



ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATIONAL PLANNING AND MANAGEMENT

(GRADUATE PROGRAM)

TEACHERS PARTICIPATION IN DECISION MAKING IN
SELECTED GOVERNMENT SECONDARY SCHOOLS OF
BOLE SUB-CITY OF ADDIS ABABA CITY
ADMINISTRATION

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JUNE, 2025

ADDIS ABABA, ETHIOPIA

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A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES
OF ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR DEGREE OF MASTER OF ARTS IN EDUCATIONAL
PLANNING AND MANAGEMENT

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTEMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
(GRADUATE PROGRAM)

JUNE, 2025

ADDIS ABABA, ETHIOPIA

Declaration

I, hereby, declare that thesis entitled, “The Practices of Teachers” Participation in decision making in Government Secondary Schools of Bole Sub-city of Addis Ababa City Administration”, is my original work and that all sources of materials that have been used for this research have been properly acknowledged.

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COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTEMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

(GRADUATE PROGRAM)

This is to certify that this thesis has been prepared by Asefu Bekele, entitled, “**Teachers Participation in decision making in selected Government Secondary Schools of Bole Sub-city of Addis Ababa City Administration**” and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Educational Planning and Management complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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Chair of Department or Graduate Program Coordinator

Acknowledgements

First and foremost, I thank God for helping me from the start of my study to the completion. I would like to express my heart-felt thanks to my advisor, Befekadu Zeleke (PhD) for his fatherly, unreserved, critical and constructive comments given to me that contributed to the overall accomplishment of this thesis.

I am very much indebted to express sincere and profound gratitude to directors, principals, PTA and teachers of Bole Community and Lem secondary schools for their overall encouragement and support.

I obliged to express my deepest gratitude to my entire family for their moral and financial support until the completion of my study.

Finally, I would also like to express my thanks to Directors of both schools who played a substantial role in the successful accomplishment of my study by providing a constructive comments and moral support starting from the initial to the completion of this research work.

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Abstract

The main purpose of this study was to assess teachers' participation in decision-making in government secondary schools in Bole sub-city, Addis Ababa city administration. To conduct this study, a descriptive survey design was used. A total of 209 respondents (199 teachers, 2 supervisors, and eight administrative bodies) participated in the study. The schools were selected using census, while principals and PTAs were selected using purposive sampling and department heads were selected using simple random sampling. Teachers to questionnaires were selected using simple random sampling. The data were gathered through a questionnaire, an interview, and a focus group discussion. Data gathered through the questionnaire was analyzed using a frequency table, percentages, and mean values. Data gathered through interviews was analyzed qualitatively. Finally, the findings revealed that teachers' participation in decision-making in government secondary schools was inadequate. Besides school Principals and PTAs practices in encouraging teachers' participation in decision-making roles were found to be ineffective. Lack of training and support for teachers, the unbalanced relationship between teachers and school leaders, and the absence of financial incentives were found to have impeded teachers' participation in the school's decision-making. Thus, teachers' roles in school decision-making have not been given much emphasis in their respective schools. This is likely to affect teachers' interest in the activities of the school in general and the teaching-learning process in particular. Finally, the study recommended the need to facilitate a condition in which trained principals are assigned to school decision-making; providing 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 to school planning, income generation, the school budget, and school building to develop a sense of transparency between teachers and school leaders. These were also some of the major recommendations forwarded in order to improve teachers' participation in decision-making.

Keywords: Teachers participations, Decision Making, Government secondary schools, sub-city, administration

CHAPTER ONE: INTRODUCTION

Background of the Study

For years, decision-making was thought of as a management function by teachers. In the school, decisions are made towards solving problems meant to attain the stated goals of the school effectively and efficiently. These decisions may be related to planning, learner or staff discipline, curriculum implementation, resource utilization, school policy, or extracurricular activities. Good schools depend on administrators recognizing that teachers are capable of being responsible for their learners' learning. Such schools also allow teachers the ability to make the decision on how to best achieve success (Raudonis, 2011). This entails that school leaders should include teachers in the decision-making processes, as they are the ones closest to student success.

The United Nations Education, Science, and Cultural Organization (UNESCO) document states that without the participation of teachers, modifications in education are impossible (UNESCO, 2005). This saying confirms that teachers are the cornerstone of school activities. Moreover, it can be said that the quality of school performance largely depends upon teachers, who occupy the most important place in the teaching and learning process. Thus, the involvement of teachers in decision-making is likely to motivate them to utilize their mental and emotional energy in a group situation that may contribute to group goals and shared responsibilities.

As stated by the Ministry of Education, the Ethiopian Education and Training Policy (MOE, 1994) gave special attention and action priority to the change of educational organization and management in the country. The concept of the policy is the evolution of a decentralized, efficient, and professionally coordinated participatory system with respect to the administration and management of the education system. Accordingly, the educational management of the school was set up under democratic leadership by a 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 the preparation, implementation, evaluation, and decision-making of the curriculum (MOE, 2010).

Participating teachers in decision-making is a way to increase the productivity and efficiency of an educational organization. Pashiards (1994) explains that increasing the 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.

A study made by Soretti (2021) on teachers' participation in decision-making in secondary schools in the West Shewa zone of Oromia regional state showed that there is misperception in identifying teachers roles and responsibilities by both teachers and principals, the PTA, and educational office officials. They 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.

Desalegn (2014), in his study on the practice of teachers participation in school decision-making, claimed that less attention was given to teachers contributions for efficient and effective school performance. Moreover, Mohammed Sani (2017) revealed in his study that school teachers' participation in various aspects of core decision-making practices was insufficient.

Thus, this study will try to examine teachers' participation in decision-making in selected schools. It will also try to investigate the extent to which school leaders (principals and PTA) facilitate conditions for more teachers' participation in decision-making and factors that affect teachers' involvement in decision-making in secondary schools in the Bole sub-city.

