization.
- Diversity of information – an administrator may spend a great deal of time for information gathering.

2.4.4 Advantages and disadvantages of group decision making

According to Robbins (1943-472) the following are advantage disadvantage**of group decision making**

I. Advantages: decision quality, decision creativity, decision acceptance, understanding, judgment and accuracy are an advantage of group decision.

II. Disadvantages: group decision making are time consuming, pressure to conform, ambiguous responsibility domination by the few. Robbins (2000:473).

2.5Characteristics of Decision Making

Decisions make is used as a means of giving guidelines and direction to others to do or not to do. The success or failure of management depends on the quality of the given decisions (Plunkett, 1996)

There are three major sets of characteristics that are identified in a decision making process. (Debra, 1994) such sets of characteristics are:

A. First set of characteristics: characteristics of decision maker
B. Second set of characteristics: characteristics of problems itself and
C. Third set of characteristics: decisions environmental characteristics.

According to Ocumbe (1998), the characteristics of decision making includes:

- Decision making is the process of selecting the best alternative among many alternatives.
- Decision making is preceded or came by detailed discussion and selection of alternatives.
- Decision making is an application of intellectual ability.
- Decision making is a situational process in which actions are taken in accordance with the prevailing situations. Different decisions may be undertaken to solve the same problem or different problems.
- Decision making is takes place to achieve the desired objectives.
- Decision making process involves the evaluation of available alternatives through critical appraisal methods.
- The result of decision might be either negative or positive that directs others to do or not.

2.6 Decision making step

In decision making process, managers go through a number of steps that most likely include the following. According to Steven (1998)

A. Problems identification: a problem refers to any derivation from the standard or norm. It is the first step in decision making process and considered to be the most important step. It also helps to develop and identify the best solution. Problem identification helps to distinguish a symptom of more fundamental root-cause of a problem in an organization. A problem is deviation between the existing situation and an expectation, or a problem can be defined as the gap between "what is "and "what ought to be" Steven (1998).
B. Fact collection: this process becomes easy, as the main problems is already isolated considering the issue for which you need to take the decision, you will have to collect all the relevant data to help you arrive at your decision. This is an important step in the decision-making process and shall not be over looked, especially, since there are different types of decision making that you may face. (Deeptee A, 2011).
C. Solution finding: finding solution became easier now that you have all the facts and data at hand. Think of various solutions to the problem along with their pros/advantage and cons/disadvantages. These will help you eliminate ones that are not good. A simple way for elimination will be writing the solutions a paper with their pros and cons and scratching out the ones that are not great. This step will help you in narrowing down the solutions to sort your problems. (Deeptee, 2011)
D. Select Solution: select the best solution after an elimination process which is the correct way to take proper decisions. This is where you take the decisions, so to speak if the preceding step is followed correctly, this step becomes easier too. You can make the right decision based on the pros and cons of all the solutions and find the best out of them. An important thing to note here is that there is no room for vagueness and ambiguity in your decision.

E. Implement solutions: once you have a rived at your decisions, the next is implementation of the same. Be firm in your decision and communicate it to others, so that the solution was implemented. (Deeptee A, 2011)
F. Monitor solution: let me get this straight, when you make your decisions, there will be same who do not approve and may not follow your instructions. Hence, it is vital that you monitor the situation and ensure that your decision is followed to the care by all those who is involved. Never skip this step. Another advantage that you get from untiring is that you can see for yourself if your decision was correct. If any changes need to be made, you could make them at this stage. You can also ask for feedback from others. (Deeptee A 2011).

