THE PRACTICES OF TEACHERS' INVOLVEMENT IN DECISION-MAKING IN GOVERNMENT SECONDARY SCHOOLS OF JIMMA TOWN
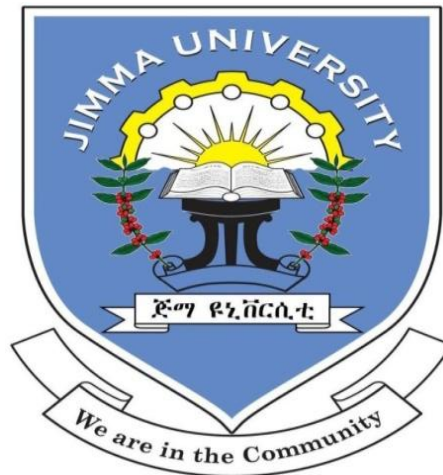
Desalegn Gemechu

Jimma University

Jimma, Ethiopia

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THE PRACTICES OF TEACHERS' INVOLVEMENT IN DECISION-MAKING IN GOVERNMENT SECONDARY SCHOOLS OF JIMMA TOWN

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By

Desalegn Gemechu

Advisor: Ato Tadesse Regassa (Asst.Prof)

Department of Educational Planning and Management

Institute of Educational and Professional Development Studies

Jimma University

Jimma, Ethiopia

June, 2014

Jimma University

School of Graduate Studies

This is to certify that the thesis prepared by Desalegn Gemechu, titled: The Practices of Teachers' Involvement in Decision-Making in Government Secondary Schools of Jimma Town and submitted in partial fulfillment of the requirements for the Degree of Master of Arts (Educational leadership) complies with the regulation of the University and meets the accepted standards with respected to originality and quality.

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Date_____

Co - Advisor Name _____

Sign._____

Date _____

Place: Jimma University

Institute of Education and Professional Development Studies

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ABSTRACT

The Practices of Teachers' Involvement in Decision-Making in Government Secondary Schools of Jimma Town

Desalegn Gemechu

The main purpose of this study was to investigate the practices of teachers' involvement in school decision-making of secondary schools of Jimma Town. To conduct this study a descriptive survey method was employed. A total of 202 respondents (157 teachers, 11 principals, 28 PTAs, 3 educational office and 3 teachers' association officials) were included in the study. The schools, principals and PTAs were selected using census. The teacher respondents were selected by systematic random sampling method while educational office officials and teachers office representatives were selected by purposive sampling method. The data were gathered through questionnaire, interview and observation. Data gathered through questionnaire were analyzed using percentage, weighted mean and independent sample t-test. Data obtained through interview and document analysis were qualitatively analyzed. The study revealed that teachers' involvement in all areas of school decision-making of secondary schools in general was unsatisfactory; and they participated most in issues related to student disciplinary problems and least in school building. School leaders /Principals' and PTA practices/ in encouraging teachers' involvement in school decision-making was found to be ineffective. Absence of participatory and democratic school leadership, lack of trust between teachers and principals, lack of training and support, and absence of financial incentives were some of the factors that were found to have impeded teachers' involvement in school decision-making It was thus concluded that teachers role in school decision-making not have been given due emphases in this study, This is likely to affect the overall activities of school in general and teaching learning process in particular. Finally, the study called for the need to facilitate condition in which trained principals in school administrative will be assigned, providing extrinsic reward to teachers with exemplary performance in their profession, establishing a collaborative relationship among teachers, treating and motivating all teachers equally and the school leaders /principals and PTA Should communicate and give clear information on the issues related with school planning, income generation and school budget and school building to develop the sense of transparency in between teachers and school leaders were also some of the major recommendations forwarded in order to improve teachers' involvement in school decision-making.

ACKNOWLEDGEMENTS

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ABBREVIATION AND ACRONYMS

AAU: Addis Ababa University

Ed. Adm: Educational Administration

Ed. Lead: Educational Leadership

ESDP: Educational Sector Development Program

IT: Information Technology

MoE: Ministry of Education

PTA: Parents and Teachers Association

SPSS: Statistical Package for the Social Sciences

UNESCO United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1.Background of the Study

In the past, decision making was thought of as management function by itself. But now days, researchers and management authority relate decision-making with a collaborative work. This is because the changes in the educational system call for rethinking, reformulating and restructuring of educational policies both at national and school levels.

Among other things, the Ethiopian Education and Training Policy (MOE, 1994) gave a special attention and action priority to the change of educational organization and management of the country. The concept of the policy is the evolution of a decentralized, efficient and professionals, coordinated participatory system with respect to administration and management of the education system. Accordingly, the educational management of the school was set to a democratic leadership by School Board and Parent-Teacher Association committee consisting of members from the community, teachers and students. The implementation strategy of the policy created a mechanism by which teachers participate in preparation, implementation, evaluation and decision of the curriculum (MOE, 2010)

It can be asserted that the policy is in line with many scholars' argument (Owens' 1998; Moluman et al., 1992; Pashiard, 1994) for the need to employ participative decision-making at school level. According to Owens (1998), for example, participative decision-making requires the interaction of power and influence from two faces: the administrator on one-hand and the teacher, students and/ or community members on the other hand. Owens further explains that participative decision-making is believed to have two potential benefits: arriving at better decision and enhancing the growth and development of the school in sharing goals, improving motivation, communicating and better developing group organization's participants' skills.

Due to the growing appreciation of the need for valid, knowledgeable inputs in administrative decision making from various organization levels, the need for involving stakeholders in decision-making is of paramount importance (Wekesa, cited in Mualuko et al ,2009,). Among other groups, very important groups who need to be involved in decision–making in schools are

teachers. "Teachers are the custodians of instruction, implementers of school policies and co-organizers for school activities. Further, the decisions made in schools affect them and as professionals and specialists in different subject areas, they are better suited to make the correct decisions having in mind what is required of them as teachers" (Mualuko, 2009 p, 392).

Much agreement is offered to the fact that teachers can take a larger role in the overall success of the school when committed to being active participants in the decision making process. A number of researchers have studied the relationship which increased teacher's involvement in decision–making may have with a number of important school variables. One important aspect for teacher's involvement in decision making is individual's growth and development. Smylie (1996) discusses that participation improves teachers' opportunities in acquiring new knowledge and insights. These opportunities respectively enhance instructional implementation and students' outcomes. Thus, if teachers participate in school decision-making, better decisions would make and, hence, student's achievement would improve.

Another issue considered for teacher's participation in decision making is its importance to enhance a sense of democratic involvement. With regard to this Dachler and Wilpert (1978) state that democratic participation reflects the belief that offering the opportunity to participate in the governance of an organization is a moral imperative because individuals have the right to exercise some control over their work and their lives. Imber and Nedit (cited in Hayes, 1996) write that "greater participation in school was in tune with democratic society and led to enhance commitment, improve performance and better productivity in the school".

One of the reasons for involving teachers' in decision making is a way to increase the productivity and efficiency of an educational organization. As regards, Pashiards (1994) explains that increasing level of teacher participation in making decisions and extending their involvement in the overall decision making process makes school policy and management more responsive to societal needs. Further, he argues that "teachers can take a greater role in the overall success of the school when they are committed to being active participants in the decision-making process". This shows that involving teachers in decision making improves the quality of the decision and the effectiveness of educational organization goals.

It can be argued that school leaders need to have deep and expert knowledge of decision making. That is because school leaders can be a powerful force for school change when they are flexible enough to allow teachers to take part in rational problem solving and responsible, widely shared decision making. In connection with this, Leithwood and Steinbach (1993) state that principals need to develop a positive school climate; ensure opportunity for teacher's collaboration and joint planning through a greater involvement in decision–making. Katzenmeyer and Moller (1996) also contend that school principals are responsible for striving to make school a work place in which teachers have autonomy to make decisions about their work. They can encourage or discourage teacher initiative; they can propose or restrict opportunities for leadership in the building.

This study, thus were try to examine the extent of teacher's participation in decision–making process and areas of decision–making teachers often take part. It was also try to investigate the extent to which school leaders (principals and PTA) facilitate conditions for more teachers' involvement in decision making and factors that affect teacher's involvement in decision-making in secondary schools of Jimma Town.

1.2 Statement of the Problem

Education is a complex endeavor. It encompasses various decision–making processes concerning different issues and educational problems. The decision made could also be categorized as the collection of scarce teaching and learning resources, the enrolment of students, employment of teaching and non–teaching staff, introduction of the new curriculum, student and staff discipline, staff training and methods of improving pedagogy and educational research etc (Okumbe, 1998).

Schools today face intense pressure from rapidly changing external environments and the needs of an ever-evolving global economy. These pressures are creating new demands on schools to produce effective students with skill to compete (Moran, 2009). To cope with these objectives, improving the quality of school effectiveness through the mobilization of teachers and providing them opportunities to participate in school decision–making.

As regards the role played by teachers, UNESCO (2005) writes that "without the participation of teachers, changes in education are impossible". This preposition confirms that teachers are the corner–stone of school activities. Moreover, it can be said that the quality of schools'

performance largely depends upon teachers who occupy the most important place in teaching learning process. Therefore, the involvement of teacher in decision–making is likely motivating teacher to exert their mental and emotional involvement in group situation that may contribute to group goals and shared responsibilities.

Few studies (Assefa, 1995; Legesse, 2008; Wondesen, 2011) have been conducted in Ethiopia. The studies, however, did not include the role of principals in facilitating the environment for more teachers' participation in decision making. Assefa (1995), for instance did his study on teachers participation in decision making. His study, however, was: (1) done 8 years back, (2) did not consider the role of principals and (3) simply showed that teachers desire to involve was low and even failed to tell the reason for low desire. A more recent study in area was done by Wondesen (2011). He tried to assess the practice and problems of decision–making in secondary school of Nekemte Town in which he examined the overall assessment of decision-making in schools. He, however, did not take care of teachers' involvement in decision–making in school.

As mentioned earlier, the literature suggests that school principals are responsible for fostering teachers' involvement in different areas of school decision-making. Yet, as the review of the Ethiopian Education and Training Policy and Implementation reveals, "leadership in secondary education was found to be less satisfactory in performing technical management, ensuring participatory decision and decision–making for teachers'" (MoE, 2008, p.24).

Consequently, it is argued that school systems must be restructured in a way they give teachers more space to participate in school based decision-making. School principals are also responsible for encouraging teachers' involvement in different areas of school decision–making. In a situation where decision is made independently by principals, teachers' commitment and initiation for effective implementation as well as proper utilization of resource in decision–making could be questionable. In this regard, Irwins (1996) explains that management is decision–making. Nevertheless, it is impossible to conclude that only managers make decision. Important decisions need to be made by consensus; that is everyone should agree to that decision and for its acceptance everyone must speak up, open to hearing each other's need, and be patient and honest.

However, there are discrepancies between what the literature suggests and what actually is observed in the secondary schools under study. Moreover, personal observation of the researcher reveals, that there is a serious problem in involving teachers in school decision–making in the areas of the study. The school leaders are trying to make decisions almost by themselves rather than involving teachers. In line with this, the Oromia Educational Festival and Training Manual (cited in Wondesen, 2011) report indicates the shortage of professionally committed educational leaders in preparing participatory decision in the region. Consequently, teachers' limited involvement in school decision–making has become the great concern in secondary schools of Jimma Town. This may be because of the schools have many staff members when we compare with rural secondary schools. These, thus triggered the researcher to carry out research the area which was guided by the following basic research questions:

1. To what extent do teachers involve in decision–making in secondary schools of Jimma Town?
2. In what areas of school decision–making do teachers often take part in secondary schools of Jimma Town?
3. To what extent do school leaders facilitate the environment for more teachers' involvement in school decision–making?
4. What factors affect teachers' involvement in school decision–making in secondary schools of Jimma Town?

1.3. Objective of the Study

1.3.1 General Objective

The overall objective of this study was to examine the extent of teachers' involvement in a school decision–making in government secondary school of Jimma Town.

1.3.2 Specific Objectives

Specifically, the study was intended to:

1. examine the extent of school teachers' involvement in decision–making
2. identify areas of decision issues in which teachers mostly involve.
3. investigate the extent to which school leaders (principals and PTA) facilitates environment for more teachers' involvement in school decision process.
4. identify factors that influence teachers' involvement in decision–making.

1.4. Significance of the Study

The involvement of teachers in decision-making at all levels of the school system is very important for the well-being of the schools. Therefore, this study is believed to make the following contributions.

1. The study may increase awareness for PTA, school principals, teachers, students and educational office about the importance of participatory decision making so that schools can be able to utilize teachers' potential and experience for better problem solving skills.
2. It may help the school principals share schools' problems with all teachers and make sound decision.
3. The study would forward recommendations that may help teachers' involvement in decision making process.
4. The study may give some clues for further study.

1.5 Delimitation of the Study

Jimma Town is one of the 12 town administrative zones of Oromia National Regional State. Administratively, the town has 2 Woredas and 17 Kebels. There are four government secondary schools in the town. Moreover, the researcher has chosen the town because of his familiarity with the problem for over six years while he was serving as a teacher and principal.

There were many decision making areas that call for teacher's participation. But, to make the study manageable this study was focus on the following six decision making areas:

(1) School planning; (2) school curriculum and instruction; (3) school policy, rules and procedures; (4) school budgeting and income generating; (5) student affairs and disciplinary problem; and (6) decision concerning school building.

1.6. Limitation of the Study

This study did not come to end without drawbacks. To this end, some limitations were also observed in this study. The major problem that faced the researcher in understanding this study was shortage of domestic reference book in Ethiopian context. The researcher feels that, had it been possible to access these literatures, it would have been possible to substantiate more and

come up with better work. Hence, the researcher believes that this problem contributed to limitation of the study. Attempts were made to overcome these limitations by making use of some unpublished teaching materials, journals and literatures with the world wide experience.

Another limitation was some of the educational officials and PTA members were busy and had no enough time to respond the questionnaires and interview; and they were creating delaying tactics by giving appointment for various reason. The condition made the researcher consume more time than previously allocated for data collection.

1.7. Definition of Key Terms

Decision Making: - is the act of making up on one's mind about something, or position or opinion or judgment reached after consideration. It is a thinking process, with lots of mental activity involved in choosing between alternatives (Mekuria, 2009, p.7).