Statements of the Problem

Decision-making is central to the practice of administration. That task of deciding permeates the entire administrative organization quite as much as the task of doing. Decision-making is not only the central function of administration, but it is even more important than other functions of administration because other functions can best be interpreted in terms of the decision-making process. Decision-making is an issue for the individual, a group of people, corporate bodies, firms, and government agencies.

In the secondary school context, the principal is the administrator. The vice principal(s), head of department(s), and teachers themselves are regarded as members of the teaching staff. The principal is the head of academic and administrative staff and is considered a school decision-maker.

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 the skills to compete (Moran, 2009). To meet these objectives, improve the quality of school effectiveness through the mobilization of teachers and provide them opportunities to participate in school decision-making. It is argued that school systems must be restructured in a way that gives teachers more space to participate in school-based decision-making. School principals' are also responsible for encouraging teacher involvement in different areas of school decision-making.

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 and ensuring participatory decision-making for teachers" (MoE, 2008, p. 24).

Some teachers are usually not aware of school administrators plans for the co-curricular activities that comprise practical, social, literary, sports, clubs, and organizations. The decision is always made by the school principal without due consultation with the entire staff. Most of the programs under co-curricular activities usually fail because teachers feel that they have been neglected and are not considered significant.

The non-involvement of teachers in the process of decision-making could cause low productivity, less commitment, and a negative attitude toward teachers' legal duties. Teachers may not be interested in embracing any decision on which they have no input. The implication of this is that indiscipline, truancy, moral decadence, cheating, theft, fighting, poor academic performances, property destruction, examination malpractice, and students' loitering around the school compound may be peculiar to the students lifestyle.

Studies have been conducted in Ethiopia. The studies, however, did not include the role of teachers in facilitating their participation in decision-making. For instance, Assefa (1995) did his study on teachers' participation in decision-making. His study, however, was done 27 years ago, and he did not consider the role of principals but simply showed that teachers desire to be involved was low and even failed to explain the reason for this low desire.

A study made by Wondesen (2011) tried to assess the practice and problems of decision-making in secondary schools in Nekemte Town. In it, he examined the overall assessment of decision-making in schools. However, he did not take care of teachers' participation in decision-making in school. Desalegn (2014) tried to assess teachers and involve men in decision-making in secondary schools in Jimma Town. In his study, he did not consider the relationship between teachers and school leaders.

A more recent study in this area was done by Mohameedsani (2017). He tried to assess the practice of decision-making in secondary schools in the Gulele sub-city of Addis Ababa city administration by examining the overall assessment of decision-making in schools. He, however, did not take care of the teachers' participation in decision-making in school.

On the other hand, the interest in focusing on the teachers' involvement in decision-making arises for various reasons. In the first place, to the best of the researcher's knowledge, it is one of the significant areas teachers raise as a problem in relation to their participation. Secondly, as a vice principal, there is no direct room for such issues, merely one over the other. Besides, as stated above, most educators agree that teachers are beneficiaries when they are engaged in the school's decision-making activities.

In short, it is with this belief that the present researcher intended to carry out a study on the practices of teacher Participation in decision-making in the government secondary school of Bole Sub-city of Addis Ababa City Administration. Apart from this, the study is hoped to link the accessible research gap that exists in our country in the area.

In doing so, the researcher is guided by the following basic research questions:

- 1) To what extent do teachers participate in decision-making in secondary schools in Bole sub-city?
- 2) What are the areas of teachers' participation in school decision-making in government secondary schools in Bole sub-city?
- 3) To what extent do school leaders (principals and PTA) create a conducive environment for teachers' participation in the school decision-making process?
- 4) What are the factors that affect teachers' participation in school decision-making?

1.3 Objective of the Study

1.3.1 General Objective

The main objective of this study was to assess teachers' participation in decision-making in the Government Secondary School of Bole Sub-city of Addis Ababa City Administration.

1.3.2 Specific objectives

Based on the general objective, this study was to achieve the following specific objectives:

- To assess areas of teacher participation in school decision-making,
- To investigate the extent to which teachers participate in the school's decision-making process,
- To evaluate the extent to which school leaders (principals and PTA) facilitate an environment for more teachers' participation in the school decision-making process.
- To investigate factors that affect teachers participation in the school decision-making process,

1.4 Significances of the Study

Teachers' participation in decision-making in secondary schools has plenty of advantages. Thus, the findings of the study will have the following significance:

The result of the study might help school teachers revise their ways of participating in decision-making at the secondary school level by involving prior experiences, and thus make the necessary improvements in their participation.

The findings of the study will enable teachers of selected secondary schools to improve their participation in decision-making for the school's various concerns.

The study serves to point out how teachers participate in decision-making in secondary schools. The study will help to provide feedback for the teachers to either revise their methodology or strengthen it further on their process of participation on different issues of their school.

The result of the study may be used as a reference for those who want to conduct research on teachers' participating in decision-making in secondary school.

1. 5 Scope of the Study

This study was carried out on two government secondary schools in Addis Ababa, namely Bole Community and Lem Secondary School, which are both found in Bole Sub-City. The school is chosen because the researcher is a teacher at one of these schools. This enables the researcher to save time and resources since the data that will be necessary for the study is available in these schools. Also, it is effective for the researcher to see EFL teachers' direct participation in decision-making.

The study will focus only on the practices of teachers' participation in decision-making in government secondary schools. It will emphasize gathering information about the attitudes of teachers towards involvement in decision-making and to what extent the school enables teacher participation in decision-making.

1. 6 Organization of the Study

The main concern of this thesis was assessing the practices of teachers' participation in decision-making in government secondary schools. The thesis has five chapters. The first chapter of the study covers the introduction, which incorporates background, statements of the problem, objectives (both general and specific objectives), significance, scope, limitations, and organization of the study. The second chapter of this study focuses on a review of related literature. In this chapter, concepts related to the study area are discussed in detail. The third chapter deals with the methodology part, which will include population, research design, sample and sampling technique, and data collection tools. The fourth chapter is about data analysis and interpretation. In this chapter, a detailed analysis along with discussion of the findings will be made. Lastly, in the fifth chapter, conclusions and feasible recommendations were drawn from the findings.