The decision-making process of utilitarianism, which means making decisions for the greater number and keeping them happy, also works on the same principle. Only, the decisions are very huge and they involve a lot of people. The steps in the process are simple and, if followed correctly, these steps would make the process of decision-making simple and easy. (Deeptee A, 2011)

2.7 Problems Related to Decision making

According to Robbins (1991), when a manager finally reaches the point of making a decision, there are same problems that affect the final result of the decision. Such as:

i) Judgment short cuts: are the major problems to decision making in a given organization in which different peoples generate different idea the same topic. Judgment shirt cuts referred to as framing, referred to how the selective use of perspectives alters the way one may view a situation in formulating a decision. In examining the ways that the people make decisions, individuals often relay an additional heuristics, or judgment shirt cuts, to simplify the decision process, rather than going through all steps of decision making.
ii) Cultural difference: cultural background of decision maker can have its own influence his/her selection of problems, the depth of analysis, the importance placed on logic and rationality or whether organizational decisions shall be make autocratically by an individual manager or collectively in groups.

iii) Organizational constraints; managers, for instances shape their decisions to reflect the organization's performance evaluation and reward system, to comply with the organization's formal regulations and to meet organizationally imposed time constraints previews organizational decisions also act to constraint current decisions.

iv) Different ways of thinking: same peoples are logical and rational, processing information serially. In contrast same peoples are initiative, creative, perceiving thing as a whole, due to these differences, gap will be created between the decision makers and affect their final decisions.

2.8 Factors Affecting Decision Making

Agrawal (1993: 98) identified three major factors these are:

1. Organizational factors: a number of organizational variables influence the decision making process and the quality of decisions. Objectives, strategies and policies provide the frame work for decisions. A precise definition of the objectives and instance on decisions that will contribute to their achievement on environment for goal directed decisions. Strategies and polices provided a framework for decision making. Existence of clearly defined strategies and policies guide the executive in decision behavior, and canal decision forwards to the achievement of predetermined objectives. They also ensure that decisions are mutually consistent.
2. Environmental factors: environmental factors, mainly its social, legal and economic aspects, exercise a significant influence an organizational aspects of decision making. The social aspect includes students' parents and community around the school. The legal aspect involves the laws, or rules given by authority to made decision easier, the economic aspect includes the ways of getting financial resources. Environment destroys as well as creates new opportunities and organizations have to cope with it in order to serve and grow. The task of administrators is to integrate the organization with the environment. In order to do this, he must analyze the forces in this external and internal environment. Identify those which are relevant to this purpose and

important to integrate these forces with his/her various decisions. (Agrawal, 1993)

3. Personal factors: personality characteristics of the administrators such as his values, needs, intelligence and capacities have an important and his decisions. People differ in their abilities of comprehension, grasp, insights and response to problems. Administrators' willingness to take risk strongly influences the quality of his decisions. Risk takers approach to search for information, of alternatives to solve the problem, differs from that of risk avoiders. The former tends to made risks decisions associated with spectacular results, whereas the later tend to make safe decisions so as to keep themselves and the organization floating. (Agrawal, 1993)

Furthermore about factors affecting decisions making (Robbins, 1991) has identified typical situational factors under which managers operate in decision making context.

These are:

a) Amount of time available to make decisions.
b) Availability of resources necessary to implement any particular activities.
c) Amount of tension in the situation
d) External environment aspects
e) Experience of a decision maker
f) Power to decide

2.9Techniques of Improving Decision Making

According to Okumbe (1998: 166-169), there are three group decision making techniques which educational mangers can apply in order to improve the decision making effectiveness and efficiency in their organization. These are the following.

A. Brain Storming Technique

This technique involves an educational manager or group leader asking his/her staff members to come together, and they are given specific problem to solve. The teachers or relevant staff members are then asked to freely given their suggestions

and alternative that criticisms are minimized so that free expressions by the teachers were not inhibited.

B. Nominal Group Technique (NGT)

Consists of four phases in the granule decision making process. The first phase consists of individual members meeting as a group. However, they sit silently and independently generating their own ideas on problems which has already been presented to them. In the second phase, a round-robin procedure ensures where by each group member repents his/her idea to the group without any discussion. The group leader summarizes all these ideas carefully. In the third phases, all ideas denerated are discussed for clarification and evaluation by the group members. In the fourth phases, all the group members silently and individually give their rank-ordering of the various solutions to the problem. The final decision of the group is determined mathematically by the pooled outcome of the members' votes on the issue.