Extent of Participation:- is the magnitude to which teachers take part with others with specified rights and obligations in school decision making.

Principals:- in this case are the head and deputy of the schools who take the front responsibilities of the school activities.

Secondary School:- is four year duration of general and streamed education that ranges from grade 9 to 12 (MoE, 1994, p.14); and teachers in this case are those who teach at this level and the schools are government schools.

Teachers' Involvement: - is a participative process that uses the entire capacity of teachers and design to encourage increased commitment to organization's success (Robbins, 2003, p.62).

1.8. Organization of the Study

This paper was organized into five chapters. The first chapter deals with introduction including background of the study, statements of the problem, objectives, significance and delimitation of the study. Review of the related literature is treated in the second chapter. Third chapter focuses on the research design and methodology. Chapter four provides presentation and analysis of the data whereas, chapter five deals with summary, conclusion and recommendation of the study.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This chapter provides a comprehensive review of the related literature on different aspect of teachers' involvement in decision–making. It comprises concepts, nature and areas of teachers' involvement in decision-making in school. This review also emphasizes the role of principals in participative decision–making and considers the factors that affect teachers' involvement in school decision-making.

2.1 Concepts of Decision–Making

Various authors define decision making differently. While some authors (e.g. Newstrom and Pierce, 1990) focus on the process involved in decision making, other (e.g. Hoy and Miskel, 1991) emphasize the problem solved during a decision making. On the other hand, some other writers (e.g. Irwin, 1996) focused on the actors involved in decision making.

Okumbe (1998) define decision–making as the process of specifying the nature of particular problem and selecting among available alternatives in order to solve the problem. This definition of decision–making indicates that a problem precedes any decision and that there must be a number of alternative courses of action from which an optimum course will be selected Knezevich (1969) also define decision and decision making as follows:

A decision can be defined as a conscious choice action from among a well defined set of often competing alternatives. Decision–making is a sequential process culminating in a single decision or series of decisions (choices) which stimulate moves or actions. The sequences of activities called decision–making result in the selection of course of action from alternative course intended bring about the future state affairs envisage (p.32).

Decisions are a composite of values, facts, and assumptions. Each or all of these may be subject to change from time. Decision–making, therefore, is not a onetime activity but rather a continuing enterprise (Okumbe, 1998). Every successful organization must make decision that enable the organization to achieve its goal and which meet the critical needs of members of the organization (Morphet et al, 1982). Moreover, Alkin (1992) state that "decisions are made daily

in school about the conduct of work, the distribution of resources, and short term goals"
(p.1168).

Decision involve policies (the definition of objectives), resources (people, money materials, and authority), and means of execution (integration and synthesis). Insofar as the value content of this type of decision is concerned, the school principal should identify two major values; policy decision that seek purposive action; executing decision that seek coordination's of action (Wilson, 1996 p.131).

Thus, decision-making is very important and significant in school and in any organization at large to conduct work, distribute resources, plan short-term and long–term of bring about the future state of affairs as an intention, and activities of the school. Moreover, a school leaders' main job is to lead the school through effective. Decision making, and quite often they have to decide on what is to be done, who to do it, and when and where is to be done.

2.2 The Nature of Decision–Making

Decision–making is the most aspect of educational management. In fact, some authors in the field of management suggest that management is decision making. Decision–making is considered to be the "heart of management". In the process of planning, organizing, staffing, directing, reporting, and budgeting a manager makes decision (Newcombe and McCormick, 2001).

Decision–making is applied in any of the organization activities. Griffith (cited in Owens, 1987) has highlighted three important concepts concerning the nature of decision making. These are 1) the structure of an organization is determined by the nature of its decision–making process, 2)an individual's rank in an organization is directly related to the control exert over the decision process, and 3) the effectiveness of an administration is inversely proportional to the number of decision that he/she must personally make (p.267).

School administration at all levels along the hierarchy makes decision. The decision may ultimately influence the school's members. It can therefore be argued that, school principals who make decision on important school issue without adequate information do not facilitate to attainment of organizational goals and frequently lower the morale of members of the

organization. As a result, the school principals should facilitate the process of decision –making and the communication of those decisions to the members of the organization to attain the school goal and to enlarge the moral of teachers and other staffs. Moreover, since all decisions involve future events, the school principals should learn to analyze the certainly, risk and uncertainty associated with alternative course of action (Morphet et al. 1982).

According to Vroom–Yetton and Jaggon (cited in Invacivich et al, 2005), "effective leadership select the appropriate decisions set and permit the optimal participation for followers" (p.402). This indicates that, even though, decision – making is an important managerial process, many decisions should be make by member of the groups.

2.3 Types of Decision

Researchers and experts concerning decision–making have developed way of classifying different type of decision based on the nature and purpose they serve. In this regard, Chiffith (cited in Assefa, 1995) classified decision in to "individual and group decision, personal and organizational decisions, programmed and non-programmed decision intermediary, appellate and creative decisions, rational and non–rational decisions" (p .21) In addition, other writers such as Ivancevich et al. (2005) and Okumbe (1998) classified based on nature of the problem as programmed decision that is repetitive and routine activities and none-programmed decisions that is novel, unstructured, and new problem.

However, for the most part, these different classification systems are similar, differing mainly in terminology (Ivancevich et al, 2005, p. 459). The present researcher also believes that almost all the ideas proposed by the authors are similar except in their scope, width and ways of expressing the different types of decision–making. Therefore, this section mainly focuses on the types of decision–making based on their nature, time and purpose. These are: (1) Individual versus Group Decisions and (2) Program and Non –program Decisions.

2.3.1 Individual versus Group Decisions

Individual and group decisions are kind of decision based on a number of people involved in decision–making process. Based on the nature of the problem and the situation, some decisions may be made better by group, while others may be handled by individuals. As pointed out by

Newsrom and Pierce "the question of decision making by individuals or involving other should not be determined by leader personal preference, but by the nature of the problem and the situation" (1990, p.68).

Bhmuck and Blumberg (1969), on their part underlie that, individuals, and not group, can usually reach more efficient decision for issues that are relatively simple in their elements, which are objectively and easily separable, and where the issue requires a strict sequence of acts that can be performed readily by single person.

Group decision–making is sometime referred to by other terminologies: participative decision – making, collective judgment management or plural management (McEwan, 1997). According to Agrawal (1982) in large and complex organization most of the basic and strategic decisions are made by a group of managers rather than by individuals.

Decisions relating to the determinant of the organizational objective and formulation of plans, strategies and policies fall in this category.

Today important decisions are made by group than individuals. This is because there is great deal of information available in a participative decision–making process. Supporting this idea, Chanda (cited in Legesse, 2008) stated that, "group decision would become particularly appropriate for non-programmed decisions because these decisions are complex and few individuals have all knowledge and skills necessary to make the best decisions" (p.10). This implies that groups can make higher quality decision than individuals because different ideas come together from different groups and select the best form the given alternatives.

Thus, in school context, the school principals are not the only person that makes decision and the other people like teachers implement the decision without involving on the issues; and also the others should to accept the decision to agree with the action to be chosen. Supporting this idea, Adane et al. (2002) state that, schools principals no longer make decision on their owns. That is because they need information and advice from several sources especially teachers and pupils to act rationally (p.214).

Generally, decisions may be taken either by an individual or groups. Even if the group decision-making may have its own limited disadvantage in school organizations making the decisions by

group is preferable than one individuals. As argued by McEwan, (1997), group decision can bring more resource to many decisions than a single individual. Different people bring a variety of information, ideas, and viewpoints. Moreover, group decision helps to facilitate the identification of creative and innovative solution to the problems through participating staff members.

2.3.2 Program and Non-Program Decisions.

Simon (cited in vecchio, 1991) distinguishes decision in terms of whether they are "fairly routine and well structured or novel and poorly structured" (p.343). For Okumbe (1998) "program decisions are made on routine problems, whereas, non-programmed decision are in response to problems which are either novel or poorly defined" (p.146). Knezevich (1969) also agrees on the above idea. He notes that programmed decisions are used in repetitive and routine activities. This means when definite procedures can be worked out, program decisions cover the routine problems of an organization that do not need a new response for each recurrence. In contrast, non-programmed decisions encompass novel, unstructured, and consequential issues for which no cut-and dried method can be developed.

From the above point of view, programmed decisions are the easiest for school principals to make a decision. In this case, the nature of the problem is clearly defined and is well understood by them. Moreover, while employing programmed decisions what principals often need to do follow either written or unwritten policies, procedures or rules to make solution for the problems in their school. Supporting this idea, Tripathi and Reddy (2002) have concluded that, programmed decisions are the easiest for educational managers to make. Furthermore, program decisions are not time taking and simpler. Instead of to thinking to bring some solution for a problem on their own what principals are required in programmed decision is to implement a policy. It can thus be said that programmed decision has limited opportunity when it comes to exercising creativity and independent judgment.

2.4 Rational for Involving Teachers in Decision Making

Teacher involvement in decision–making has been advanced for a variety of reason. Most often, participation is thought to enhance communication among teachers and administrators and improve the quality of educational decision making, it also thought that participation may

contribute to the quality of teachers "work life" (Algoush, 2010 p.18) Furthermore, because teachers have an opportunity to be involved in and to exert influence on decision –making processes, their participation is believed to increase willingness to implement them in class, hence to promote educational productivity (Griffin, cited in Somech, 2010).

Participative decision–Making has been identified as an important contributor to successful educational management. It is not only facilitating implementation of decision but also leads teacher to feel respected and empowered. Moreover, such participation builds trust, helps teachers acquires new skills, increase school effectiveness and strengthens staff morale, commitment and team work (Lashway 1996, cited in Gardian and Rathore. 2010).

The participation of teachers in decision –making was perceived as forgoing links between administrators and teachers (Sergiovani, 1992, p.345). The important decision–making in educational organizations has been recognized as a key function required by administrators. In school where a clear commitment in students learning is apparent, made teacher participatory decision making is crucial to the overall effective operation of the school (pashiardis, 1994). Mangunda (2003) also state that "participative management ensures that members in organization take ownership of the decision, and are willing to defend decision take through collaborative means" (p.48). This means that participative management results in a great sense of commitment and ownership of decisions.

In most cases the responsibility for obtain school objectives depends on teachers. In this regard Mohrman et al. (1992) states that, participation of teachers in making decision enables higher quality products and services, less absenteeism, less turn over, better problem solving and less management over head-in short, greater organization effectiveness (p.347). In addition, pashiardis (1994) suggest that, "increasing amount of teacher participation in making decisions and extending their involvement in the overall decision process in order to make school policy and management more responsive to societal needs" (p.14).

Moreover, it has been noted that the relationships which increased teacher participation in decision –making may have with a number of important school variables. These relationships have been studied in terms of teachers' affect work out comes including their job satisfaction, organizational commitment, and role conflict and role ambiguity. Hoy and miskel (1990) found

that, participation of teacher in decision–making is positively related to individual's teachers' satisfaction with the profession of teaching. Ivancevich et al, (1990) also noted that "teacher's participation in decision–making process may lead to higher level outcomes satisfaction and efficiency while decision made unilaterally do not contribute to the development or change of the school performance" (p 242).

White (cited in Algoush, 2010) found five major benefits of impact of increased decision making authority on teacher work life; (a) improve teacher moral, (b) better informed teachers, (c) improve teacher communication within and across school, (d) improve student motivation (e) and increased incentives that serve to attract and retain quality teachers. (p. 17).

2.5 Some Areas of Teachers' Involvement in Decision–Making

Amold and Feldman (cited in Keung, 2008) proposed three level of categorization of decision participation for teachers: the individual level, the group level and the organizational level. The individual level includes issues closely relating to the individual teacher's performance within classrooms such as choice of teaching materials, teaching schedule and student assessment. The group level includes issues relating to the functioning of groups such as subject panels and co-curricular activity groups. Included in the organizational level are issues that concern the whole school level matters such as school goals, school budget, admission policy, personnel management and development planning (p. 152).

Many authors (Crockenberg and Clark, 1979, Dressel, 1981 and Wilson, 1996) have tried to identify different areas of decision–making. Wilson (1996), for example, identifies like: policy development, personnel procedures, curriculum and instruction, budget development, physical facilities, school discipline and other important concerns. He argues teachers can play a vital role in each of these areas if given the opportunity.

For the purpose of this study, the researcher had identified six potential decisional areas for teachers to participate. The selection of these is made by taking the current school practices under the study in to account. The areas identified include" 1) School planning ;2) Curriculum and instruction;3) School policies, rules and regulation; 4) school budget and income generation,;5) Students affaire and school discipline; and 6) school building.

2.5.1 School Planning

An effective planning process is an essential feature of every successful organization. In the case of schools, planning is one of the basic school activities that teachers should involve and be concerned with during implementation. "Planning mean building a mental bridge from where you are to where you want to be when you have achieved the objective before you" (Adaire, 2010, p.27).

Teachers' participation in planning can increase the creativity and information available for planning. It can also increase the understanding acceptance and, commitment of people. "participative planning activity includes in the planning process as many the people as possible who will be affected by the resulting plans and/ or will be asked to help implement the plans" (Schermerhorn, 1996, p. 68). Morphet et al. (1982) stated that the school organization plan lays the basis for the procedure by which principal's work with the staff to participating planning, all staff would participate in the development of the plan. That is because no better method of achieving acceptance and understanding has been devised than the method of participation.

Decision–making and problem solving are used in all management functions, although usually they considered a part of the planning phase. If planning truly "deciding in advance what to do, how to do it, when to do it, and who is to do it," then decision-making is an essential part of planning (Amos and Bernard, 1981). So the best method of increasing the involvement of teachers in school decision–making is by involving teachers in the formulation of school's plan. Besides the school principals should facilitate the conditions that teachers take part in the formulation of school plan.

2.5.2 Curriculum and Instruction

Teachers should exercise their professional autonomy on curriculum and instructional decision-making which enhance the effectiveness of learning and teaching process during implementation. Hecht, et al. (cited in Carl, 1995) contends "… change cannot be successful if the teacher focuses on the classroom only" (p.223).

The way for school professional to interact with each other is to participate in management decision at building level that affect schools' curriculum and instruction (Ubben and Hughes, in

Lammessa, 2010, p.17). And teachers' involvement in this area can be multifaceted including creating the curriculum or using externally prepared materials, teachers always act as "curriculum makers". That is because curriculum development and implementation are depends on teacher thinking and actions (Ben-peretz, 1994).