1.7 Definition of Key Terms

Decision-making: the act of making up one's mind about something, or the position, 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).

The extent of participation is the degree to which teachers take part with others with specified rights and obligations in school decision-making.

Principals: are the head and deputy of the schools and take on the main responsibilities of the school's activities.

Secondary school: a 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' participation: is a participative process that uses the entire capacity of teachers and is designed to encourage increased commitment to an organization's success (Robbins, 2003, p.62).

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Definitions and Concepts of Decision–Making

Scholars define decision-making in various ways. While some academics, such as Newstrom and Pierce (1990), place an emphasis on the decision-making process, others, such as Hoy and Miskel (1991), place an emphasis on the issue that is resolved as a result of the choice. Yet, other authors (like Irwin, 1996) choose to concentrate on the decision-making actors.

As an illustration, Okumbe (1998) describes decision-making as the process of defining the nature of a specific problem and choosing from a range of potential solutions. According to this definition of decision-making, a problem must exist before any choice is made, and there must be a variety of feasible options from which to choose the best course of action. According to Knezevich (1999), decision-making is defined as follows:

A decision is a deliberate action from a clearly defined collection of frequently opposing choices. A single decision or a series of decisions (choices) that inspire movement or action are the results of the sequential process of decision-making. The decision-making processes lead to the selection of a course of action from among potential paths that aim to achieve the desired future condition of things (p. 32).

Values, information, and assumptions are all combined to form decisions. They might alter individually or together over time. As a result, making decisions is a continuous process rather than an event (Okumbe, 1998). Every effective organization must make choices that allow it to accomplish its mission and satisfy the pressing demands of its members (Morphet et al., 1982). In addition, according to Alkin (1992), "decisions are made everyday at school concerning the conduct of work, the distribution of resources, and short-term goals" (p. 1168).

As a result, making decisions is crucial to carrying out tasks, allocating resources, planning short- and long-term results, and bringing about the future state of things as a goal and activity of the school. A school leader's primary responsibility is to guide the school via excellent communication, as well.

2.2. Types of Decision Making

Scholars and researchers regarding decision-making have developed a method of classifying different types of decisions based on the nature and purpose they serve. In relation to this, Assefa (1995) categorized decisions into "individual and group decisions, personal and organizational decisions, programmed and non-programmed decision intermediaries, appellate and creative decisions, rational and non-rational decisions" (p. 21).

Furthermore, other writers such as Okumbe (1998) classified based on the nature of the problem as programmed decisions, "which are repetitive and routine activities, and "non-programmed decisions," which are novel, unstructured, and new problems. Thus, this section mainly emphasizes on the types of decision-making based on their nature, timing, and purpose. These are: (1) individual versus group decisions; and (2) program and non-program decisions.

2.2.1 Individual Vs. Group decision

Newsrom and Pierce (1990), argue that "the nature of the problem and the situation, rather than the leader's personal preference, should determine whether decisions are made by individuals or involve others". Bhmuck and Blumberg (1969), on their part, indicate that individuals, and not groups, can usually reach more efficient decisions 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 readily performed by a single person.

Group decision-making is sometimes referred to by other terminologies: participative decision-making, collective judgment management, or plural management (McEwan, 1997). According to Agrawal (1982), in large and complex organizations, most of the basic and strategic decisions are made by a group of managers rather than by individuals. Hence, decisions relating to the determinant of the organizational objective and the formulation of plans, strategies, and policies fall into this category.

Nowadays, important decisions are made by groups rather than individuals. This is because there is a great deal of information available in a participatory decision-making process. Supporting this idea, Chanda (cited in Legesse, 2008) indicated that group decisions would

become particularly appropriate for non-programmed decisions because these decisions are complex and few individuals have all the knowledge and skills necessary to make the best decisions. This infers that groups can make better decisions than individuals because different ideas come together from different groups and they select the best from the given alternatives.

Thus, in the school context, the principal is not the only person who makes decisions; other people, such as teachers, implement the decision without participating in the issues, and the others must accept the decision in order to agree with the action to be chosen. Supporting this idea, Adane et al. (2002) state that school principals no longer make decisions on their own. That is because they need information and advice from several sources, especially teachers and pupils, to act rationally (p. 214).

In general, McEwan's decisions are made either by an individual or by a group. Even if group decision-making may have its own disadvantages in school organizations, making decisions as a group is still preferable to making individual decisions. McEwan (1997) contends that group decisions can bring more resources to many decisions than a single individual. Different people bring a variety of information, ideas, and viewpoints. Moreover, group decision-making helps facilitate the identification of creative solutions to problems through the participation of participating staff members.

2.2.2 Program and Non-Program Decisions

Okumbe (1998) says that program decisions are made on routine problems, whereas non-programmed decisions are made in response to problems that are either novel or poorly defined. Knezevich (1969) also agrees on the above idea. He notes that programmed decisions are used in repetitive and routine activities. This means that 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-dry method can be developed.

From the above point of view, programmed decisions are the easiest for school principals to make. In this case, the nature of the problem is clearly defined and well understood by them. Moreover, while employing programmed decisions, principals often need to follow either

written or unwritten policies, procedures, or rules to find solutions 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-consuming and are simpler. Instead of attempting to solve a problem on their own, a programmed decision requires the implementation of a policy. It can, therefore, be said that a programmed decision has limited opportunity when it comes to exercising creativity and independent judgment.

2.3 Reasons for teachers' participation in decision-making

There are several reasons for teachers' participation in decision-making. In most cases, participation is believed to improve communication between teachers and administrators and improve the quality of educational decision-making; it is also supposed to improve the quality of teachers' "professional life" (Algoush, 2010, p. 18).

Moreover, since teachers have the opportunity to participate in and influence the decision-making process, their participation is believed to increase the willingness to implement decisions in the classroom, thereby increasing the productivity of education (Griffin , cited in Somech, 2010).