C. Delphi Technique: here members are never allowed to meet face to face

The Delphi Technique applies the following steps:

1. After the identification of the problem, a panel of members is formed.
2. The members is then asked, through questionnaires, to suggest potential solutions to the problem
3. The result of questionnaire are then circulated
4. When the members have viewed the feedback, they are then asked about their opinions, in order to find out if the opinions of others in the first questionnaire changed their mind.

2.10 Ways of overcoming Decision Making Problems

Because managers in today's organizations face complex, challenging and stressful decision-making demands, it is critical that they create on effective decision making environment for themselves in order to overcome decision-making problems through the following hints (Ireland and Williams 1992) as cited in (Plunket, 1996)

1. Encouraging others to make decisions: Trust subordinates and allow them the freedom to act in decision making process.
2. Recognizing the differences in decision making: all decisions do not have the same degree of risk, or priority, nor shall all decisions be approached the same way, in order to minimize the gap, managers shall take into consideration the personal differences in decision making.
3. Have self-confidence while making decision: courage and self-confidence are required for managers to make the risk-laden decisions.
4. Recognizing the importance of quality information: while making decision, managers shall assume that quality information is available and insist that subordinates support their decisions with data.
5. Learn from the past decision: the confidence of other's is gained by not making the same mistake. Study decision to see why they worked and they didn't.
6. Make the tough decisions: don't procrastinate or avoid dealing with decisions that could be unpopular, once the decision is making whether yes or no provide an explanation to everyone.

CHAPTER THREE

THE RESEARCH METHODOLOGY

3. Research Methodology

The methodology of a research is an essential feature of a scientific research and a major prerequisite for the validity of the result, it is vital to use accurate and clear methodology that help the researcher to meet the study objectives and for the effectiveness of the study.

3.1. Research Design

The study used descriptive research design, whose purpose was to examine the decision making in Abaferensua preparatory and secondary school in Guraguye zone. The study used quantitative and qualitative research approach; and it use descriptive sample survey method. The target population of the study was decision making in Abaferensua preparatory and secondary school in Guraguye zone. The research project applied both primary and secondary data sources. The primary data is collected using survey questionnaire, from the concerned bodies (teachers and principal in Abaferensua preparatory and secondary school). In addition to this, secondary data is collected from different sources such as documents, other research findings, and reports, in order to support the primary data by some related theoretical concepts.

3.2. Target population

The total population in Abaferensua preparatory and secondary school was 51 teachers and out of these 8 teacher were female and the remaining 43 teachers were male this data obtained from Abaferensua preparatory and secondary school

3.3. Sampling technique

The study would be used census survey to collected data from teachers and principal the reason for this to cover all teachers. Because there were a small number of teachers in Abaferensua preparatory and secondary school

That means there were 51 teachers with in the Abaferensua preparatory and secondary school

.

3.4. Source of Data

The study would be decision making use both primary and secondary types of data source to conduct the study. The primary source of data obtained through questionnaire teachers and principal the organization who works at the Abaferensua preparatory and secondary school

The questionnaires would distributed to all teachers and principal in Abaferensua preparatory and secondary school

. Secondary data source were obtain different books, staff documents, organization manual and annual report of the organization and internets source of data.

3.5. Method of Data collection

The study would be decision making use both primary and secondary data used the purpose of collect the information for investigating the problem. The source of primary data would be collected from teachers and principal through questionnaires. Questioner were preparing based on question regarding to the topic of the study.

3.6. Data analysis and presentation

The study would analyze the collected data by using descriptive method of data analysis such as table and percentage finally all row data would be collected through questionnaires to analysis and interpret to translate arrow data to give meaningful information and understandable to the reader.

CHAPTER FOUR

4. DATA ANALYSIS AND INTERPRETATION

This chapter is concerned with the analysis and interpretation of data collected through questionnaires from Abaferensua Secondary and Preparatory School in guragu zone chaha woreda

This study tried to assess the practice and problems of decision making in Abaferensua Secondary and Preparatory School. To come up with the required results, the student researcher has prepared questionnaires for teachers and principal in order to collect reliable data in the area of the study from 51 questionnaire paper distributed for teachers and principal whereas , 48 were returned and the remain 3 was not returned

Based on the questionnaires returned from teachers, and principal, data were analyzed and interpreted by using tables and percentages as shown in upcoming sections.