2.5.3 School Policies, Rules and Regulation

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

Boonme had pointed out that school decision policy represent the joint agreement of all personnel concerned to carry out the necessary tasks on continuous bases. Nothing is personal; change in the position by no means affect the policy which belongs to the school policy formulation must also suit to their own contexts and lead to quality assurance. The teachers have been found to increase their cooperation and lend mutual support (Boonme, 2001). This implies in order to get an acceptance; teachers should take part while school policy, rule and regulation designed.

2.5.4 School Budget and Income Generation

Teacher should participate in all areas of school finance because they are well placed in identifying what is lost or fulfilled regarding school resources. Newcombe and McCormick (2001) noted that in some school teachers are required to attend many meetings, such as budget

and finance planning group committees. They are encouraged to be involved in a wide variety of financial issues.

In general, as noted by Newcombe and McCormick (2001) there are two areas of financial decisions (technical and operational financial decision) in which teachers can directly be involved. Whereas technical financial decisions are concerned with the provision of resource for classroom teaching (e.g., preparing a subject department budget and allocating financial resource within a teaching area).Operational financial management decision issues are primarily concerned with the purchase and maintenance of plant and equipment unrelated to teaching and approving expenditure in the areas of golden and general maintenance. Obviously, involving teachers in these areas requires creating conducive atmosphere by school principals.

2.5.5 School Building

School building is another area of decision–making that teachers should take part. According to Prowler (2011) to create a successful high performance building in school organization requires an interactive approach starting from the design process. It means all stake holders-everyone involved in the planning, design use, construction, operation' and maintenance of the facility must fully understand the issue and concerns of all the parties and interact closely throughout all phase of the project.

2.5.6 Students Affaire and School Discipline

The last area of decision–making for this study was school discipline. Schools were created for the purpose of ensuring the education of students. The effectiveness with which this particular process is going on the standard by which we judge the quality of discipline and the relationship among the parties concerned (Kamat, 2008, p.17). This shows god discipline should be established and be maintained in the school besides the availabilities of the necessary input for the achievement of school objectives.

Most students at the secondary school were at the adolescent stage. They are easily malleable. They can be affected by peers. As a result they can show some disciplinary problem. Students

that exhibit problem not only hinder themselves but negatively affect the learning of other students as well. Therefore, the behavior must be addressed (Thomas, 2002).

Same student's show a disciplinary problem and that direct the leaning and learning Conditions of the school. Therefore, disciplinary measure used should helped to suppress, control, and redirect such misbehavior i.e. behavior that is aggressive, immoral or disruptive (Charles, 1989).

Thus teacher can use several mechanisms to establish and maintain good discipline in the school. On the first place teacher can establish good student's behavior in the schools by incorporating and providing support through guidance and counseling services and involving students in various co-curricular activities.

The other strategy that teacher use to establish good discipline is by effective classroom management. In relation to this, Charles (1989) puts, "… with good class room management, the curriculum flows smoothly with few problem, student enjoy the class, the teacher feels successful and rewarded" (p. 153). Therefore, developing and maintaining good discipline in the school should be one of the primary functions of teachers. School principals and other none-teaching staff should involve teachers in any decision of school discipline.

2.6 Extent of Teachers Involvement in Decision–Making

The perception of teachers of school management practices are linked with the extent in which teacher involvement in decision –making. Based on the extent of teachers' involvement in school decision–making practically, vary from one school to another regarding on the issue or problems under consideration. For this reasons, this sub section attempt to review the scope of teacher's involvement in decision-making.

Bamard (in Chanman-Tak et al, 1997) suggest that "… under certain situation, there is a zone of indifference in each individual teacher within which orders are accepted without serious question of the authority" (p.3). In other, participation in decision–making may not important if the issue appears irrelevant to teachers. Teachers may accept the outcomes or orders from the decision without resistance or objection.

The research findings (e.g., Owene, 1987; Hoy and Miskel, 1991) have described areas of decision–making under which teachers take great personal interest. Owens (1987), for example, has also pointed out that, "when dealing with problems that fall within staffs' zone sensitivity, a high degree of participation in a group process made of decision making would be course, be indicated" (p.287). On the other hand, if issue or problems are located in teacher zone of indifference, participation will be less effective (Hoy and Miskel, 1987, p.338).

Bridge (cited in Gortoon, 1987) bas pointed out that, individuals or groups are usually intending to participate in the process of decision-making wherever they feel that the degree of teachers' participation is directly related to how well certain pre-requisite conditions are met. Some of this involvement pre-requisite occurs in the participants while others exist in the environment.

As studies suggests in many cases, the extent to which teacher's participation can be influenced by certain prerequisites. In this regard, Davis and Newstorm have identified some major conditions that may exist in both the participants and their environment.

There are:

1. There must be time to participate before action is required
2. The potential benefits of participation should be greater than its cost
3. The subject of participants must be relevant and interesting to the employees
4. The participants must be able to mutually communicate, so as to exchange idea.
5. The participants must be able to mutually communicate, so as to exchange ideas.
6. Neither party should feel that its position is threatened by participation.
7. Participation for deciding a course of action must be within the area of job freedom
   (1987, p. 191).

Thus, the way an individual involves in school decision–making process may influence the extent of his/her participation, and the move his/her participation is direct, the higher his power to influence the issue under consideration.

2.7 Factors that Influence Teachers Participation in Decision–Making

The quality of decision by school members is affected or influenced through many situational factors.

According to a research by Gorton (1987), factors which affect the decision–making process are: 1) amount of time available to make decision; 2) availability of resources necessary to implement any particular alternatives; 3) amount of information available to make decision; 4) ambiguity of the situation, including the alternative and potential consequences; 5) degree of organizational autonomy give for decision–making process; and 6) amount of tension in the situation (p.14).

Adane et al. are further identified various factors other than the above stated factors which influence decisions-making process as other factors. These are: 1) time pressure, how much time the decision–maker has to make the decision; 2) higher management altitudes; 3) budget; the amount of many needed to implement decision; 4) personnel required people in number or skills effectively implement decision; and 5) the reaction of subordinates (2002, p.233).

Principals' support of participative decision–making seems to be another factor in determining teachers' involvement in decision–making (Johnson and Scollay. 2001). Here are many reasons why principals may not support participative decision–making. Some principals may not perceive that they are sufficiently empowered themselves and are therefore relevant to increase the level of teachers' participative decision–making in their own power and authority would be diminished by greater teacher involvement (Dufour and Eaker, 1991 p.163). Other may fear poorer decision quality from wider involvement (Huddlestone et al.1991) in the words of McEwan.

Many principal decisions, like many personal decisions, are made more on the basis of intuition or past practices than systematic analysis. As their school organization becomes increasingly complex and challenging, however, some school principals have began to rely on systematic approaches to decision-making. But many school leaders are likely to have fallen in to the "the bad decision" traps like failing to get all the key players involved, going for an option that is far too obvious, overreacting to pressure and stress, solving the wrong problem, relaying strictly on intuition or "good judgment", and not learning from the past (1997, p.6).

2.8 The Role of Principals Involving Teachers in School Decision–Making

Principals play a critical role in establishing and maintaining school participative decision–making. Leithewood and Steinbach (1993) stated that "principals, who develop a positive school

climate, ensure opportunity for teachers' collaboration and joint planning through a greater involvement in decision–making" (p.49). This section now turns to a consideration of the specific role of the principal in developing and sustaining participative approach to decision–making within school.

In developing high involvement organization, manager must deliver information, knowledge, power, and rewards to employees (Lawler, 1992, p.255). A decision group's leader facilitates communications between individuals and integrates the incoming response so that a united response occurs. Information about the school and work, and knowledge of the field as well as power should be shared with teachers to increase their participation by allowing them the opportunity to participate in making decision that affects their work (Organ & Batema, 1991).

Teachers typically have more complete knowledge of their work management; so if teachers participate in decision making, decision will be made with a better pool of information. Teacher participation is thought to give school administrators access to critical information closest to the source of many problems of schooling, namely, the classroom. Increased access to and use of this information are thought to improve the quality of curricular and instructional decision (Smylie et al, 1996).

Each principals in any schools must make decision, and responsible for the outcomes of that decision. Ivancevich and kono (2002) suggests a guideline for a leader to improve the quality of decision in groups. These are creating an environment in which the group members feel free to participate and express their opinions, include all the concerned bodies and people who can provide the needed additional information relevant to the problem and involved those individuals whose acceptance and commitment are important.

Supporting the above ideas, Robbins (2003, p. 146-147) lists the following methods by which school administrators can build trust in their employees and propound each of them as follows: a) practice openness: keep people informed, make certain the criteria on how decisions are made, explain the rational for your decision, and fully disclose relevant information; b) Be fair: be objective, impartial in performance appraisal and pay attention to equity perceptions in reward distributions; c) Speak your feelings: if you share you feeling, other will see you as real and human. They will know who you are and their respect for you will increase. d) Tell the truth: you

must be perceived as someone who tells the truth; e) show consistently: people want predictability. Take time to think about your values and beliefs and then let them consistently guide your decision; f) Fulfill your promise: keep you words and commitment, promise made must be promise kept; g) Maintain confidence: people trust those who are discreet and up on whom they can rely; h) Demonstrate confidence: develop the admiration and respect of others by demonstrating technical and professional ability. Thus, school principals should strive to develop a trusting relationship among all the stake holders in the school.

The principal must be prepared and encouraged to exert leadership on instructional issues. The mission and goals for the school must be the foremost priority for all participants in decision-making process and it is the principal's duty to make them known (Pashiardis, 1994). He also adds, principals can be a powerful force for school change when they are flexible enough to allow teachers to take part in rational problem solving and responsible, widely shared decision making. The allocation of time as evidence of administrator commitment will encourage teachers to initiate and continue their involvement in the process.

According to McEwan (2001, p.102-103), principals who fail to develop strong teacher lenders may:

- Miss opportunity to learn from and grow as professional
- Lose the power that shared leadership affords
- You may win the battle but lose the war (i.e. think you are in charge but find out you are really not).
- Burn out trying to do it all on your own

Principals are viewed as the person with the greatest power, and the one who sets the general attitude for the relationship between principals and teachers. The relationship established between teachers and their principal is identified as a strong influence on teacher's participation. In this regard, Depree and Levering (cited in Akine et. al., 1992) suggest that participation in decision-making is one dimension of the relationship between the teacher and the administration. One of the defining characteristics of good workplace is recognition of the employee's right to be involved in decisions that have a direct impact on the employee's job.

Hoy and Miskel (1991) suggest the following generalization in which principals maximize the positive contribution of participative decision making: "In order to maximize the positive contribution of shared decision-making and to minimize the negative consequences, the school administrator needs to answer the following questions: (a) under what conditions teachers should be involved? (b) To what extent and how should teachers be involved? (c) How should the decision make group be constituted? (d) What role is most effective for the principal?" (p. 328).

In general, the success of teachers' participative decision-making has a lot to do with the readiness of the principal to share power and his ability to establish the processes to make participative decision-making works. Somech (2002) shares this view: "Leaders must be willing to let go of traditional authority roles," argues Somech, "not only allowing teachers to have a greater voice but helping to prepare them, providing support and establishing an environment of trust" (p.343).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

The major purpose of the study was to examine the involvement of teachers in school decision–making in government secondary schools of Jimma Town. The chapter includes a discussion of the research design, sources of data, population, sample and sampling techniques, tools and procedures of data collection and methods of data analysis.

3.1 Research Design

To undertake this study, descriptive survey method was used. This method was selected because it is appropriate when the aim of the study is to get an exact description of current status (Seyoum and Ayalew, 1989).Besides, they stated that descriptive research method is a fact finding study with adequate and accurate interpretation of the findings. It describes with emphases what actually exists such as current conditions, practices, situations or any phenomena. Particularly, descriptive survey method is one which is commonly used in educational research.

3.2 Sources of Data

The researcher used data from both primary and secondary sources. Primary data were collected from teachers, principals, PTA, educational office and teachers' association officials under study. These five groups of respondents were selected because their day-to-day activities are related to the objectives of the study.

In addition, such school documents (as minutes, guidelines related to committee works and different extracurricular activities and school magazines if any) written on the involvement of teachers in school decision–making were used as secondary data sources.

3.3 Population, Sample and Sampling Techniques

In 2013/14 academic year there are 4 secondary schools in Jimma Town. They consist of a total of 225 teachers; out of which 178 and 47 were male and females respectively. It also consists of total of 11 male principals. It is manageable to include all four schools, principals and PTA in the

study. Accordingly, sample school, teacher, principals, PTA, educational office officials and teachers' association officials were selected as follows.

Sample School

Four government secondary schools of Jimma Town namely Jiren, Seto, Ababuna and Jimma secondary and Preparatory Schools were the target of this research. All the four schools were included in the study through census.

Teachers

The numbers of male and female teachers in the sample secondary schools were not proportional. However, to make the sample population more representative, 125(nearly 70%) and 32 (nearly 70%) of male and female teachers respectively from the sample school were selected. This is done because of the manageability of the number of the sample selected. This number of male and female teachers varied from school to school. Thus, the systematic random sampling was employed as follows: the total number of male/female teacher in the sample school is represented by '**N'** and the determined sample percent to be taken **'n'**. Then Nxn% gives the proportional number which is used to determine the number of male teachers in each school. For example, the total number of male teachers in Jiren secondary school was 45 (100%) of the total number of male teacher 32(70%) of them were include in the sample of the study. Similarly, the total number of female teachers in the same School was 20 and the determined sample to be taken was 70%, Therefore, from 20(100%) of the total number female teachers 14 (70%) of them were include in the sample of the study. A similar procedure was follow to select respondents in other Schools. Moreover, to select male/ female teachers from each sample school stratified sampling technique was employed because the technique helps the researcher to select teachers based on their teaching experience and academic qualification. Finally, male/female teachers were selected from each stratum by random sampling techniques. This technique is useful, because it gives a chance for each male/female participant.

School Leaders (Principals and PTA)

Principals

From each schools all principals and vice principals were selected through census for filling questionnaires. The reason for selecting this technique was due to their manageability of the number.

PTA

The total number of Parent Teachers Association in the four sample school was 28. As the number could be manageable, there was a need to include all into the sample through census for filling questionnaires.