Participatory decision-making has been identified as an important factor for successful education management. This not only makes it easier to implement decisions, but also makes teachers feel respected and empowered. Moreover, such engagement builds confidence, helps teachers learn new skills, increases school effectiveness, and enhances staff morale, commitment, and teamwork (Lashway 1996, cited in Guardian and Rathore, 2010).

The participation of teachers in decision-making is seen as a renunciation of the link between administrators and teachers (Sergiovani, 1992, p. 13). The important function of decision-making in educational organizations has been recognized as a key function required by managers. In schools where there is a clear commitment to student learning, teacher involvement in decision-making is essential to the overall functioning of the school (Pashiardis, 1994). Mangunda (2003) also asserts that “participatory management ensures that members of the organization have decision-making power and are willing to defend decisions

collaboratively” (p. 48). This means that participatory management creates a strong sense of commitment and ownership of decisions.

In addition, it has been noted that increased teacher involvement in decision-making may be associated with many important school variables such as conflict and role ambiguity. Hoy and Miskel (1990) found that teachers' involvement in decision-making was positively related to teachers' satisfaction with their teaching career. According to Ivancevichetal (1990), "teacher participation in decision-making leads to higher levels of satisfaction and efficacy, whereas unilateral decisions do not contribute to the development or change of school performance" (p. 242).

White (cited in Algoush, 2010) found five main benefits of increased decision-making power over teachers' working lives: (a) improved teacher morale; (b) better informed teachers; (c) improving (d) increasing student motivation; (e) increase incentives to attract and retain good teachers. (page 17).

2.4. Areas of teacher participation in decision-making

Arnold and Feldman (cited in Keung, 2008) proposed three levels of teacher participation in decision-making: individual level, group level and organizational level. The personal level includes issues closely related to teacher performance in the classroom, such as choice of teaching materials, teaching progress, and student assessment. The group level includes issues related to the operation of groups, such as theme groups and extracurricular activity groups. The organizational level includes issues that affect the whole school, such as school goals, school budget, admissions policy, personnel management, and development planning (eg. 152).

A number of authors (Crockenberg and Clark, 1979; Dressel, 1981; and Wilson, 1996) have attempted to identify different domains of decision-making. For example, Wilson (1996) identified policy development, personnel procedures, curriculum and instruction, budgeting, physical facilities, school discipline, and other important issues. He believes that teachers can play an important role in each of these areas, given the opportunity.

For the purposes of this study, the researchers identified six potential decision-making domains in which teachers could be involved. These choices are made taking into account the current school practices that are the subject of the research. Areas identified include: 1) school planning; 2) curriculum and instruction; 3) school policy and regulations; 4) school budget and revenue generation; 5) student affairs and school discipline; 6) school buildings.

2.4.1. School Policies, Rules, and Regulations

Rules and regulations are often written by school members in school organizational policy because they are the ones who implement the policies, rules, and regulations that are designed. So managers have to keep that in mind when designing all of this. Maluku (2011) mentioned that managers are more dependent on problem decisions, and problem decisions are divided into three types: procedures, rules or policies. A procedure is a series of interrelated sequential steps that a manager can follow to answer structured questions. The only real problem is the identification problem. Once it is clear, the program is also clear. A rule is a clear statement telling the manager what he can or cannot do. Rules are often used because they are easy to follow and ensure consistency. Policies are guidelines for making decisions. Unlike rules, policies establish general parameters for decision makers rather than specifying what should or should not be done. Policies often contain vague terms that are left to the discretion of decision makers (p. 17).

Nothing is personal, a change of position has no effect on the development of school policy, which must also be adapted to its own situation and lead to quality assurance. Teachers have been found to increase collaboration and provide mutual support (Boon, 2001). This means that to be admitted, teachers must participate in the development of school policies, rules and regulations.

2.4.2 School budgets and income generation

Newcomb and McCormick (2001) noted that in some schools teachers are required to attend numerous meetings, such as budget and financial planning sub-committees. We encourage them to get involved in a wide variety of financial matters. This suggests that teachers should be involved in all areas of school funding, as they are well placed to identify where school resources are lacking or insufficient.

As Newcomb and McCormick (2001) point out, there are two areas where teachers can be directly involved in financial decision-making (technical and operational financial decisions). While technical financial decisions are related to the provision of classroom instructional resources (e.g. setting subject department budgets and allocating financial resources to instructional areas). Operational financial management decision issues relate primarily to the purchase and maintenance of plant and equipment and do not relate to expenditure orders and approvals in the areas of gold and general maintenance. Obviously, the involvement of teachers in these areas requires a favorable climate within the school administration.

2.4.3. School building

According to Prowler (2011), the successful creation of high performance buildings in school organizations requires an interactive approach to the design process. This means that all stakeholders involved in the planning, design, use, construction, operation and maintenance of the facility must fully understand the issues and concerns of all parties and interact closely during all the phases of the project. This suggests that the construction of school buildings is another area of decision-making in which teachers should be involved.

2.4.4. Curriculum and Teaching

Educators should use their professional autonomy to make decisions about curriculum and teaching that improve the effectiveness of learning and teaching processes in their implementation. Hecht et al. (Quoted in Carr, 1995) asserts that “change will not succeed if teachers focus only on the classroom” (p. 223).

According to Ubben and Hughes in Lammessa (2010), the way school professionals can interact with each other is through participation in building-level management decisions that affect the school curriculum and instruction.

The teacher's involvement in this area can be manifold, including the creation of the curriculum or the use of material prepared externally; the teacher always acts as the "curriculum creator". Indeed, the development and implementation of programs depend on the reflection and actions of teachers (Ben-Peretz, 1994).

2. 4.5. School planning

As far as schools are concerned, planning is one of the fundamental school activities in which teachers must be involved and must be involved in the implementation process. "Planning means building a mental bridge between where you are and where you want to be after realizing what is in front of you" (Adaire, 2010, p. 27).

participat teachers in planning promotes creativity and the amount of information available for planning. It can also increase understanding, acceptance and commitment. "Participatory planning activities involve as many people as possible who will be affected by the resulting plan and/or will be called upon to assist in its implementation" (Schermerhorn, 1996, p. 68). Morphet et al. (1982) explained that the school organization plan lays the foundation for a process in which the principal works with the staff to participate in the planning, and that all staff will participate in the development of the plan.