Background of respondents

Table 4.1 Sex distribution of the respondents

Sex	Number of respondents	Percent of respondents
Male	40	83%
Female	8	17%
Total	48	100%

Source: **Own Survey Questionnaire 2019**

As it is shown in the table 83% of teachers were men and 17% of teachers were females.

This shows that the majority of decision made in Abaferensua preparatory and secondary school were male dominating the sex ratio of the sex composition within the decision made

Table 4.2 Age of the respondents

Age	Number of respondents	Percent of respondents
20-30	10	2o.8%
3o-40	30	62.5%
40-50	8	16.7%
50 above	--	--
Total	48	100%

Source: Own Survey Questionnaire 2019

As it is shown in the table 20.8% teachers were located in the age group between 20-30, 62.5% teachers were in the age group between 30-40 and 16.7% teachers were in the age between 40-50.and there were not respondents to made decision above 50 Age .This display the majority decision made in Abaferensua preparatory and secondary school were age group between 30-40

Table 4.3Work experience in the school

Year of Woke experience	Number of respondents	Percent of respondents
1-5	30	62.5%
5-10	17	35.4%
10-15	1	2.1%
above 15	--	--
Total	48	100%

Source: **Own Survey Questionnaire 2019**

As it is shown in the table the teachers work experience in the school were interpret as follows: 62.5% of teachers worked for 1 up to 5 years, 35.4% of them worked for 5-10 year and only 2.1% of them worked for 10-15 year and no one who worked above 15 years. This display that in Abaferensua preparatory and secondary school decision made were not worked for many years that majority of respondents were 5 and below 5 years.

Table 4.4 the respondents' role in the school

Item		No respondents		Percent
What is your role in the school?	Principals	1		2.1%
	Teachers	47		97.9%
	0ther	--		--
	Total	48		100%

Source: Own Survey Questionnaire, 2019

As it is shown in the table The Respondents role in the school were interpret as follows: (2.1%) were the role of Principal and 97.9% were the role of Teachers. These displays the majority roles in Abaferensua preparatory and secondary school were given the teachers.

Table 4.5: the major participants in decision making process of the school

Item	Option	No respondents		Percent
Who are the major participants in decision making process of your school?	only principal	1		2.1%
	only Teacher	--		--
	both them	47		97.9%
	other	--		--
	Total	48		100%

Source: Own Survey Questionnaire 2019

As it is shown in the table from the total number of teachers participated in the study 97.9% of teachers responded that decision making in their school takes place through the participation of the whole major stakeholders such as the school principal, teachers on the other hand 2.1% that principal were the only decision mode in their school. This display the major participants in decision making process of in Abaferensua preparatory and secondary school were given both them.

Table 4.6: The participates of decision making process in the school

How of you participate decision making process of you school?	Number of respondents	Percent of respondents
Always	6	12.5%
sometime	42	87.5
Never	-	-
Total	48	100

Source Own Survey Questionnaire 2019

As it is shown in the table Participation decision making process in the school according to the data in this table above, it indicates, from the total number of Teachers, 12.5% of teachers responded that they always participate in decision making process of in the school. The 87.5% of teachers responded that sometime participate in decision making process in the school.thir for the majority participates of decision making process in the school were participate sometime.