Educational Office Officials

The target populations of the educational office officials were: the leader of the office, head of supervisions and the head teacher development for interview. The 3 officials were selected by purposive sampling because of the fact that they are school leaders.

Teachers Association Officials

In Jimma town there were a teacher association representative having five members. The target populations of the teachers association officials were: the leader, vice leader and the secretarial of the association for interview. The 3 officials are selected by purposive sampling.

Table: 1 Populations and Sample

No	Schools	CATEGORY OF RESPONDENTS															
		TEACHERS							SCHOOL LEADERS								
									PRINCIPALS				PTA				
		POPULATION			SAMPLE				POPULATION				POPULATION				
		M	F	T	M	F	T	%	M	F	T	%	M	F	T	%
1	Jiren	45	20	65	32	14	46	70	3	-	3	100	6	1	7	100
2	Seto	51	12	63	36	8	44	70	3	-	3	100	7	-	7	100
3	Ababuna	29	12	41	20	8	28	70	2	-	2	100	6	1	7	100
4	Jimma Preparatory	53	3	56	37	2	39	70	3	-	3	100	7	-	7	100
	Total	178	47	225	125	32	157	70	11	-	11	100	26	2	28	100

3.4 Tools of Data Collection

The study employed three data gathering tools. These were: questionnaire, semi structured interview and document analysis.

3.4.1 Questionnaire

Questionnaires were developed by the researcher based on review of the literature. Questionnaires were checked first by the advisor and also other professionals in the area for completeness, clarity, exhaustiveness and, consequently, necessary corrections were made on the basis of their comments before the actual data collection.

The questionnaire was constructed in English because secondary school principals, teachers and PTA are expected to be bachelor degree holders. The questionnaire was comprise two sets (both open ended and closed ended) of items. Close ended question such as Likert or rating scale type will be used because they are suitable for large scale survey as they are quick for respondents to answer, they are easy to analyze using statistical techniques, and they enable comparison to be made across group. Open ended items are suited allow a free response. It is also more appropriate to elicit sensitive information (Somech and Lewin, 2005,). In general structured questionnaire was used to gather the required information about the extent of teachers' actual participation in decision–making process, areas of decision categories in which teachers mostly involve, factors affecting their involvement in decision–making process, and the extent to which principals provide conducive environment for more teachers' involvement.

1. The first part of the questionnaire was designed to collect information on demographic characteristic of respondents, like sex, age, academic qualification, field of specialization, total service years. The purpose of these variables was to provide some basic background information pertaining to some sample population with the assumption that it might have some kind of relationship with teachers' involvement in school decision-making. Specifically, to check the proportionality of sex, maturity level of respondent to make the decision, the qualification gap within different field of specialization and service years in their current position. To achieve this purpose, the above six variables are identified.

2. The second part of the questionnaire consists of 28 items and it thought to elicit the degree of teachers' involvement in school decision–making. Respondent were requested to indicate teachers rate of involvements ranging 1 to 5 where 1 = very low, 2 =low; 3 = medium; 4=high; 5= very high). In order to get relevant information for the purpose of this study, those decision statements prepared by Malike, Joseph (cited in Assefa Abahumna, 1995) were adopted and arranged with some modifications. This part of the questionnaire was prepared only for teachers.

3. Part three focus on factors affecting teachers' participation in decision–making. Respondents were asked to indicate their degree of agreement using a five point Likert scale ranging from 1 to 5 (where 1 =strongly disagree; 2 =disagree; 3 =undecided; 4 =agree; 5 = strongly agree), Additionally open-ended question items were also be included. Eight factors (constraints) that hamper the involvement of teacher in decision making of school were extracted from Anderson (2002) with some modifications. A questionnaire was designed for both school leader and teacher respondents.

4. In the fourth part of the questionnaire, school leaders (principals and PTAs) effort in facilitating the environment for more teachers' participation in school decision-making were prepared that end Respondents were requested to select a response ranging from 1 to 5 (where 1 = very low; 2=low; 3 = medium; 4 = high; 5 = very high). For this purpose, 16 items will be developed in relation to the roles practiced by school leaders. A questionnaire was designed for both school leader and teacher respondents.

3.4.2. Interview

In addition to the questionnaire, the study was employed a semi-structured interview. A semi-structured interview is conducted with the Educational Office and Teachers Association Officials. Thus, an interview guide (a written list of questions) will be prepared by the researcher (see Appendix-C) and conducted in a face to face interaction. Afan Oromo and/or Amharic language were used during interview and later translated to English by the researcher. This is done to avoid miss understanding between the informants and the researcher. Notebook was used to take down the information provided by the informants. The responses of the respondents were organized properly and analyzed in their appropriate area.

3.4.3. Document Analysis

Some relevant documents were also assessed to complement the quantitative data obtained through questionnaire concerning the extent of teachers' participation in school decision-making. A check–list was prepared by the researcher for the analysis of document.

3.5. Procedures of date collection

The questionnaire was tested and necessary correction was made to avoid ambiguity and confusion before conducting the final data collection. This was followed by the preparation of the final draft of the questionnaire. Then, the questionnaire was administered with the help of vice principals and unit leaders of the schools following the provision the necessary orientation by the researcher. The questionnaires were collected after a week from each school.

3.6. Method of Data Analysis

In accordance with the data that was collected from different sources, the close–ended questionnaire was systematically coded, tabulated and organized for analysis using quantitative method. The organized and coded data stored in an editable excel spreadsheet were imported to SPSS and analyzed using descriptive and inferential statistics. In addition, the data gathered through open ended question, interview and document observation, were categorized thematically. The items were classified into different tables according to similarities of issues raised in the questionnaire. After the classification, each of the issue were analyzed and interpreted.

Depending on the nature of the basic questions and data gathered, data were analyzed using different statistical tools. Accordingly, the respondents report and the nature of the basic questions required the following statistical techniques:

1. Frequency and percentage distribution were used to analyze various characteristics of the sample population such as sex, age, academic qualification, field specialization and experience.

2. Frequency, mean score, and standard deviation were computed for quantitative variables against each item score to identify the extent of teachers' involvement in selected areas of decision–making.

3. Independent sample t-test was employed to see the statistical significance of the responses of the two groups of respondents. This is because t-test is considered as an appropriate test for judging the significance difference between the mean of the two sample groups (Kothari, 1985).

Besides this, the data obtained through interview, open ended questionnaire and document observation were analyzed and interpreted qualitatively by describing or narrating the ideas provided by the respondents based on their themes.

CHAPTER FOUR

ANALYSIS AND PRESENTATION OF DATA

This chapter deals with the presentation, analysis and interpretation of data gathered from sample population. It consists of two parts. The first part is concerned with presenting personal information of the sample population and part two deals with the presentation and analysis of the findings of the study.

In this study, 157 teachers, 11 principals (four principals and seven vice principals) and 28 PTAs from four secondary schools were included. Questionnaires were distributed to all sample teachers and school leaders (principals and PTAs) and were duly filled and returned by groups. Therefore, analysis was made based on the data obtained from the total of 196 respondents. In addition, the questionnaire was substantiated by document analysis (such as minutes) and structured interview conducted with Teachers' Association and Educational Office Officials.

All the data obtained through questionnaires, interviews and document analysis based on the basic questions posed in chapter one, interpretation and discussion were carried by taking in to account theories discussed and empirical works reviewed in the literature.

4.1. Demographic Characteristics of Respondents

This section provides some basic background information pertaining to sample population that helps to know the overall information of the respondents with the assumption that it might have some kind of relationship shed light on the involvement of teachers in the decision making process of schools studies.

Accordingly, the characteristics of the study groups were examined in terms of sex, age, academic rank, area of qualification and service year. The summary of data was presented in table 2 here under.

Table 2 Distribution of Respondent by Sex, Age, Academic Rank, Area of Specialization and

Service Year

No	Items		Respondents						Total	
			Teachers		School Leaders					
					Principals		PTA			
			No	%	No	%	No	%	No	%
1	Sex	Male	125	79.6	11	100	26	92.9	162	82.7
		Female	32	20.4	-	-	2	7.1	34	17.3
		Total	157	100	11	100	28	100	196	100
2	Age in year	<25	20	12.7	-	-	-	-	20	10.2
		26-35	34	21.7	2	18.2	2	7.1	38	19.4
		36-45	27	17.2	5	45.5	17	60.7	49	25.0
		46-55	59	37.6	3	27.3	4	14.3	66	33.7
		> 55	17	10.8	1	9.0	5	17.9	23	11.7
		Total	157	100	11	100	28	100	196	100
3	Academic rank	TTI	-	-	-	-	-	-	-	-
		Diploma	-	-	-	-	4	14.3	4	2.0
		Degree	150	95.5	9	81.8	24	85.7	183	93.4
		MA, MSC	7	4.5	2	18.2	-	-	9	4.6
		Total	157	100	11	100	28	100	196	100
4	Qualification	Language	33	21.0	4	36.3	11	39.3	48	24.5
		Natural science	32	20.4	3	27.3	4	14.3	39	19.9
		Mathematics	40	25.5	-	-	-	--	40	20.4
		Social science	35	22.3	2	18.2	5	17.9	42	21.4
		Business	3	1.9	-	-	-	-	3	1.5
		Edpm area	3	1.9	2	18.2	2	7.1	7	3.6
		Others	11	7.0	-		6	21.4	17	8.7
		Total	157	100	11	100	28	100	196	100
5	Total service year	1-5	34	21.7	-	-	-	-	34	17.3
		6-10	9	5.7	-	-	-	-	9	4.6
		11-15	18	11.5	1	9.1	1	3.6	20	10.2
		16-20	14	8.9	2	18.2	3	10.7	19	9.7
		> 20	82	52.2	8	72.7	24	85.7	114	58.2
		Total	157	100	11	100	28	100	196	100
6	Total service year as principal or PTA	1-5	-	-	8	72.7	23	82.1	31	79.5
		6-10	-	-	3	27.3	5	17.9	8	20.5
		11-15	-	-	-	-	-	-	-	-
		16-20	-	-	-	-	-	-	-	-
		> 20	-	-	-	-	-	-	-	-
		Total			11	100	28	100	39	100

No=Stands for number of respondents.

As can be seen under item 1, table 2, out of 157 teacher respondents 125 (79.6%) were male and 32(20.4%) were females. We can also see that no female was participating as secondary school principal in secondary school of the town under the study. Supporting this finding, MoE (2006)

reported that women's are severely under represented leadership position at all levels in the education sector in all region in Ethiopia.

Table: 2, item 2 also shows the age distribution of teachers, principals and PTAs. As the data indicates, the majority of teacher respondents 59 (37.6%) were in the age range of 46-55. The majority of principals and PTA respondents 5(45.5%) and 17(60.7%) respectively were in the same age range, that is between 36-45 year. 34(21.7%) of teacher respondents 3(27.3%) of principal respondents and 5(17.9%) of PTA respondents were in the age range of 26-35, 46-55 and >55 respectively. Only 20(12.7%) of teacher respondents were less than 25 years. There were no principals and PTA in this age range. In contrary with this 17(10.8%) of teachers and only 1(9.0%) of principals were above 55 years.

With regard to respondents' academic rank, as shown in table 4.1 of item three 150(95.5%) of teachers, 9(81.8%) principals and 24(85.7%) of PTAs were first degree holder while 7(4.5%) of teachers and 2(18.2%) of principals were second degree holders. Only 4(14.3%) of PTAs were diploma holders. Nearly all of the respondents were qualified at this level. The guideline of Ministry of Education (1994) has indicated that secondary school teachers should have a minimum of first degree. This may have a positive effect on teaching and learning process in general and their involvement in school decision-making in particular.

In addition, 2 of the principals have got master's degree in the field of school administration under the study, what has been stipulate in MoE (2009) according to the recruitment and assignment criteria indicated in the document of secondary school principals and supervisors are required to have second degree in the required field study like educational administration, educational management, and educational leadership.

In terms of field of specialization, most of the school principals were drawn from academic subject. 4 (36.3%) of the principals were drown from language (Amharic, English, and Afan Oromo); 3(27.3%) and 2 (18.2%) from natural science (such as chemistry, biology and physics) and social science fields (such as history, Geography and civics) fields respectively. A few of them were drawn from educational management areas. This may clearly show that most of the principals of secondary schools of the town are professionally untrained and they may lack managerial skills in order to involve teachers in various issue of school decision-making through applying effective management skills such as communication, delegation, empowerment, and so on. This contradicts with the strategies of MoE as cited in education Sector Development

Program III (ESDP III) which states "efficient school leadership and management will be established in order to enhance the quality of instruction and there by improve learning achievements" (MoE, 2005, p.31).Moreover, interview conducted with educational office and teachers' association officials revealed that concerning principals' short-term training that related to management area, there were no any principals who have taken training related to management. It can be said school principals were assigned to the position without having management qualification and/or the necessary training that would enable them to involve teachers in decision-making effectively.

It can also be seen in table 2, 8 (72.7%) of principals had a total service year of >20 years. This shows that many of the principals had a long service. 8(72.7%) of principals had service year of 1-5 and 3(17.3%) had a service year of 6-10 as principals. In a similar way 23(82.1%), 5(17.9%) of PTAs had a service year of 1-5 and 6-10 as a PTA respectively. This indicates that many of the principal and PTA respondents are new to their position. In support of this fact, interviews make with teachers association and educational office officials revealed that there is a high turnover and a great deal of transfer. Concerning the service year of teacher respondent, 34(21.7%), 9 (5,7%), 18(11.5%), 14(8.9%) and 82(52.2%) had a service year of 1-5, 6-10, 11-15,16-20 and >20 years respectively. More than half of the respondents were with a service year greater than 20. Some researchers (e.g., Sergiovani; and Trusty, cited in Riley (1984) have asserted that teachers with 1-5 years of experience will desire great participation while those with 12 and above years of experience were desired less because they either achieve more or expect less. By relating the data to this research finding, it can be said that most of the teachers were well experienced and involving those in school decision is very important and they are a big asset for the school leaders.

4.2. Areas of School Decision-Making Teachers Often Take Part In

The participation of teachers in different issues of school decision making is believed to improve the quality of education decision, and therefore improve instruction. Moreover, as has been stated by Moharman et.al. (1992), the participation of teachers in different issues of decision is likely to yield higher quality products and services, less absenteeism, less turnover, better

problem solving, and less management over-head. In short, greater organizational effectiveness can be brought by making teachers part of the decision making venture.