Decision making and problem solving are used in all management functions, although they are generally considered part of the planning phase. If planning really involves "deciding in advance what to do, how to do it, when to do it, and who should do it", then decision making is an important part of planning (Amos and Bernard, 1981). Therefore, the best way to increase teachers' participation in school decision-making is to involve them in the development of school plans. Therefore, school administrators should promote the conditions under which teachers participate in the development of school programs.

2.4. 6 Factors that Influence Teachers' Participation in Decision-Making

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

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

Adane et al. further identify various factors other than the above-stated factors that influence the decision-making process as other factors. These are: 1) time pressure—how much time the decision-maker has to make the decision; 2) higher management levels; 3) budget—the amount of money needed to implement the decision; 4) personnel—people in number or skills needed to successfully implement the decision; and 5) the response of subordinates (2002, p. 233).

Principals' support of participatory 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 participatory decision-making. Some principals may not perceive that they are sufficiently empowered themselves and are therefore reluctant to increase the level of teachers' participative decision-making because their own power and authority would be diminished by greater teacher involvement (Dufour and Eaker, 1991, p. 163). Others may fear poorer decision quality from wider involvement (Huddleston 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, some school principals have begun to rely on systematic approaches to decision-making. But many school leaders are likely to have fallen into 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, relying strictly on intuition or "good judgment", and not learning from the past (1997, p. 6).

2.5 Chapter Summary

The review of the relevant literature on decision making shows an increased efficiency of participatory decision making as strategies to improve school efficiency and effectiveness, specifying the nature of a particular problem and selecting among available alternatives in order to solve the problem and facilitate change toward higher performance. Decisions are a combination of values, facts, and assumptions. Each or all of these may be subject to change from time to time. As a result, decision-making is a continuous process rather than a one-time event. Hence, decision-making is necessary, and quite often they have to decide on what is to

be done. In a similar vein, it has been noted that the relationships that increase teacher participation in decision-making may have a number of important school variables. These relationships have been studied in terms of how they affect teachers' work outcomes, including their job satisfaction, organizational commitment, and role conflict and ambiguity.

To sum up, to assess the practices of teachers' participation in decision-making in government secondary schools in Bole Sub-city of Addis Ababa City Administration, the researcher used this review of literature. Since all decisions involve future events, the school principals should learn to analyze the certainty of those future events.

This study examines a variety of school problems encountered by principals and the difficulty of finding areas where the principal should make unilateral decisions. Almost every decision affects someone at the school. Clearly, it is not possible for all teachers to be involved in all decisions. Nor should teachers be involved in the same way. However, time may occasionally force administrators to make unilateral decisions, increasing the risk of poor decisions that will not be readily accepted by teachers. School management at all levels along the hierarchy makes decisions. The decision may ultimately influence the school's members.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The main purpose of this study was to assess the practices of teachers' participation in decision-making in government secondary schools at Bole Community and Lem secondary schools. The design of the research, population of the study, sample size and techniques, data collection tools, and methods of data analysis are stated hereunder.

3.2 Research Design

Kothari (2004) states that a research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. Kothari adds that design is the backbone of research and that it constitutes the blueprint for the collection, measurement, and analysis of data.

In this research, a descriptive survey design involving both qualitative and quantitative techniques was employed. This method was selected because it is appropriate when the aim of the study is to get an exact description of the current status (Seyoum and Ayalew, 1989). Thus, this technique was chosen because it can provide information regarding the status of the current teachers' participation in decision-making in selected government secondary schools. Besides, they help to draw suitable conclusions.

3.3 Population of the study

The subjects of the study were the teachers and administrative bodies of the selected secondary schools, namely Bole Community and Lem Secondary Schools, which are found in Addis Ababa. The study covered eighty-four teachers from Bole Community Secondary School and one hundred and nineteen from Lem Secondary School. The total populations from both schools were two hundred three (203) teachers. Eight administrative bodies from both schools and two supervisors were also participants in the study. Regardless of their work experience, all of the teachers have at least a first degree in teaching their subject matter. Thus, two hundred thirteen (213) teachers were the population of the study, and the schools were purposefully selected.

3.4 Sampling size and Techniques

It has been said that the principles of statistics show that sampling techniques are very important when a researcher studies a large population. So, the researcher employed the purposive sampling technique to select the schools for her study. The schools were selected purposefully. There are two main reasons for selecting the sampling technique. The first main reason is, the researcher knows the schools before and also currently the researcher is a principal at one of the school. Most of her friends are also members of these schools. Due to this reason, the researcher assumes that her friends help her in distributing and collecting the questionnaires. Secondly, the schools are relatively near the residence of the researcher and are accessible to collect the data that are important for the study.

To investigate the study, limiting the sample size is very important for the researcher. So, the researcher has limited the size of the sample. The subjects of the study were Bole Community and Lem Secondary Schools. Currently, there are 203 teachers, eight administrative bodies, and two supervisors in both secondary schools. The researcher selected all of them using purposive sampling for the study.

3.5 Data Collection tools

The study used quantitative data analyze, and draw a general conclusion on the existing conditions of teachers' participation in decision-making in government secondary schools. Also, qualitative data was employed as a supplementary tool to the study with the information collected from a closed and open-ended questionnaire and a semi-structured interview.

3.5.1 Questionnaire

Sharma (2000) and Kothari (2006) state that a questionnaire enables a researcher to collect data from large groups of individuals within a short period of time. It is also easy to administer to a number of subjects in one place at a time. Thus, a set of open- and closed-ended questions is administered to teachers as a means of data collection to obtain the necessary data from the respondents. Questionnaires were prepared based on the objectives of the study and the review of related literature. Furthermore, the administration of the questionnaire was carried out in the presence of the student researcher to clear up any possible misunderstandings that the respondents may face in filling out the questionnaire. The language of the questionnaire was English.