Table 4.7 the respondent's use certain of logical step to make decision in the school

Item	Option	No respondents		Percent
Do you use certain logical step when you make decision in your school?	Yes	48		100 %

	No	--		--	
	Total	48		100 %	

Source Own Survey Questionnaire 2019

As it is shown in the table regarding to the using certain logical steps during decision making, almost all teachers 100% of teachers accepted or agreed on the certain using logical steps during decision making in the school. Therefore all respondents use certain logical step in the school to make decision

Table 4.8 the indicator use of certain logical steps in the school to make decision

What are the indicator logical steps to make decision in the school?	Number of respondents	Percent of respondents
Problem identification	30	62.5%
Fact collection	10	20.8%
Solution finding	2	4.2%
Selection solution	5	10.4%
Implement solution	1	2.1%
Monitor solution	--	--
Total	48	100%

Source: Own Survey questionnaire, 2019

As it is shown in the table regarding to the indicator logical step to make decision in the school,62.5% respondents using Problem identification to make decision in the school, and 20.8% respondents using Fact collection to make decision in the school, and 4.2% respondents use Solution finding ,and 10.4% respondents, using selection Solution ,and

2.1% respondents using Implement solution,therfor the respondents majorly use Problem identification to make decision in the school

Table 4.9 The Problem that faced to make decision in the school

What are the Problem that faced make decision in The school?	Number of respondents	Percent of respondents
Problem to heard	2o	41.7%
Low attention our idea	6	12.5%
Low chance of participation	10	20.8%
Lake of experience	12	25%
Total	48	100%

Source: **Own Survey questionnaire, 2019**

As it is shown in the table regarding to the Problem that faced make decision in The school,41.7%respondents were faced the problem by Problem to heard to make decision in the school ,and 12.5% % respondents were faced the problem by low attention our idea to make decision in the school, and 20.8%% respondents were faced the problem by school Low chance of participation to make decision in the school, the remain 25%respondents were faced the problem by Lake of experience. Therefore the major the Problem that faced make decision in the school was Problem to heard.

Table 4.10 Degree of Decision maker Willingness to Participate in Decision making in the school

What is the degree of decision maker willingness to participate in decision making process?	Number of respondents	Percent of respondents
Very high	--	-
high	10	20.8%

Medium	30	62.5%
Low	8	16.7%
Total	48	100%

Source: **Own Survey Questionnaire 2019**

As it is shown in the table from the total number of teachers, 20.8% of teachers responded that the degree of participants willingness to participate in decision making process is high and 62.5% of teachers responded it is medium and 16.7% of teachers it is low and there no very High responded degree of participants willingness to participate in decision making process in the school. This indicate majority respondents degree of participants willingness to participate in decision making process were medium

Table 4.11: the school decision makers use necessary steps during practicing Decision making

How often your school decision makers use necessary steps during practicing decision making?	Number of respondents	Percent of respondents
Always	8	16.7%
Sometimes	40	83.3%
Never at all	--	--
Don't know	--	--
Total	48	100%

Source: Own Survey Questionnaire 2019

As it is shown in the table of practicing decision making process in the school according to the data in this table above, indicates, from the total number of teacher, 16.7% of teachers responded that they always use the necessary steps in the decision making practiced. The 83.3% of teachers responded that they uses necessary steps sometimes and the remaining one responded that they have not never used the necessary steps while

practicing decision making. This display the majority the school decision makers use necessary steps during practicing decision making in the school were using sometimes.

Table 4.12The School management system is decentralized o make decision in the school

Item	Option	Teachers	
		Frequency	%
Is The school management system is decentralized to make decision?	Yes	48	100%
	No	--	--
	Total	48	100%

Source: Own Survey Questionnaire 2019

Regarding the school management system during decision making, all teachers 100% of teachers accepted or agreed on the school management system was decentralized during decision making in the school. Therefore almost all respondents equal power idea share in the school to make decision

Table 4.13 the school Respondents use decentralized management system to make decision

What are the indicators of use decentralized management system to make decision?	Number of respondents	Percent of respondents
it helped to equal power and idea sharing in the school	2o	41.7%
it helped to gain equal opportunity in The school	10	20.8%
	18	37.5%

it is invite teacher ,principal so many time for meeting so as to share idea and make appropriate decision		
Total	48	100%

Source: Own Survey Questionnaire 2019

Regarding to the the indicators of use decentralized management system to make decision in the school 41.7% respondents say decentralized management system helped to equal power and idea sharing in the school, and 20.8%% respondents say decentralized management system it helped to gain equal opportunity in The school, and37.5% respondents say decentralized management system help to it is invite teacher, principal so many time for meeting so as to share idea and make appropriate decision. Therefore respondents say decentralized management system helped to equal power and idea sharing in the school.