Thus, the first purpose of this study was to examine the extent to which teachers individually or as a group participate in school decision making. For this purpose, six decision making issues classified as: school planning; curriculum and instruction; school policy, rules and regulations; school budgeting and income generation; students affairs and disciplinary problems; and school building were taken by considering the current Ethiopian secondary school practices.

In each of these areas of decision-making, teachers' were requested to give their extent of participation on the rating scale that varies from very low to very high. The summaries of respondents in each area of decision-making were shown in the following successive tables (table 3 to 8). Table 9 and 10, on the other hand, presents the findings of teachers' school leaders' response concerning views of factors affecting teachers' involvement in decision-making and school leaders able to facilitate the environment for more teacher involvement.

Table: 3. Extent of Teachers' Involvement in School Planning Related Activities

No	Items	Stat	Responses of Teachers						M	SD
			VL	L	M	H	VH	Tot		
1	Planning the school's activities	F	14	23	47	48	25	157	3.30	1.168
		%	8.9	14.6	29.9	30.6	15.9	100		
2	Setting the mission, vision and values of the school	F	14	29	48	45	21	157	3.19	1.155
		%	8.9	18.5	30.6	28.7	13.4	100		
3	Preparing the plan of school budget	F	39	45	41	25	7	157	2.49	1.158
		%	24.8	28.7	26.1	15.9	4.5	100		
4	Determine the mechanism of controlling and supervising the setting plan	F	15	59	38	36	9	157	2.91	1.040
		%	9.6	37.6	24.2	22.9	5.7	100		
Overall/Grand Mean		F	20	39	44	39	15	157	2.97	1.130
		%	13.1	24.8	27.7	24.5	9.9	100		

Key: Frequency, VL=Very Low, L=Low, M=Medium, H=High, VH=Very High, M=Mean, SD=Standard Deviation

In comparison with other items, the involvement of teachers regarding setting the plan of school activities (item 1) is relatively higher. Nearly 30.6% of the respondents said that the involvement is high, (29.9%) medium and 15.9% said very high. Relatively speaking that is quite encouraging.

On the other hand, for item 2 of the responses of teachers' involvement have shown relatively medium, i.e. (30.6%), (28.7% saying high, 18.5% saying low) and (8.9% saying very low. For item 3 and 4, 45(28.7%) and 59(37.6%) of respondents have reported relatively low extent of teachers' participation in, preparing the plan of the school budget and determining the mechanism of controlling and supervising the setting plan, respectively. Teachers' involvement in item 3 and 4 are however, discouragingly low ranging from mean value of 2.49 to 2.91.

The total calculated grand mean score of teachers' (M=2.97; SD=1.130) reveals that teachers' involvement in school planning under study was below average point.

Table: 4. Extent of Teachers Involvement in Curriculum and Instruction Related Activities

No	Items	Stat	Responses of Teachers						M	SD
			VL	L	M	H	VH	To		
1	Setting the learning objectives	F	10	20	31	51	45	157	3.64	1.204
		%	6.4	12.7	19.7	32.5	28.7	100		
2	Deciding on the content and form of lesson plan	F	1	11	37	59	49	157	3.92	0.940
		%	0.6	7.0	23.6	37.6	31.2	100		
3	Evaluating how well department is operating	F	-	19	51	59	28	157	3.61	0.917
		%	-	12.1	32.5	37.6	17.8	100		
4	Involving in developing teaching methodologies	F	4	23	50	51	29	157	3.50	1.035
		%	2.5	14.6	31.8	32.5	18.5	157		
5	Developing procedures for assessing student achievement	F	4	12	47	62	32	157	3.68	0.969
		%	2.5	7.6	29.9	39.5	20.4	100		
6	Determining when and how instructional supervision can be delivered.	F	14	26	54	46	17	157	3.17	1.109
		%	8.9	16.6	34.4	29.3	10.8	100		
Overall/Grand Mean		F	6	9	45	55	34	157	3.49	1.030
		%	3.5	11.8	28.7	34.8	21.2	100		

Key: Frequency, VL=Very Low, L=Low, M=Medium, H=High, VH=Very High, M=Mean, SD=Standard Deviation

Table 4. Provides a summary of teachers' response on their degree of involvement on decisions pertaining school curriculum and instruction. As the table show all of the teachers have reported relatively high extent of participation of each item. That is, 61.2% (32.5% saying high and 28.7% saying very high), 68.8% (37.6% saying high and 31.2% saying very high). 55.4% (37.6% saying high and 17.8% saying very high) 51.0% (32.5% saying high and 18.5% saying very

high), 59.9% (39.5% saying high and 20.4% saying very high) and 40.1(29.3% saying high and 10.8% saying very high) of the total respondents have informed high extent of teachers' involvement in specifying the learning objectives, deciding on the content and form of lesson plan, evaluating how well your subject department is operating, determining teaching methodologies and developing procedures for assessing student achievement, determining when and how instructional supervision can be delivered respectively. Teachers' involvement in item 1 to 6 however, relatively high ranging from mean value of 3.17 to 3.92.

These figures have shown that, the participation of teachers in determining when and how instructional supervision can be delivered is relatively medium. The total calculated grand mean (3.49) score of teachers' reveals that teachers' involvement in school curriculum and instruction under study was almost approaching above average point 3.

Results obtained from some documents (i.e. school minutes) support the finding of table. The minute indicate that teachers have participated in evaluating textbooks, asking for supplementary reading materials, producing teaching aids and exchange of good experience are some of the topics in which teachers' fully participated. In other words, curriculum implementation and instructional improvement is one of the major operational activities in school system. It is a core in both at the school as well as the national level.

The finding of this study is in fact in agreement with that of support the previous research by Achilles and high (1989). They also reported that teachers preferred to be and in fact were perceived to be more involved in curriculum and instruction efforts. Similarly, Aggarwal (1993) points out that, "… individual and cooperative efforts by teachers to decide when, how and what to teach, to revise courses, select content, plan units and produce teaching aids has become a common practice" (p.196). Moreover, Krug (cited in Aggarwal, 1993) states that, "… teachers participation in curriculum planning today is to be regarded not as a pleasant gesture to the teachers, but rather as an indispensable part of the process" (p. 1996).

Table: 5. Extent of Teachers Involvement in School Policy, Rules and Regulation

No	Items	Stat	Responses of Teachers						M	SD
			VL	L	M	H	VH	To		
1	Determining the administrative and organizational structure	F	27	36	49	35	10	157	2.78	1.164
		%	17.2	22.9	31.2	22.3	6.4	100		
2	Setting school rule and regulation	F	21	28	47	44	17	157	3.05	1.197
		%	13.4	17.8	29.9	28.6	10.8	100		
3	Developing disciplinary policies of the school	F	11	20	54	55	17	157	3.30	1.053
		%	7.0	12.7	34.4	35.0	10.8	100		
4	Establishing relationship between the principals and teachers	F	8	34	44	52	19	157	3.25	1.085
		%	5.1	21.7	28.0	33.1	12.1	100		
5	Establishing a program community service	F	22	45	45	36	9	157	2.78	1.124
		%	14.0	28.7	28.7	22.9	5.7	100		
6	Deciding on rules or procedures to be followed in evaluating school performance	F	17	38	48	44	10	157	2.95	1.102
		%	10.8	24.2	30.6	28.0	6.4	100		
Overall/Grand Mean		F	18	33	48	44	14	157	3.02	1.121
		%	11.2	21.3	30.5	28.3	8.7	100		

Key: Frequency, VL=Very Low, L=Low, M=Medium, H=High, VH=Very High, M=Mean, SD=Standard Deviation

Table: 5 deals with teachers' response in each item concerning their involvement in school policy rule and regulation. As a whole, teachers' rate of involvement of regarding setting rules and regulations is quite medium except item 3 and 4 which is high. The mean value for all items indicated are quite on the average 2.78(SD=1.124) to 3.25(SD=1.085). However, 31.2%, 29.9%, 28.7% and 30.6% average of the total participants have reported for items listed for 1, 2, 5 and 6, respectively.

In short, the overall teaches' involvement in school policy, rules and regulations under the sample study was found to be relatively medium and high. This is because of the fact that 30.5% of teachers have agreed relatively medium extent of participation. On the other hand, 28.3% of the total respondents have reported relatively high extent of participation in the overall of deciding under the issues. The total calculated grand mean (M=3.02; SD=1.121) score of teachers' reveals that teachers' involvement in school policy, rule and regulation under study was on the average point.

The education and teachers association office officials were asked the question: In what area of decision making do teachers actively participate? Concerning the school policy, rule and regulation they gave the following response.

They also confirmed to the finding obtained that, primarily, policy was made at the national level and forwarded to the school for discussion. At the school level, some rules and regulations were derived from the general policy guidelines by the school board and PTA. However, teachers were invited for discussion to strength those rules and regulations already established by school board and PTA. In contrary to this view the teachers association officials say, the participation of teachers' in making decision on the area of school policy, rule and regulation is a must.

From the educational office officials' view, it is possible to say that teachers participated not for the sake of setting rules and regulation, but for the sake of listening what were already made by the school board and PTA. However, a meaningful participation of teachers' in this aspect can be explained by sharing their views through different mechanisms before the rules and regulation was drafted by school board and PTA. This indicated that, the level of recognition given to the contribution of teachers by the school educational office officials' might be low.

The researchers' observation of school document (i.e. school minutes) there were a staff meeting topics which all teachers participate on and raise their idea on the issue of school policy, rules and regulation. This confirmed that there is decision made by teachers that related to school policy, rules and regulation in the minute documents' of the teaching staff and management of the school specially, on the areas of developing disciplinary policies of the school and establishing relationship between the principals and teachers

Table: 6. Extent of Teachers Involvement in School Budgeting and Income Generating

No	Items	Stat	Responses of Teachers						M	SD
			VL	L	M	H	VH	Tot		
1	Determining school expenditure priorities	F	26	48	41	38	4	157	2.66	1.096
		%	16.6	30.6	26.1	24.2	2.5	100		
2	Budgeting for the department	F	42	48	34	23	10	157	2.43	1.210
		%	26.8	30.6	21.7	14.6	6.4	100		
3	Determining means of income generating	F	32	50	40	25	10	157	2.56	1,168
		%	20.4	31.8	25.5	15.9	6.4	100		
4	Deciding budget allocation for instructional material	F	37	49	34	30	7	157	2.50	1.175
		%	23.6	31.2	21.7	19.1	4.5	100		
Overall/Grand Mean		F	34	49	37	29	8	157	2.54	1.162
		%	21.7	31.1	23.7	18.5	5.0	100		

Key: *Frequency, VL=Very Low, L=Low, M=Medium, H=High, VH=Very High, M=Mean, SD=Standard Deviation*

For the extent of teachers' current participation in school budgeting and income generating, four factors were generated. As a whole, teachers rate of involvement of regarding on school budgeting and income generating is relatively low. It is ranges from 57.4% (in Budgeting for the department) to 47.2% (Determining school expenditure priorities). The mean values for all items also indicated are low. 2.43 (SD=1.210) to 2.66(SD=1.096).

In short, the overall participation of teachers' in determining school budget and means of income generating was below the average; i.e.; 52.8% (21.7 saying very low and 31.1% and low) of teachers' reported relatively low extent of participation. However, 23.5% (18.5% saying high and 5.0% saying very high) of the total respondents' informed relatively low degree of participation in deciding school budget and means of income generating. The total calculated grand mean (M=2.54; SD= 1.162) score of teachers' reveal that teachers' involvement in school budgeting and income generating under study was below average point.

In addition, result obtained from some documents support the finding of table 6, the minute indicate that there were no evidence which shows the involvement of teachers concerning school budget. Moreover, the interview conducted with educational office and teachers' association officials' also confirmed that there is a low extent of teachers' participation in this particular decision category. The educational office officials in particular also said that decision

concerning school budget is not a mandate of teachers; rather the mandate is given to PTA. The teachers may participate through their one or two representatives. With this idea the teachers' office officials said nothing is secret for teachers; the teachers know the school budget and the school leaders clearly show and involve them in each and every issue related with budget decisions.

The above suggestion given by educational office officials revealed that in secondary schools under the sample study, the current teachers' involvement in school budget is typically indirect and restricted. Only one or two teachers' representatives normally attend the decision made to express their opinions on behalf of their colleagues; often the decision is not announced to teachers.

This finding is supported by the findings of other research. For example, Clune and White, 1998; Wohlstetter & Odden 1992; Murphy and Beck, 1995 (all cited in chainmantak et al, 1997) have concluded that teachers had little to manage, particularly with respect to the limited extent of decision making responsibility devolved to school.

Table: 7. Extent of Teachers Involvement in Students Affairs and Disciplinary Problems

No	Items	Stat	Responses of Teachers						M	SD
			VL	L	M	H	VH	Tot		
1	Determining students' rights and welfare	F	10	26	22	57	42	157	3.35	1.109
		%	6.4	16.6	14.0	36.3	26.8	100		
2	Identifying students with disciplinary problems and providing proper guidance	F	11	20	21	60	45	157	3.38	1.089
		%	7.0	12.7	13.4	38.2	28.7	100		
3	Participating in solving students problem with parents	F	10	26	26	50	45	157	3.32	1,128
		%	6.4	16.6	16.6	31.8	28.7	100		
4	Determine disciplinary measures on students with misconduct	F	20	24	18	53	42	157	3.16	1.201
		%	12.7	15.3	11.5	33.8	26.8	100		
Overall/Grand Mean		F	13	24	22	55	43	157	3.30	1.132
		%	8.0	15.3	13.9	35.0	27.8	100		

Key: Frequency, VL=Very Low, L=Low, M=Medium, H=High, VH=Very High, M=Mean, SD=Standard Deviation

Table: 7. indicates that, the involvement of teachers regarding student affairs and disciplinary problems is quite high. For items 1 up to 4, 62.8% (35.0% saying high and 27.8% saying very high). A look at the mean value of (mean=3.30; SD=1.132) teachers involvement in area, however, shows that it is still high (higher than the medium value of 3). 23.3% (8.0% said very low and 15.3% said low).

Interview conducted with educational office and teachers association officials' partially confirmed the finding in table 7. The officials said that most of students' affairs and disciplinary problems are a mandate in to home room teachers in particular and to all teachers in general. It is the teachers' job to maintain students' discipline. Only heavy disciplinary problems that cannot be solved by individual teachers were reported to PTA through principals.