Interview

Interviews are another data collection tool that will be used in this study. Nunan (1992) states that the interview is suitable for the study for two reasons. First, it is a descriptive study in which interviews can be employed to secure relevant data. Second, the subjects with whom the interview is conducted are few, in which case an interview is appropriate. Thus, a semi-structured interview, which was prepared based on the objectives of the study and the review of related literature, is set to collect relevant information. Accordingly, interviews were made with all the administrative bodies of the schools and supervisors to triangulate the teachers' interview results with those of the other participants.

Methods of Data Analysis

As stated above, data collection tools, questionnaires, and interviews are instruments used for collecting relevant data from teachers, supervisors, and the administrative body of the schools. Both quantitative and qualitative methods of data analysis were used for the analysis of the data. The researcher used tables to quantify the data, which are close ended. Besides, the researcher provided descriptions of the computed mean and the percentage mean, and the data from the interview were analyzed qualitatively. Qualitative data was analyzed thematically by supplementing the quantitative data that was gathered through close-ended questions, and based on the results, conclusions and recommendations were given.

Procedure of Data Collection

The questionnaire was pilot tested, and required corrections were made to avoid vagueness and mistakes before conducting the final data collection. This was followed by the preparation of the final draft of the questionnaire. The data was collected by a self-administered questionnaire and face-to-face interview in the selected secondary school outlets of Bole sub-city.

At the start, the researcher, with the help of collaborators, distributed and collected the questionnaires. Then, interviews were made with concerned parties. At the end, all the collected data were tabulated.

Ethical Consideration

All information collected from the respondents was treated with confidentiality without disclosure of the respondents' identities. No information was modified or changed; hence, the information obtained is presented as collected, and all the literature collected for the purpose of this study is included in the reference list. The researcher confidently believes that the collection of data from human subjects raises important ethical considerations. These range from legality to morality issues and usually involve trade-offs between competing pressures in a given situation. In this study, the researcher followed all the ethical procedures. The participants in the study were selected with full consent and informed to respond to questionnaires with confidence and an understanding of the purpose of the thesis; the researcher reassured them that the collected information would be kept confidential. The participants can also withdraw from the questionnaire and interview processes at any time they wish.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter has two parts. The first part deals with the characteristics of the respondents, and the second part deals with the analysis and interpretation of the data. The main objective of the study is to investigate teachers participation in decision-making roles in secondary schools in Bole Community and Lem Secondary Schools. Both quantitative and qualitative data obtained through the questionnaire and interview was used to answer the research questions.

In order to select the respondents, systematic random sampling was applied in order to select participant of questionnaire. Based on this, a total of 203 teachers were selected from two secondary schools. Also, a total of eight PTA members and two supervisors were selected from two secondary schools using purposive sampling, and three principals and six department heads were incorporated from the two schools for an interview.

The respondents to the questionnaires (both closed and open-ended) were provided with 203 questionnaires. Out of them, 199 questionnaires were correctly filled out and returned. That means 98.1 percent of the questionnaires were filled out correctly and used in the study. The number of participants involved in the study and sampling proportion were statistically representative and adequate for the analysis as well as to make inferences.

The first part of the analysis was based on the data obtained from the teachers. The closed-ended questions of the questionnaire were analyzed using statistical tools such as frequency, percentage, and mean value. The second section, which is the qualitative part of the study, was treated based on the data from the interview, focus group discussion, and open-ended questions of the questionnaire, which were integrated systematically.

In short, the responses to the questionnaires from the teachers teaching in these sample secondary schools were quantitatively analyzed, whereas the responses gained through interviews and focus group discussions were qualitatively analyzed. The collected data were transcribed.

Verbally from an individual interview and then the identified themes were categorized and thematically analyzed.

4.1 Characteristics of the Respondents

Table 1: Characteristics of the Respondents

No	Items		Type of respondents	
			Teachers (N=199)	
			Frequency	Percentage
1	Sex	Male	126	63.6
		Female	73	36.4
2	Age	20-25	26	13.3
		26-30	62	31.8
		31-35	42	21.54
		36-40	29	14.87
		41 and above	36	18.5
3	Qualification	Certificate/diploma	--	--
		BSC/BA/Bed	189	95
		MA/MSC	10	5
4	Service year	1-5 years	116	58.3
		6- 10 years	44	22
		11-20 years	10	5
		21 and above	29	14.7

Item one of Table 1 shows that the respondents, 126 (63.6%) of the teachers, were males and 73 (36.4%) were females. The above data indicates that the proportion of female teachers in the sample schools was lower than that of their male counterparts. This could be an indicator of the lower participation rate of female teachers at secondary schools. Gender inequality is also observed in the sample secondary schools, and attention must be given to females in all aspects of the activities as long as the role of women is concerned and their contribution to the overall activities of education.

As it can be seen from above table of item two, only 26 (13.3%) of the teachers were in the age of 20-25 years and while 36 (18.5%) of teachers were above 41 years. Beside the majority, 71 (36.4%) of teachers were in the age range of 31–40 years. The above figure vividly shows that most of the school's teachers were between 31 and 40 years old. Moreover, the majorities of the teachers were relatively energetic, mature, and fit to take on responsibilities. Having a responsible, mature age significantly impacts schools' administration roles because these people are ready and fit to participate in the decision-making processes of schools.

As to item three of table 1, only 10 (5%) of the school teachers have a second degree, whereas

189 (95%) of the school teachers have a first degree. From this, one can realize that significant teachers have fulfilled the minimum requirement of qualification needed at secondary schools. The low level of teachers in academic qualification yields poor and non-scientific management practices specifically in participating schools decision making works.