Table 4.14 shows that the level of acceptance for final decision making by the school member

What is the level of acceptance for your final decision by school member?	Number of respondents	Percent of respondents
Very high	--	--
High	30	62.5
medium	10	20.8
Low	8	16.7
Total	48	100%

Source: Own Survey Questionnaire 2019

The data in the above table 62.5% of teachers responded that the level of acceptance for their final decision is high, 20.8% of them responded that it is medium 16.7% of them responded that it is law, and there were not very high Respondents to acceptance of the

level final decision in the school. Therefore the the level of of acceptance for final decision in school were dominate by high teachers responded.

Table 4.15 whether there is decision making process/step in the school

Item	Option		
		No of Respondents	%
Do you think that using necessary step in decision making is important for you?	Yes No Total	48 -- 48	100 -- 100

Source: Own Survey Questionnaire 2019

Regarding the importance of using necessary steps during decision making, all teachers 100% of teachers accepted or agreed on the importance of using necessary steps during decision making practice these implies, that almost all teachers using importance necessary steps in the school to made decision.

Table 4.16 the use necessary steps to making decision in the school

What are the use of necessary steps to making decision in the school?	Number of respondents	Percent of respondents
To minimize same problems that occur during and after decision making,	2o	41.7%
To clearly deal with the problem and to came up with	12	25%

reliable solutions,		
to identify the real cause of the problem and to deal with it, to reduce the re-occurrence of the problems and enhances the knowledge of decision maker	16	33.3%
Total	48	100%

Source: Own Survey Questionnaire 2019

Regarding to the use of necessary steps to making decision in the school 41.7% respondents say to the use of necessary steps To minimize same problems that occur during and after decision making, and 25% respondents say to use of necessary step To clearly deal with the problem and to came up with reliable solutions, and 33.3% % respondents say to use of necessary step to identify the real cause of the problem and to deal with it, to reduce the re-occurrence of the problems and enhances the knowledge of decision maker .therefore the major respondents say the use of necessary steps To minimize same problems that occur during and after decision making.

Table 4.17 factor affecting decision making in the school

Item	Option		
		No of Respondents	%
Are there factors that affect decision	Yes	48	100
	No	--	--
Making in your school?	Total	48	100

Source: Own Survey Questionnaire 2019

As it is shown in the table According to the factor affecting decision making in the school, all

teachers 100% of teachers Respondents accepted or agreed on factor affecting during decision making .Generally this implies that, there are factors that affect/hider the effectiveness of the final decisions made by different members and they have no well-organized strategies to overcome those factor related problems

Table 4.18 the indicator that factor affecting decision making in the school

What are the factor that affecting decision making in the school?	Number of respondents	Percent of respondents
organizational factor	9	18.8%
Environmental factor	11	22.9%
Personal factor	28	58.3%
Total	48	100%

Source: Own Survey Questionnaire 2019

Regarding to the factor that affecting decision making in the school 18.8% the respondents say decision making affecting by organizational factor ,and 22.9%% the respondents say decision making affecting by Environmental factor ,and 58.3%the respondents say decision making affecting by Personal factor. Therefore the major decision making in the school affecting by Personal factor.