From the educational office and teachers association officials' point of view, the researcher understand that, still there were some decision issues related to students that cannot be made by teachers. As the officials' view indicated, some heavy disciplinary problems can be solved through PTA by excluding teachers. The existence of written documents such as a format in which undisciplined students signed in front of their parents in the hand of homeroom teaches and unit-leaders confirmed also to these findings that there is an involvement of teachers in decisions concerning student affairs and disciplinary problems. Moreover, the availability of a minute document in the sample school in which teachers' fully participated concerning students affairs such as dropout, students seat, how to control undisciplined students, conflicts resolved that exist between some teachers' and undisciplined students also confirmed the finding of the above table.

Table: 8 Extent of Teachers Involvement in School Buildings Related Activities

No	Items	Stat	Responses of Teachers						M	SD
			VL	L	M	H	VH	Tot		
1	Deciding on the expansion of school buildings	F	46	50	33	21	7	157	2.32	1.160
		%	29.3	31.8	21.0	13.4	4.5	100		
2	Deciding on maintenance of school buildings	F	37	50	34	31	5	157	2.47	1.147
		%	23.6	31.8	21.7	19.7	3.2	100		
3	Deciding on the construction of new buildings	F	58	41	29	22	7	157	2.23	1.214
		%	36.9	26.1	18.5	14.0	4.5	100		
4	Assigning school building for administrative, department and teaching room purpose	F	46	44	37	25	5	157	2.36	1.155
		%	29.3	28.0	23.6	15.9	3.2	100		
Overall/Grand Mean		F	47	46	33	25	6	157	2.35	1.169
		%	29.8	29.4	21.2	15.8	3.8	100		

Key: *Frequency, VL=Very Low, L=Low, M=Medium, H=High, VH=Very High, M=Mean, SD=Standard Deviation*

Table 8 provides a summary of teachers' response on their degree of involvement on decision pertaining school building. Teachers' involvement regarding school building is quite low. It ranges from 63.0% (decision on the construction of buildings) to 55.4% (deciding on maintenance of school buildings). The mean values of all the item indicates are quite low: 2.23(SD=1.214) to 2.47(SD=1.147)

Table 8 also presented the findings on the overall teachers' participation in deciding about the school buildings in secondary schools under the sample study. As it was indicated in table, 59.2% (29.8% saying very low and 29.4% saying low) of the total participants report has revealed that, relatively low extent of teachers' participation in deciding about school buildings. The total calculated grand mean score (i.e. 2.35) of teachers' also revealed that teachers involvement in school buildings under study was below average point). Of the total respondents for item 1 to 4 of the above table only, 18.6% (15.8% saying high and 3.8% saying very high). This revealed that there is low extent of teachers' participation in deciding about school buildings.

The researcher observation during data collection of the sample schools and interview conducted with educational office and teachers association officials' also confirm this result. Moreover, as

the researcher's observation during data gathering, there is no school document that showed teachers' involve in school building.

4.3. Factors Affecting Teachers' Participation in School Decision-Making

Much has been said about the importance of participating teachers in school decision making by different scholars and researchers. As indicate in the background of the study one major role of school leaders is to create suitable condition for more teachers' participation by avoiding or reducing factors that affect their involvement. Thus, another purpose of this study was to investigate factors that affect teachers' involvement in school decision making.

Table: 9. Respondent Views of Factors Affecting Teachers' Involvement in Decision-Making

No	Items	Response	N	Mean	SD	T-Value	Sig. (2-tailed)
1	Teachers low level of concern/willingness	Teachers	157	2.68	1.156	-1.644	.102
		School leaders	39	3.03	1.328		
		Total	196	2.97	2.242		
2	Lack of trust and positive relationship between teachers and principal	Teachers	157	2.96	1.245	-.293	.770
		School leaders	39	3.03	1.112		
		Total	196	3.09	1.179		
3	Lack of motivation by principal to involve teachers/ignorance	Teachers	157	3.17	1.270	.283	.778
		School leaders	39	3.10	1.142		
		Total	196	3.31	1.206		
4	Teachers belief that decision making is not their responsibility but the responsibility of school principals /PTA	Teachers	157	2.55	1.217	-4.428	.000
		School leaders	39	3.67	1.457		
		Total	196	3.28	1.337		
5	Lack of available resource (time, information, materials etc)	Teachers	157	2.94	1.175	1.664	.098
		School leaders	39	2.59	1.117		
		Total	196	2.84	1.146		
6	Autocratic leadership style of principals	Teachers	157	2.80	1.258	1.658	.099
		School leaders	39	2.44	1.142		
		Total	196	2.65	1.200		
7	Fear of taking risks by teachers themselves	Teachers	157	2.67	1.206	-3.258	.002
		School leaders	39	3.51	1.502		
		Total	196	3.25	1.354		
8	School leaders' concern of his/her own and authority not to be diminished	Teachers	157	3.82	1.179	.468	.641
		School leaders	39	2.92	1.010		
		Total	196	3.49	1.095		

For item 1 in table 9, the respondents were asked to respond whether teachers low level of concern or willingness as a constraint for teachers involvement in school decision-making. The finding indicates that the mean scores were rated 2.68(SD=1.156) and 3.03(SD=1.328) by teachers and school leaders respectively. The mean scores rate were found to be below the average point (3) for teachers, but above the average point for school leaders. This indicated that teacher respondents were agree that teachers' low level of concern/willingness is not a factor that

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affect/hindered teachers' involvement in decision-making, but the opposite is as for school leaders. As t-test value also indicated that, since the calculated t-value is greater than the table value at a=0.05 level significance. This implies that there is significant difference between the responses of the two groups.

Concerning lack of trust and positive relationship between teachers and principals as a constraint for teachers' involvement in school decision making, the mean scores were rated 2.96(SD=1.245) and 3.03 (SD=1.112) by teachers and school leaders respectively. The rated mean scores showed less than average point by teachers, whereas above average by school leaders. This revealed that teachers agreed on the lack of trust and positive relationship between them was the major factors for teachers' involvement in school decision making, but school leaders are not agree on the idea.

To see whether there was a significant difference or not between two groups of respondent t-test was computed. The test result was greater than the critical t-value at a=0.05 level of significance. This reveals that there is a significant difference between the two groups of respondents.

For item 3 and 8 in the above table, the mean scores were rated 3.17 (SD=1.270) and 3.82(SD=1.179) above average respectively for teachers. This revealed that lack of motivation by school leaders and concerns of his/her own power and authority not to be diminished were the factors that hindered teachers' involvement in school decision making. On the contrary, on the same items (3 and 8) in the above table, the mean values were rated 3.10(SD=1.142) and 2.92(SD=1.010) are on the average and below mean respectively responded by school leaders. These result indicated that lack of motivation and concern of his/her own power and authority relatively not affect teachers' involvement in school decision-making. From the above finding there is difference in opinion between the two groups of respondents.

As t-test value of item 3 and 8 also indicated that, since all the calculated t-value are greater than the table value at a=0.05 level significance. This implies that there is significant difference between the responses of the groups. For the above statistical result it might be possible to infer that school leaders opposed teachers' perception on the issue under study because they might be reluctant to accept their weakness.

Respondents were asked whether or not agreed on the opinion that teachers' belief that decision making is not their responsibility but the responsibility of school principals is a factor that affecting teachers involvement in school decision-making. Accordingly, the mean rated for teachers and school leaders were found to be 2.55(SD=1.217) and 3.67 (SD=1.457) respectively. This revealed that teachers disagree that as they belief that decision making is not their responsibility but the responsibility of school principals. On the contrary, school leaders agreed on the idea that stated in table 9 items 4, is the major factors that affect teachers involvement in school decision making. In supporting this idea, McEwan (2001) has stated that "… teachers feel uncomfortable sharing decisions believing that they are administrative prerogative" (p. 101).

As shown table 9, the result of the t-test tests for item 4 revealed statistically there are no significant differences between the responses of the two groups. That is because the calculated t-value is less than the table value at a = 0.05.

For items 5 in the above table, the mean scores were rated 2.94 (SD= 1.175) and 2.59 (SD=1.117) teachers and school leaders, respectively. The mean scores rated were found to be below the average for both teachers and school leaders. This indicated that both groups of respondents were disagreed that lack of available resource (like time, information, materials, etc) is not the factor that hindered teachers' involvement in school decision making.

As t-test value also indicated that, since the calculated t-value is greater than the table value at a=0.05 level significance. This implies that there is a significant difference between the responses of the two groups. The differences might be caused from reluctance to admit their own weakness on the teachers' side.

In case of autocratic leadership style of principals the respondents view in both sides reveals that is low. It shows that autocratic leadership style of school leaders is not the factor that affects teachers' involvement in decision-making.

Respondents were also asked whether agreed or not on the opinion that fear of taking risk teachers is a factor that affect teaches' involvement in decision making. Accordingly, the mean rated for teachers and school leaders were found to be 2.67 (SD=1.206) and 3.51(SD=1.502) respectively. This indicated that fear of taking risk by teachers themselves is not the factor that affect teachers involvement in decision making. In contrary with teacher school leaders

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indicated that fear of taking risk by teacher themselves is the factor that affects teachers' involvement in decision-making.

As shown in table 9, the result of the t-test tests for item 7 revealed statically there is no significant difference between the responses of the two groups. It is because the calculated t-value is less than the table value at a=0.05.

As shown in the above table the negative marker of t-value for items 1, 2, 4 and 7 reveal that the two groups of respondents were negatively related.

Furthermore, respondents were asked to give other factors, if any, which can deter the involvement of teachers in school decision making which have not been mentioned in the questionnaire. The following are some of the major points raised by respondents.

1. Lack of financial incentives. This indicates that there is a poor rewarding system to teachers. However, Davis and Newstorm (1989) put that employee participation is more successful where employees feel they have a valid contributions to make, it will be valued by the organization, and they will be rewarded for it.
2. High rate of principals turn over, especially those who have good managerial skill. Regarding this, the interview conducted with educational office and teachers' association officials also reveals that quick turn over of school principals to office has a negative impact on the leadership effectiveness at school level. Supporting this finding, MoE, (2010) reported that turn over at woreda level is more serious problem than that of any other level.
3. Low social respect given to teachers by the society
4. Unfair assignment of principals. That means, principals were assigned not based on their performance, but on their political affiliation.
5. Lack of commitment and reluctance of teachers to participate in school decision making.
6. Language problem. Regarding this, the interview conducted with educational office and teachers' association officials also reveals that some of the teachers come from different region of the country. As a result, they lack to communicate easily in the regional language of Oromifa. That is because language problem is one of the factors that affect the involvement of teachers in decision making.

7. Lack of proper supervision

8. Principals based to his/her intimacy.

9. Lack of using human power properly.

10. Low attention given to teachers by government officials.

11. Weak guiding rule and regulation of students.

12. Lack of secularism.

13. Most of the teachers do not concern for school problems.

14. Announcing ideas for informal groups under school leaders before discussing on the issue with teachers.

15. Unwillingness of giving recognition towards motivating and rewarding teachers according to their effort by concerned leaders or administrative body.

16. Lack of transparency and barriers of communication between teachers and principals.

17. Lack of school leadership skill of principals.

18. Uncertainty of teachers about the decisions they involve.

19. Commenting of school leaders at distance rather than clearly discussing face to face.

4.4 .School Leaders Effort for More Involvement of Teachers in School Decision-making

As already stated by Moharman et al. (1992), the principal is widely believed to be pivotal in the successful operation of participative decision-making system in schools.

For this purpose, 16 variables (roles) which are practiced by effective and successful school leaders and were taken from literature. If properly practiced by school leaders, these factors can promote teachers involvement. And if they are not properly practiced, they could deter teacher involvement in all areas of decision-making. To this end, the respondents were requested to report their opinion on a five scale ranging from very low to very high. The data obtained from respondents for each items were summarized and presented in table 10 here under.

Table: 10. School Leaders Able to Facilitate the Environment for More Teacher Involvement

No	Items	Respondents	N	M	SD	t-value	Sig. (2 tailed)
1	Provision of freedom to express their opinion	Teachers	157	2.50	.502	-4.149	.000
		School leaders	39	3.54	.505		
		Total	196	3.02	.504		
2	Sharing responsibility	Teachers	157	2.50	.502	-4.689	.000
		School leaders	39	3.87	.833		
		Total	196	3.19	.668		
3	Establishing and maintaining good interpersonal relationship	Teachers	157	2.33	.472	-8.048	.000
		School leaders	39	4.13	.469		
		Total	196	3.24	.471		
4	Provision of information /communicating information/	Teachers	157	2.33	.742	-6.733	.000
		School leaders	39	4.00	.607		
		Total	196	3.17	.675		
5	Accepting decision made independently by teachers	Teachers	157	2.41	.506	-6.114	.000
		School leaders	39	3.59	.818		
		Total	196	3.00	.662		
6	Allowing teachers to have greater voice	Teachers	157	2.41	.506	-5.749	.000
		School leaders	39	4.03	.843		
		Total	196	3.22	.675		
7	Providing support and establishing environment of trust	Teachers	157	2.32	.483	-6.760	.000
		School leaders	39	3.85	.630		
		Total	196	3.09	.557		
8	Giving recognition to teachers idea	Teachers	157	2.50	.502	-6.629	.000
		School leaders	39	3.95	.510		
		Total	196	3.23	.506		
9	Facilitating criticism when unusual ideas come forth from the group	Teachers	157	2.96	1.034	-2.222	.030
		School leaders	39	3.69	.766		
		Total	196	3.33	.900		
10	Explaining transparently what is expected from teachers	Teachers	157	3.32	1.145	-1.173	.242
		School leaders	39	3.97	.486		
		Total	196	3.65	.816		
11	Allowing and encouraging team work and group activities	Teachers	157	3.44	1.145	-.737	.462
		School leaders	39	4.03	.428		
		Total	196	3.74	.787		
12	Allowing to elect department heads and unit leaders	Teachers	157	3.45	1.227	-.159	.874
		School leaders	39	3.90	.995		
		Total	106	3.68	1.111		
13	Encouraging teachers to participate	Teachers	157	2.15	.361	-7.706	.000
		School leaders	39	4.03	.843		
		Total	196	3.09	.602		
14	Aware teachers the point of discussion	Teachers	157	2.46	.500	-5.157	.000
		School leaders	39	3.85	.630		
		Total	196	3.16	.552		
15	Trigger teachers to forward ideas	Teachers	157	2.38	.487	-6.037	.000
		School leaders	39	3.95	.510		
		Total	196	3.17	.499		
16	Support teachers to develop sense of ownership	Teachers	157	2.16	.367	-5.826	.000
		School leaders	39	3.69	.766		
		Total	196	2.93	.567		