Regarding item 4, as shown in table 1, 116 (58.3%) of teachers fall between 1 and 5 years of service, and 44 (22%) of teachers fall between 6 and 10 years of service. On the other hand, 10 (5%) of teachers fall between 11 and 20 years of service, and 29 (14.7%) of teachers fall above 21 years of service. In short, the data illustrates that most of the teachers have adequate experiences to carry out their responsibilities and provide information for the school's decision-making.

Having relevant and adequate work experience attracts and contributes a lot to the delivery of quality education and school administration. Besides, experienced teachers can influence the administration of schools to become more participatory.

4.2 Teachers Questionnaire Response Analysis

4.3 Teachers Role Concerning their Participation in School Activities

Table 2: Response Teachers Role Concerning their Participation in School Activities Hint:

1:Never 2: Rarely 3: Sometimes 4: Usually 5: Always

No	Statements	1		2		3		4		5		Total		Mean	SD
		F	%	F	%	F	%	F	%	F	%	F	%		
1	Making strong decision that can help the school and the principals.	11	4.6	35	17.9	69	34.9	76	38.5	8	4.1	199	100	3.2	.94
2	Allowing and encouraging team work and group activities					117	59.5	36	17.9	46	22.6	199	100	3.6	.90
3	Proving support and establishing environment of trust in the school	9	4.6	11	5.1	44	22.6	122	62.1	13	5.6	199	100	3.6	.85
4	Planning the schools' activities			60	30.3	48	24.1	66	33.3	25	12.5	199	100	3.3	.82
5	Establishing a program for community service	9	4.1	136	69.2	27	13.3	2	.5	25	12.8	199	100	2.7	1.1
6	Deciding on rules or procedures to be followed in evaluating school performance	81	40.5	45	22.6	37	19	36	17.5			199	100	2.1	1.13

Regarding item 1, Amos and Bernard (1981) stated that the best method of increasing the involvement of teachers in school decision-making is by involving teachers in the formulation of the school's plan. Besides in Item 1 of Table 2, respondents were asked whether or not they make strong decisions that could help the schools and principals. Accordingly, teachers with 75 (38.5%) and 8 (4.1%) students replied that they usually and always did so, respectively. Whereas a teacher with 69 (34.9%), 35 (17.9%), and 11 (4.6%) students replied that they sometimes, rarely, and never did so, respectively. The mean value and standard deviation ($X = 3.2$, $SD = 0.94$) of the item are inclined sometimes. Thus, it can be said that teachers did not make relatively strong decisions in their respective schools. One can possibly conclude that the knowledge of teachers they have had towards making strong decisions in each school was

relatively low. With the respect for teachers roles in school, The selected interview participants replied that the school administration, or directors, make their own decisions and consider themselves the only body that makes decisions in the school. They did not give a chance for teachers to participate in making decision of the schools. They think that a teacher's role is limited to teaching students and submitting their grades to the office. Even if students made a mistake, they did not allow teachers to participate in the way to measure students' disciplinary mistakes.

Regarding the issue raised about allowing and encouraging team and group activities on Item 2 of Table 2, 117 (59.5%) of teachers claimed that they "sometimes" did so. While 46 (22.6%) and 36 (17.9%) of the teachers who responded claimed that they "always" and "usually" did so, also ($X = 3.6$, $SD = 0.90$) of the item is inclined towards "usually". Therefore, from the above figure, one can conclude that teachers were encouraging and allowing team and group work in their respective schools.

As Table 2 item three indicates, respondents were asked to rate their levels of agreement on whether or not they provide support and establish an environment of trust in the schools. Consequently, 122 (62.1%) and 13 (5.6%) teachers claimed that they usually and always did so, respectively. But, 44 (22.6%), 11 (5.1%), and 9 (4.6%) of the respondents replied that they sometimes, rarely, and never did so, respectively. Whereas, the mean value and SD ($X = 3.6$, $SD = 0.85$) of the item inclined towards usually. From this, one can conclude that teachers were providing support and establishing an environment of trust in the school.

Item 4 and 5 of Table 2 are concerned with teachers participation in planning the school's activities and their participation in setting the vision, mission, and values of their respective schools. On item 4, respondents 89 (45.8%) confirmed that they participate in the activities. Thus, it can be concluded that the teachers of the respective schools were not sufficiently participating in planning their school activities.

Item 6 from Table 2 was concerned with whether or not teachers establish a program for community services. Based on the respondents confirmation, the majority of them (135) (69.2%) claimed that they rarely did so. Similarly($X=2.7,SD=113$) respectively. In short, the number of teachers establishing a program for community service in their respective schools is lower than expected.

4.4 Teachers role in curriculum and Instructions

Table 3: Response on Teachers Role in Curriculum and Instructions

Hint:1: Never 2: Rarely 3: Sometimes 4: Usually 5: Always

No	Statements	1		2		3		4		5		Total		Mean	SD
		F	%	F	%	F	%	F	%	F	%	F	%		
7	Deciding on the content and form of lesson plan			78	39	6	3.1	107	54.4	8	3.6	199	100	3.2	.84
8	Developing procedures for assessing student achievement			76	39	19	9.7	78	39	26	12.3	199	100	3.2	.83
9	Setting the mission, vision and values of the school			60	30.3	89	45.1	29	14.4	21	10.3	199	100	3.4	1.01

As it was presented in items 7 and 8 from Table 3, respondents were asked whether they participated in deciding the contents and forms of the lesson plan and whether they participated in students assessments of achievement criteria. Thus, a majority of 107 (54.4%) of the respondents on item 7 and 76 (39%) on item 8 claimed that they sometimes did so. Also, both items have a mean value ($x = 3.2$) and a standard deviation of 0.84 and 0.83, respectively. Therefore, one can conclude that teachers of the respective schools were not participating in co-curricular activities of the school administration.

Department heads, principals, and PTA members' responses on the areas in which teachers should participate in an interview show that teachers should participate in co-curricular activities to improve the curriculum at the local level. Teachers should participate in school planning as well as decision-making. Teachers are expected to participate in lesson plan analysis. Teachers should participate in the overall educational process and the implementation of the educational goals of the schools. Even though there are varieties of levels that teachers participate in, little attention is given to teachers.