Table 4.19 The Evaluation of general decision making process in the school

Item	Option	No of Respondents		Percent
				%
How do you evaluate general decision making process in the school?	Poor acceptable	-- 10		-- 20.8

	good	38		79.2
	excellent	--		--
	Total	48		100%

Source: **Own Survey Questionnaire 2019**

As it is shown in the table question with regard to The Evaluation of general decision making process in the school 20.8% decision made responded that were acceptable. 79.2% decision made responded that were good, and on one response that Poor and excellent to The Evaluation of general decision making process in the school. Generally this implies that, The Evaluation of general decision making process in the school were good

Table 4.20The suggestion of Improvement of Technique to Decision making in the school

What are the Improvement do you suggest in the school?	Number of respondents	Percent of respondents
brain storming technique	30	62.5%
Delphi technique	10	20.8%
Nominal group technique	8	16.7%
Total	48	100%

Source: Own Survey Questionnaire 2019

Regarding to the of Improvement of Technique to make Decision in the school ,62.5% respondents use brain storming technique to Improve decision making in the school, and

20.8%respondents use Delphi technique to Improve decision making, and16.7% respondents use Nominal group technique to Improve decision making in the school .therefore the respondents more use brain storming technique to Improve decision making in the sc

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter deals with the summary of major findings, the conclusions and the recommendations forwarded on the basis of the results of the study.

5.1. Summary

The purpose of this study was to assess the practice and problems of decision making. Accordingly, the study was carried out to obtain possible answers to the basic research questions.

In order to collect the necessary data and information, 1 principal, 50 teachers involved in this study. The data was obtained through questionnaires prepared for teachers, and the interview result from principal.

The following points are summarized from the data analysis:

Regarding to sex composition, male teachers were dominant.

Regarding to age of teachers, majority of teachers were between the age range of 30-40 Regarding to Respondent Work experience in the school that majority of respondents were 5 and below 5 years. Regarding to decision maker role in the school the majority decision maker role were teachers, A great majority of teachers reported that, in the school, decision making process takes place through the participation of all key stakeholders such as principal, teachers. Then the school management system is decentralized. Regarding to the participates of decision making process in the school the majority participates of decision making process in the school were sometime participate in the school. Regarding use certain of logical step to make decision in the school almost.All respondents use certain logical step in the school to make decision. Regarding to The School management system use decentralized to make decision almost all respondents have been equal power and idea share in the school to make decision

Regarding the degree of decision maker's willingness to participate in decision making process, majority of responded that it is medium. Therefore, the willingness to participate is not much satisfactory in the specified school

Majority of the teachers reported that, they sometimes use the rational and logical steps during decision making. The reason they use those steps were: to improve the quality of decision making and to reduce some decision making related problems: such as lateness of decision, cost of decision making, in effectiveness of decision making, law implementation of decision make etc. Generally the practicability of decision making in the school is through the participation of all key stakeholder and using necessary logical steps randomly not always.

Majority of respondents responded that, the problems (factors) affecting decision making process in the school were so much, among them they suggested that absence of well-organized arrangement of stakeholders of the school, lack of resource absence of responsible body to implement after the final decision made, re-occurrence of specific problems that leads to the redundancy of ideas are the major one. In addition to this the common problem is less participation of teachers in the decision making process.

Regarding to evaluate general decision making process in the school, the major Evaluation of general decision making process in the school were good

5.2. Conclusions

On the basis of the finding, the following conclusions were drawn. In organizational (school) management activities, monitoring and evaluation were important process to identify and look in to actually ongoing activities and measuring the strength and weakness after the activity has done. However, it was reported that, in the school where the study was conducted there were less participation of the members in implementing the final decision. When we come to the participation of teachers in decision making process, majority of teachers responded that they sometimes participate in decision making process and they raised that their participation was needed it and only if the problems directly or indirectly relates with teachers such as teachers disciplinary problems.

Although there was no one best way of decision making that guarantees quality decisions, following rational and logical steps to the decision making process was important. However, it was responded by principals and teachers that necessary steps were used sometimes during decision making practice. Therefore, it could be possible to generalize that in the specified school where the study was conducted, it is rare for decisions to be of high quality because, the necessary steps were not always used.

To take the decision in to action, necessary resources such as financial, skilled labor equipment and necessary materials has to be supplied. However, it was reported that the major factors that were hindering the effectiveness of the final decisions made by the school principals, teachers, were shortage of sufficient resources. Thus, it could be possible to generalize that in the school implementation of the final decision was rare and less because of shortage of such resources.