As can be seen from the above table the respondents' response on the item 1, 2 and 3 the mean scores were rated below the average mean by the teachers and far above the average mean by the school leaders. These indicated that teachers claimed for low extent of school leaders roles have been played whereas, school leaders claimed for high extent of their roles have been played in providing of freedom to express their opinion, sharing responsibility, establishing and maintaining good interpersonal relationship. The mean score for the above three items were 2.50(SD=0.502) for item 1 and 2, 2.33(SD=0.472) for item 3 by teachers and 3.54(SD=0.505), 3.87(SD=0.833) and 4.13(SD-0.473) by school leaders respectively. In order to check whether there is statically significance difference between the opinions of the two groups of respondents, the mean values of the responses of the two groups of the respondents were thus the t-value calculated for item 1, 2 and 3 is less than t-value at a=0.05 level significance. This implies that there is no statistically significance difference between the opinions of the two groups of respondents

For the items 4, 5,6,7,8 and 9 provision of information communicating, accepting decision made independently by teachers, allowing teachers to have greater voice, providing support and establishing environment of trust, giving recognition to teachers idea and facilitating criticism when unusual ideas come forth from the group with mean scores 2.32(SD=0.483) to 2.96(SD=1.034) by teachers and 3.59(SD=o.818) to 4.03(SD=0.843) by the school leaders respectively. This shows that the mean scores were rated below the average mean score by the teachers and far above the average mean by the school leaders. Furthermore in order to check whether there is statically significance difference between the opinions of the two groups of respondents, the mean values of the responses of the two groups of the respondents were thus the t-calculated for the above items were less than t-value at a=0.05 level significance. This implies that there is no statistically significance difference between the opinions of the two groups of respondents.

Regarding the items 10,11and 12 of the above table: Explaining transparently what is expected from teachers, allowing and encouraging team work and group activities and allowing to elect department heads and unit leaders in school decision making both groups of respondents were rated agreed with mean score of 3.32(SD=1.145), 3.44(SD=1.145), 3.45(SD=1.227) by teachers and 3.97(SD=0.486), 4.03(SD=0.428), 3.90(SD=0.995) by school leaders respectively. This

indicated that principals were capable to teacher so as to involve teachers in school decision making. As t-test value also indicated that, since the calculated t-value is greater than the table value at a=0.05 level significance. This implies that there is a significant difference between the responses of the two groups. This difference in opinion between the two groups may be due to the either the teachers were underestimated the role of principals to participate teachers in school decision–making or the principals overstated their roles have been played in involving teachers in school decision-making.

For items 13,14,15 and 16: Encouraging teachers to participate, aware teachers the point of discussion, trigger teachers to forward ideas and support teachers to develop sense of ownership, the mean scores were rated below the average mean score by the teachers and far above the average mean by the school leaders. These indicated that teachers claimed for low extent of school leaders roles have been played whereas, school leaders claimed for high extent of their roles have been played. The mean score for the above four items were 2.15(SD0.361) to 2.46(SD=0.500) by teachers and 3.69(SD=0.768) to 4.03(SD=0.843) by school leaders. The t-value calculated for the items were less than t-value at a=0.05 level significance. This implies that there is no significance difference between the opinions of the two groups of respondents.

As shown in table 10 above the negative marker of t-value for all items revealed that the two groups' of respondents were negatively related (i.e. the response of teachers and school leaders oppose each other).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the Major Findings

The primary objective of this study was to investigate the practices and problems of teachers' involvement in decision making in governmental secondary school of Jimma Town, Oromia National Regional State. An attempt was also made to identify major impediments to teachers' involvement and measures to be taken by school leaders and teachers in order to promote teachers participation.

In order to achieve the above objectives, the following basic questions were raised:

1. To what extent do teachers involve in decision making?
2. In what areas of school decision do teachers often take part?
3. What factors affect teacher's involvement in school decision-making?
4. To what extent do school leaders facilitate environment for more teachers' involvement in school decision-making.

The study was carried out in four secondary schools that were selected by census. As a source of data 157 teachers, 11 principals (4 principals and 7 vice principals) were used. A total of 196 usable questionnaires were provided and collected as the basic data for the study. Similarly seven of structured interview questions were for interviewing 3 teachers' association officials and 3 educational office officials.

The data obtained were analyzed using statistical tools such as percentage, frequency distribution, weighted mean, and t-test. Depending on the result of the analysis made, the following major findings were obtained.

1. Personal information of the respondents and the result of interview have revealed that, there was a wide proportional variation between males and females of the sample population, and no female principals in the sample school and there were only 2 female PTA members from the four schools. With regard to their age, the majority of teachers,

principals and PTA were within the range of old age. With regard to areas of specialization, all teachers, principals and PTA were from different academic discipline such as natural science, social science, mathematics, language, business and other disciplines like IT. Thus, the study has revealed that most of the principals of secondary school of the town do not have trained as school principals/ educational leaders. It is argued this is lack of relevant qualification might have deterred the principals from involving teachers in the decision making process of various school activities.

2. The extent of teachers' involvement in school planning; budget and income generation and school building effort were found to be low. However, teachers' involvement in school curriculum and instruction and student affairs and disciplinary problem were found to be relatively high where as the involvement of teachers in school policy, rules and regulation is on the medium range. This indicates that teachers' involvement in school decision-making was below the satisfactory point.

3. The analysis of this study indicated student affairs and disciplinary problem is the areas in which teachers participated most as decision-makers. In contrast, school building was the area in which teachers participated least as decision makers.

4. Concerning the factors affecting teachers' involvement in decision making the analysis of this study revealed that the following factors as major impediment to teachers' low involvement in school decision making; lack of trust and positive relationship between teachers and principals, lack of available resource, lack of motivation by principal to involve teachers/ignorance, and principals concern of his/her own power and authority to be diminished. Moreover, the analysis of open-ended question indicated principals biased to his/her intimacy, unfair selection of principals, low social respect given to teachers, language problem, lack of financial incentives, lack of proper supervision, lack of secularism, low concern of teachers to solve school problems, announcing ideas for informal groups under school leaders before discussing on the issue with teachers, unwillingness of giving recognition towards motivating and rewarding teachers according to their effort by concerned leaders or administration body, lack of transparency and barriers of communication between teachers and principals, lack of school leadership skill of principals and uncertainty of teachers about the decisions they involve in were some of the factors that affect their involvement.

5. Despite the potential benefit of teachers' involvement in school decision making, the concern given by school leaders in facilitating the environment and encouraging teachers to be involved in school decision making was unsatisfactory, in general. That is school leaders effort in providing freedom to teachers in expressing their opinions, sharing responsibility, establishing and maintaining good interpersonal relation-ship, provision of information, accepting decision made independently by teachers, allowing teachers to have greater voice, providing support and establishing environment of trust, giving recognition to teachers' ideas and facilitating criticism when unusual ideas come forth from the groups, encouraging teachers to participate, aware teachers the point of discussion, trigger teachers to forward ideas and support teachers to develop sense ownership were found to be low. However, the sample schools teachers were explaining transparently what is expected from them, allowing and encouraging team work and group activities, and allowing electing department heads and unit-leader and some of the school principals carried out to increase their involvement in sample school.

5.2 Conclusion

Based on the findings, the following conclusions were made.

1. From the finding obtained in this study, it was found that, the involvement of teachers in school planning; budget and income generation; and school building effort found to be below average. However, teachers' involvement in implementing school curriculum and instruction; and decision concerning students' affairs and discipline found to be relatively high but teachers' involvement in school policy, rule and regulation is on the medium range. In general, the final analysis of the result, however, reflected that, the extent of teachers' involvement in school decision-making found to be minimal in the sample school. This implies that, less attention was given to teacher's contribution for efficient and effective of school performance. Moreover, this affects the overall activities of school in general and teaching-learning process in particular.

2. Teachers have dual role to play. One is their role in instruction and their other role is in participating in school management and decision-making. The study also indicated that teachers participated most in implementing students' affairs and discipline problems.

However, from this finding obtained, it can be concluded that, there might be misperception in identifying teachers' roles and responsibilities by both teachers, principals, PTA and educational office officials; that is, they might considered the role and responsibility of teachers as teaching and learning activities only, and other activities of the school as the role and responsibilities of the management of the school.

3. In trying to assess the factors that hindered teachers' involvement in school decision-making, the study has reported that most of the factors that impede teachers' involvement in school decision-making are related to poor management role of the school leaders. This is because none of principals were qualified and/or took training in fields related with school leadership and management. As a result, they have failed to involve teachers in school decision-making through various management functions such as delegation, communication, motivation and so on. From this finding, it was concluded that the school principals might lack necessary leadership skill, knowledge, and attitude to attract teachers toward school decision-making.

5.3 Recommendation

Based on the findings and conclusion arrived at, the following recommendations has been awarded:

1. Teachers need to be actively involved in decision-making in their schools to encourage, motivate and utilize their wide range of experience and personal characteristics, and capability. In order to promote teachers involvement in school decision-making, the school principals together with PTA, Kebele Education Board, Town Education Office and Teachers Association Office ought to:
   - Provide meaningful encouragement as well economic incentives to teachers with exemplary performance both in their teaching activity and in their involvement.
   - Provide proper orientation on the right, duties and responsibilities of individual teachers in each areas of decision-making and involve them to bring a change in teaching learning process and other related issues of school activities.

- Establish a collaborative relationship among teachers in which they can share their ideas and learn from each other concerning their professions to bring an attractive environment and promote teaching learning.

- Provide training to teachers in the form of workshop, seminar and so on, so as teacher become competent, and skilful to participate in the areas that concern them and make the school efficient and effective in achieving the objectives of the schools.

2. In one way or another, teachers' involvement in school decision-making depends largely on school leaders' ability and interest to divide and delegate tasks to teachers, train and involve them in all areas of decisions that affect them. In order to carry out these tasks effectively and efficiently, school leaders should be equipped with the appropriate knowledge, skills and attitude. As indicated in the finding of the study, however, most of the principals of secondary school of the town do not have training related with school leadership and management and failed to involve teachers. To alleviate these problems the Town and Zone Education Offices in collaboration with Oromia Education Bureau and even Ministry of Education, need to recommend that principals training in educational leadership currently started by the government with summer program will be encouraged by Universities, as long term solution. As immediate solution, for the existing school leaders /principals basic training on school leadership and management will be given.

3. As can be ascertained from information obtained from school leaders, teachers and educational office officials, most of the time some teachers prefer trying to influence or make recommendations on what has been done by principals and other rather than, especially those who have more experience, involving themselves in the issues. So the researcher recommended that rather than commenting at a distance, they have to involve both physically and mentally in school decision-making and contribute their part.

4. As shown in the findings of the study, absence of participative and democratic leadership style was mentioned as one of the constraints in involving teachers in school decision making. To alleviate this problem, the school leaders have to:

- Treat all teachers equally regardless of their sex, experience, academic qualification, religion and ethnicity.

- Practice various leadership styles depending up on teachers needs, experiences,

maturity level along with the organizational objectives.

5. Experience has value behind principals' administrative success in administrative position. Hence, reducing the turnover experienced principals may help address the shortage of principals qualified in the field of educational administration. So, it advisable that the Town's Education Office assign individuals for principalship position based by taking such factors as experience, work performance and academic qualification.

6. School principals and PTAs are strongly advised to involve teachers in preparing school plan   so that teachers can have a say on the overall school plan.

7. The school leaders /principals and PTAs need to communicate, involve and give clear information to teachers on the issues related with income generation and school budget and school building to develop the sense of transparency between teachers and school leaders.

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JIMMA UNIVERSITY

INSTITUTRE OF EDUCATION AND PROFESIONAL DEVELOPMENT STUDIES

DEPARTEMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to Be Filled by Teachers

Dear respondent, the main purpose of this questionnaire is to collect data to investigate the study of practices and problems of teachers' involvement in **decision-Making** in governmental secondary school of Jimma town. All the information collected will be used only for academic or research purposes. It is only your kind cooperation and honesty that will make the study reliable and beneficial. In order to ensure complete confidentiality, you are kindly requested **not to write your name** anywhere on the questionnaire.

Since the success of this study depends on your response, please read all the instruction before attempting to answer the questions and give only one answer to each item unless you are requested to do otherwise.

Thank you in advance for your cooperation!

Part I Demographic Information

Direction: Indicate your answer by putting a tick (✓) mark in the given box and also write on the space provided

Name of the school _____

1. Sex: 1) Male ☐ 2) Female ☐

2. Age group: 1) < 25 ☐ 3) 36-45 ☐ 5) > 55 ☐
   2) 26-35 ☐ 4) 46-55 ☐

3. Academic Rank 1) TTI/ Certificate ☐ 3) First Degree ☐

   2) Diploma ☐ 4) MA/MSC ☐

4. Areas of Qualification

   1) Language ☐ 4) Social Science ☐ 7) Other _____

   2) Mathematic ☐ 5) Business ☐

   3) Natural Science ☐ 6) Educational Management Areas ☐

5. Total Service Years 1) 1-5 ☐ 3) 11-15 ☐ 5) 21 and above ☐

   2) 6-10 ☐ 4) 16-20 ☐

Part II, The Extent of Teachers' Participation in Decision–Making

Direction: The following items are some of the decision areas in which teachers expected to be participated. Please indicate the extent of teachers' involvement in decision making individually or as a group in your school. Indicate your answer by putting a tick (✓) mark in the box given across each statement. Key: very low = 1 Low = 2   Medium = 3   High = 4   very High = 5

No	Items	1	2	3	4	5
1	**Teacher's Involvement on Decisions Concerning School Planning**					
1.1.	Planning the schools' activities					
1.2.	Setting the mission, vision and values of the school					
1.3.	Involving in Preparing school budget					
1.4.	Determine the mechanism of controlling and supervising plan implementation					
2	**Teacher's Involvement in Decisions Concerning curriculum and Instruction**					
2.1	Setting the learning objectives					
2.2	Deciding on the content and form of lesson plan					
2.3	Evaluating how well the department is operating					
2.4	Involving in developing teaching methodologies					
2.5	Developing procedures for assessing student achievement					
2.6	Determining when and how instructional supervision can be delivered.					
3	**Teacher's Involvement in Decisions Concerning School policy, rules regulation**					
3.1	Determining the administrative and organizational structure					
3.2	Setting school rules and regulation					
3.3	Developing disciplinary policies of the school					
3.4	Establishing relationship between the principals and teachers					
3.5	Establishing a program for community service					
3.6	Deciding on rules or procedures to be followed in evaluating school performance					

No	Items	1	2	3	4	5
4	**Teacher's Involvement in Decisions Concerning School Budgeting and Income Generation**					
4.1.	Determining school expenditure priorities					
4.2.	Sharing of budget for the department					
4.3	Determining means of income generation					
4.4.	Deciding budget allocation for instructional material					
5	**Teacher's Involvement in Decisions Concerning Student Affaire and Disciplinary Problem**					
5.1	Determining students' rights and welfare					
5.2	Identifying Students with disciplinary problems and providing proper guidance					
5.3	Participating in solving students problem with parents					
5.4	Determine disciplinary measures on students with misconduct					
6	**Teacher's Involvement in Decisions Concerning School Building**					
6.1	Deciding on the expansion of school buildings					
6.2	Deciding on maintenance of school buildings					
6.3	Deciding on the construction of new buildings					
6.4	Assigning school building for administrative, department and teaching room purpose					

Part III. Factors Affecting Teachers Participation in Decision Making

Direction: The following factor is expected to hinder teacher's participation in school decision – making. Indicate your answer by putting a tick (✓) mark in the box given across each statement.

Key: Strongly Disagree =1 Disagree= 2 Undecided =3 Agree =4 strongly Agree=5

No	Factors Affecting Teacher Participation in Decision Making	1	2	3	4	5
1	Teachers low level of concern/ willingness					
2	Lack of trust and positive relationship between teacher and principal					
3	Lack of motivation by principal to involve teachers /ignorance					
4	Teachers belief that decision making is not their responsibility but the responsibility of school principals					
5	Lack of available resource (time, information, materials etc)					
6	Autocratic leadership style of principals					
7	Fear of taking risks by teachers themselves					
8	School leaders' concern of his/her own power and authority not to be diminished					

8. If there are any other factor that affect teacher's participation in school decision making please, list them on the space provided below

_____

_____

_____

_____

_____

_____

_____

Part IV. The Extent of School Leaders Able to Facilitate the Environment for More

Teachers to Participate in School Decision Making

Direction: The following are roles of school leaders that able to facilitate the environment for more teachers to participate in school decision making. Please, Indicate your answer putting a tick (✓) mark in the box given that best describes your principal currently experiences.

*Key***: very low =1   Low =3   Medium =3   High =4   very High =5**

No	Roles of School Leaders in Facilitating Teachers' Participation in Decision–making	1	2	3	4	5
1	Provision of freedom to express their opinion					
2	Sharing responsibility					
3	Establishing and maintaining good interpersonal relationship					
4	Provision of information /communicating information/					
5	Accepting decision made independently by teachers					
6	Allowing teachers to have greater voice					
7	Proving support and establishing environment of trust					
8	Giving recognition to teachers idea					
9	Facilitating criticism when unusual idea come forth from the group					
10	Explaining transparently what is expected from teachers					
11	Allowing and encouraging team work and group activities					
12	Allowing to elect department heads & unit leader					
13	Encourages teachers to participate					
14	Aware teachers the point of discussion					
15	Trigger teachers to forward ideas					
16	Support teachers to develop sense of ownership					

Thank you for your cooperation.

JIMMA UNIVERSITY

INSTITUTE OF EDUCATION AND PROFESHIONAL DEVELOPMENT STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to Be Filled by School Leaders

Dear respondent, the main purpose of this questionnaire is to collect data or information to investigate the study of practices and problem of teachers' involvement in **decision–making** in governmental secondary school of Jimma town. All the information collected will be used only for academic or research purposes. It is only your kind cooperation and honesty that will make the study reliable and beneficial. In order to ensure complete confidentiality, you are kindly requested **not write your name** anywhere on the questionnaire.

Since the success of the study depends on your response, please read all the instruction before attempting to answer the question and give only one answer to each item unless you are requested to do otherwise.

Thank you in advance for your cooperation

Part I. Demographic Information

Direction: Indicate your Answer by putting a Tick (✓) Mark in the Given Box and also write on the Space Provided

Name of the School _____

1. Sex: 1) Male ☐   2) Female ☐

2. Age group: 1) < 25 ☐   3) 36-45 ☐   5) > 55 ☐

   2) 26-35 ☐   4) 46-55 ☐

3. Academic Rank   1) TTI/ Certificate ☐   3) First Degree ☐

   2) Diploma ☐   4) MA/MSC ☐

4. Areas of Qualification

   1) Language ☐   4) Social Science ☐   7) Other _____

   2) Natural Science ☐   5) Business ☐

   3) Mathematics ☐   6) Educational Management Areas ☐

5. Total Service Years

   1) 1-5 ☐   3) 11-15 ☐   5) 21 and above ☐

   2) 6-10 ☐   4) 16-20 ☐

6. Total Service Years as Principals ☐   as PTA ☐

   1) 1-5 ☐ 2) 6-10 ☐   3) 11-15 ☐ 4) 16-20 ☐ 5) 21 and above ☐

Part II. Factors Affecting Teachers Participation in Decision Making

Direction: The following factors are expected to hinder teacher's Participation in school decision–making. Indicate your answer by putting a tick (✓) mark in the box given across each statement.

No	Factors Affecting Teacher Participation	1	2	3	4	5
1	Teachers low level of concern/ willingness					
2	Lack of trust and positive relationship between teacher and leaders					
3	Lack of motivation by principal to participate					
4	Teachers belief that decision making is not their responsibility but the responsibility of school leaders					
5	Lack of available resource (time, information, materials etc)					
6	Autocratic leadership style of principals					
7	Fear of taking risks by teachers themselves					
8	School leaders" concern of his/her own power and authority not to be diminished					

Key: Strongly Disagree =1 Disagree= 2 Undecided =3 Agree =4 strongly Agree=5

9. If there are any other factors that affect teacher's participation in school decision making

please, list them on the space provided below.

_____

_____

_____

_____

_____

Part III. The Extent of School Leaders Able to Facilitate the Environment for More

Teachers to participate in School Decision Making

Direction: The following are roles of school leaders that able to facilitate the environment for more teachers to participate in school decision making. Please, Indicate your answer putting a tick (✓) mark in the box given that best describes your School Leaders currently experiences.

Key: **very low =1   Low =3   Medium =3   High =4   very High =5**

No	Roles of School Leaders in Facilitating Teachers' Participation in Decision–making	1	2	3	4	5
1	Provision of freedom to express their opinion					
2	Sharing responsibility					
3	Establishing and maintaining good interpersonal relationship					
4	Provision of information /communicating information/					
5	Accepting decision made independently by teachers					
6	Allowing teachers to have greater voice					
7	Proving support and establishing environment of trust					
8	Giving recognition to teachers idea					
9	Avoiding criticism when unusual idea come forth from the group					
10	Explaining transparently what is expected from teachers					
11	Allowing and encouraging team work and group activities					
12	Allowing to elect department heads & unit leader					
13	Encourages teachers to participate					
14	Aware teachers the point of discussion					
15	Trigger teachers to forward ideas					
16	Support teachers to develop sense of ownership					

Thank you for cooperation!

JIMMA UNIVERSTIY

INSTITUTE OF EDUCATION AND PROFESHIONAL

DEVELOPMENT STUDIES DEPARTMENT EDUCATIONAL PLANNING AND MANAGEMENT

Interview Guidelines (For Educational Office and Teachers Association Office Officials)

Name of the office _____

1. Do you have any training in educational management areas?

2. To what extent do you allow teachers to participate in different decision –

   Making actives in your town secondary schools?

3. In your opinion, to what extent do you think that teachers participate in

   school decision making currently?

4. According to your opinion, in what areas of decision making do teachers actively participate?

   School planning; school curriculum and instruction; school policy, rules and procedures;

   school budgeting and income generating; student affairs and disciplinary problem; and

   decision concerning school building.

5. What factors do you think that hindered their participation?

6. What kinds of encouragement do you provide to increase their participation?

7. What role do you play as educational office/ teachers association officials, in order to make

   environment conducive for teachers to be more participated in decision –making?

Observation check list

Name of school _____

No	Items	Rating	
		Yes	No
1	**Decision Concerning School Planning**		
1.1.	Planning the Schools' activities		
1.2.	Preparing the plan of school budget		
1.3.	Determine the mechanism of controlling and supervising the setting plan		
2	**Decision Concerning Curriculum and Instruction**		
2.1	Deciding on the content and form lesson plan		
2.2	Evaluating how well your subject department is operating		
2.3	Developing procedures for assessing student achievement		
2.4	Determining when and how instructional supervision can be delivered		
3	**Decision Concerning School policy, rules and regulation**		
3.1	Setting school rules and regulation		
3.2	Developing disciplinary policies		
3.3	Establishing a program for community service		
3.4	Deciding on rules or procedures to be followed in evaluating school performances		
4	**Decision Concerning School Budgeting and income generating**		
4.1	Determining school expenditure priorities		
4.2	Budgeting for the department		
4.3	Determining means of income generating		
4.4	Deciding budget allocating for instructional material		
5	**Decision Concerning student Affaire and Disciplinary problem**		
5.1	Determining students' rights and welfare		
5.2	Identify students with disciplinary and providing proper guidance		
5.3	Participating on students problem with parents		
P5.4	Determine disciplinary measures on students with misconduct		
6	**Decision Concerning School Building**		
6.1	Deciding on the expansion of school building		
6.2	Deciding on maintenance of school building		
6.3	Assigning school building for administrative department teaching room purpose		

Reliability Statistics

Part of the Question	Number of Respondents	Number of Items	Cronbach's Alpha
Part-I	157	28	0.927
Part-II	196	8	0.851
Part-III	196	16	0.932

Independent Samples Test for /Table 9/

		Levene's Test for Equality of Variances		t-test for Equa			
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference
Teachers low level of concern/ willingness	Equal variances assumed	.026	.872	-1.644	194	.102	
	Equal variances not assumed			-1.512	53.200	.136	
Lack of trust and positive relationship between teacher and principal	Equal variances assumed	.119	.731	-.293	194	.770	
	Equal variances not assumed			-.313	63.846	.755	
Lack of motivation by principal to participate	Equal variances assumed	1.414	.236	.283	194	.778	
	Equal variances not assumed			.301	63.467	.764	
Teachers belief that decision making is not their responsibility but the responsibility of school principals	Equal variances assumed	1.466	.227	-4.935	194	.000	-
	Equal variances not assumed			-4.428	51.923	.000	-
Lack of available resource (time, information, materials etc)	Equal variances assumed	.010	.922	1.664	194	.098	
	Equal variances not assumed			1.716	60.632	.091	
Autocratic leadership style of principals	Equal variances assumed	.166	.684	1.658	194	.099	
	Equal variances not assumed			1.757	62.951	.084	
Fear of taking risks by teachers themselves	Equal variances assumed	5.444	.021	-3.717	194	.000	
	Equal variances not assumed			-3.258	50.819	.002	
School leaders' concern of his/her own power and authority	Equal variances assumed	1.436	.232	.468	194	.641	
	Equal variances not assumed			.513	66.240	.610	

Independent Samples Test for/Table 10/

81

		Levene's Test for Equality of Variances		t-test for Eq		
		F	Sig.	T	Df	Sig. (2-tailed)
Provision of freedom to express their opinion	Equal variances assumed	26.123	.000	-6.057	194	.000
	Equal variances not assumed			-4.149	42.891	.000
Sharing responsibility	Equal variances assumed	101.299	.000	-7.597	194	.000
	Equal variances not assumed			-4.689	40.870	.000
Establishing and maintaining good interpersonal relationship	Equal variances assumed	18.006	.000	-12.329	194	.000
	Equal variances not assumed			-8.048	41.887	.000
Provision of information /communicating information/	Equal variances assumed	46.389	.000	-10.576	194	.000
	Equal variances not assumed			-6.733	41.415	.000
Accepting decision made independently by teachers	Equal variances assumed	68.285	.000	-8.875	194	.000
	Equal variances not assumed			-6.114	43.017	.000
Allowing teachers to have greater voice	Equal variances assumed	103.022	.000	-9.406	194	.000
	Equal variances not assumed			-5.749	40.708	.000
Proving support and establishing environment of trust	Equal variances assumed	44.167	.000	-10.142	194	.000
	Equal variances not assumed			-6.760	42.307	.000
Giving recognition to teachers idea	Equal variances assumed	18.012	.000	-9.660	194	.000
	Equal variances not assumed			-6.629	42.932	.000
Avoiding criticism when unusual idea come forth from the group	Equal variances assumed	1.748	.188	-2.295	194	.023
	Equal variances not assumed			-2.222	56.157	.030
Explaining transparently what is expected from teachers	Equal variances assumed	1.354	.246	-1.173	194	.242
	Equal variances not assumed			-1.190	59.346	.239
Allowing and encouraging team work and group activities	Equal variances assumed	2.225	.137	-.737	194	.462
	Equal variances not assumed			-.748	59.446	.457
Allowing to elect department heads & unit leader	Equal variances assumed	.023	.879	-.159	194	.874
	Equal variances not assumed			-.156	57.439	.876
Encourages teachers to participate	Equal variances assumed	142.521	.000	-13.603	194	.000
	Equal variances not assumed			-7.706	39.573	.000
Aware teachers the point of discussion	Equal variances assumed	50.724	.000	-7.913	194	.000
	Equal variances not assumed			-5.157	41.855	.000
Trigger teachers to forward ideas	Equal variances assumed	36.834	.000	-9.447	194	.000
	Equal variances not assumed			-6.037	41.484	.000
Support teachers to develop sense of ownership	Equal variances assumed	138.992	.000	-10.167	194	.000
	Equal variances not assumed			-5.826	39.731	.000