Regarding factors affecting decision making process, from the teachers in the school, the teachers mentioned some factors which has familiarity with them during decision making. Some of them were: lack of sufficient resource, absence of well-organized arrangement between the school administrators and the society, re-occurrence of specific problems, and less willingness of the decision maker to participate in the decision making process were the major one.

5.3. Recommendation

Based on the findings and conclusions, the following recommendations were forwarded for this study result.

- When the key stakeholders were involved in decision making process, they were more likely to participate in the implementation of the decision. However, it was informed that in the specified school, there was less participation of the key stakeholders in implementing the final decision. Therefore, this study recommended that the principal could identify the key stakeholders to make decision in the school and he/she has to arrange these decision makers according to the situations to enable the key stakeholders participate in the decision making process. Generally, it was advisable for the key stakeholders to participate in the

implementation of the final decision there by it is possible to achieve better academic performance.

- No best approach that decision making process could totally accept that administrations would always make the right decision. But, administrators who use a certain rational and logical steps in decision making process are more likely to make quality decision than those are not. Therefore, decision makers in the was the specified school should always use rational and logical steps in decision making process as far as possible to have(make) a quality decisions.
- One of the major factors which negatively influence the success of the school administrators decision making practice in the specified school were shortage of sufficient resources (financial, material, and skilled man power) for implementing the final decisions. Therefore, it is advisable for the school administrative bodies to work cooperatively with parents (surrounding community), volunteers and non-governmental organizations in addition to the regional government contributions in order to raise funds and to minimize those limiting factors.

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APPNDEX

Wolkite University

College of Business and Economics

Department of Management

Questionnaire to be filled by Abaferensua preparatory and secondary school teachers

Objective: Dear respondent! The main objective of this questionnaire is to assess the practice and problems of decision making in the school. So,

Your genuine information has great value for the researchers' successful completion of this study.

Please put ✓ for closed-ended questions in the box provided and write your view for open-ended questions in the space provided.

No need to write your name on the paper.

Background information

1. Sex A, Male ☐ B, Female ☐
2. Age A, 20-30 ☐ B, 30-40 ☐ C, 40-50 ☐ D. above 50 ☐
3. How many years you have worked in the school?
   A, 1-5 ☐ 5-10 ☐, 10-15 D, above 15 ☐
4. What is your role in the school?
   , principal ☐ teacher ☐ other ☐
   Major questions related to decision making
5. Who are the major participants in decision making process of your school?
   Only Principal/director ☐ only Teacher ☐ both of them other ☐
6. How often you participate in decision making process of your school?
   Always ☐ sometimes ☐ Never ☐
7. Do you use certain logical steps when you make decision in your school?
   Yes ☐ No ☐
8. If 'yes' for question No7, please list them

_____

_____

_____

_____

_____

_____

_____

9. What problems you have faced when you make decision in your school? Please list them

_____

_____

_____

_____

10 .What is the degree of decision makers willingness to participate in decision making?

Very high ☐ high ☐ medium ☐ low ☐

11 .How often your school decision makers use the necessary steps for decision making?

Always ☐ sometimes ☐ never at all ☐ Do not know ☐

12. Is the school management system is decentralized to make decision?

Yes ☐ No ☐

13. If 'yes' for question No 12, what are the indicators?

_____

_____

_____

_____

14. If 'No' for question No 13, what are the indicators?

_____

_____

_____

_____

15. What is the level of acceptance for the final decision by the school members?

Very high ☐ high ☐ medium ☐ low ☐

16. Do you think that using necessary steps in decision making is important for you?

Yes ☐ No ☐

17. If 'yes' for question No 16, what are the importance?

_____

_____

_____

_____

18. What do you think are the factors that affect decision making in your school?

Yes ☐ No ☐

If 'yes what are they? Please mention them

☐ ☐

_____

_____

_____

_____

If 'No' how? Please explain

_____

_____

_____

_____

19. How do you evaluate the general decision making process in the school ?

Poor ☐ acceptable ☐ good ☐ ☐

excellent

20. What improvements do you suggest?

_____

_____

THANK YOU