Item 9 of Table 3 concerns teachers participation in setting the vision, mission, and values of their respective schools. Item 9 respondents (28 (14.4%) and 20 (10.3%)) confirmed that they participate in designing the school's vision, mission, and values. But the majority of them on

item, Nineteen students, 88 (45.5%), and 50 (30.3%) confirmed that they did not sufficiently participate in the activities. The mean value and standard deviation of item 9 are ($X = 3.4$, $SD = 1.01$), respectively. Thus, it can be concluded that the teachers of the respective schools were not sufficiently participating in the design of the vision, mission, and values of their school activities.

4.5 Teachers Role in Schools Activities

Table 4 : Response on Teachers Role in Schools Activities Hint: 1:

Never 2: Rarely 3: Sometimes 4: Usually 5: Always

No	Statements	1		2		3		4		5		Total		Mean	SD
		F	%	F	%	F	%	F	%	F	%	F	%		
10	Accepting decision made independently by other members of the school			46	22.6	65	32.8	79	40.5	9	4.1	199	100	3.3	1.02
11	Giving recognition to other teachers best practices			35	17.4	69	35.4	11	5.1	83	42.1	199	100	3.7	.94
12	Electing department heads & unit leader and reporting to the principals	1	.5	10	5.1	113	56.4	16	8.2	59	29.7	199	100	3.3	1.01
13	Avoiding criticism when unusual idea come forth from the top			103	52.3	21	10.3	72	36.4	2	1	199	100	2.8	.69
14	Determine the mechanism of controlling and supervising plan implementation	1	.5	46	22.6	125	64.1	27	12.8			199	100	2.8	.90
15	Assigning school building for administrative, department and teaching room purpose	93	46.7	34	17.4	36	17.9	35	17.9			199	100	2	1.06

As the response to item 10 of Table 4 indicates, respondents were asked whether or not teachers accept decisions made independently by other members of the school. Accordingly, teachers with 79 (40.5%) and 9 (4.1%) claimed that they usually and always accept decisions made by other members of the school, respectively. While 65 (32.8%) and 46 (22.6%) of respondents claimed that they sometimes and rarely did so, respectively. On the other hand, the mean value and SD ($X = 3.3$, $SD = 1.02$) respectively Therefore, from the above figure, one can conclude that teachers at respective schools were not fully accepting decisions made by other members of the schools.

In the 11th item of Table 4, respondents were asked whether or not they give recognition to other teachers of best practices. Accordingly, 83 (42.1%) and 11 (5.1%) of teachers agreed with the statement by saying "always" and "usually." Whereas, 69 (35.4%) and 35 (17.4%) claimed that they sometimes and rarely give recognition to other teachers best practices in their respective schools. While the mean value and standard deviation ($X = 3.7$, $SD = 0.94$) respectively. Thus, based on the above figure, one can conclude that a teacher had a positive attitude towards recognizing teachers best practices in the schools.

Concerning items 12 and 13 of table 4, which are about teachers participation in electing department heads and unit leaders on item 12 and avoiding criticism from the top on item 13, respondents 59 (29.7%) and 16 (8.2%) on item 12 and 71 (36.4%) and 2 (1%), respectively, replied that they always and usually did so. While the mean number and SD of items 12 ($x = 3.3$, $SD = 1.01$, respectively) and 13 ($x = 2.8$, $SD = 0.69$, respectively)

Also, on open-ended questions, teachers replied that they did not have the authority to select unit leaders at all, and sometimes the school selects the department head and informs us through a notice on the department's billboard. Also, there should not be criticism rather than a suggestion. Suggestions are accepted, but not criticisms. Providing criticism to the principals made the teacher stand out from the others. Thus, from the above, one can conclude that teachers of the respective schools were rarely allowed to select department heads and were not allowed to select unit leaders of the schools.

As it can be observed on Item 14 of Table 4, respondents were asked whether or not teachers determine the mechanism of controlling and supervising plan implementation. Thus, the majority of the respondents (125, or 64.1%) claimed that they "sometimes" did so. While a small number of respondents (12.8%) claimed that they "usually did so, the mean value and SD ($X = 2.8$, $SD = 0.90$) Therefore, one can conclude from the above data that teachers were not participating in determining mechanisms for controlling and supervising the implementation of their respective schools' plans.

Item 15 was designed whether or not teachers participate in assigning school buildings for administrative, departmental, and classroom purposes. Thus, based on the respondents claims, confirmed by the mean value ($x = 2$), they were participating in it.

Respondents to the interview said that in assigning school buildings for administrative, departmental, and teaching room purposes, there was no formal communication between

teachers, administrative workers, and principals. The assignment was not made in a formal way. Individually, teachers communicate with the principals and administrative workers while doing so.

4.6 Teachers role in Budget, Income Generation and School maintenance

Table 5: Response on Teachers Role in Budget, Income Generation and School Building Hint:

1: Never 2: Rarely 3: Sometimes 4: Usually 5: Always

No	Statements	1		2		3		4		5		Total		Mean	SD
		F	%	F	%	F	%	F	%	F	%	F	%		
16	Involving in Preparing school budget	100	51.3	44	22.6	50	25.6			1	.5	199	100	1.7	2.08
17	Determining means of income generation	110	56.4	34	17.4	26	13.3	25	12.8			199	100	1.8	2.17
18	Deciding budget allocation for instructional material	14	7.2	117	60	19	9.7	30	15.4	15	7.7	199	100	2.6	1.1
19	Deciding on maintenance of school buildings	100	51.3	59	30.3	35	17.9	1	.5			199	100	1.7	.78

Newcombe and McCormick (2001) noted that in some schools, teachers are required to attend many meetings, such as budget and finance planning group committees. Thus, Item 16, 17, 18 and 19 of table 5 was concerned with teachers participation in preparing school budget, participation on ways of generating schools income and participation of budget allocation for instruction materials of the school. The mean value and SD of items sixteen ($X = 1.7$, $SD = 2.08$), seventeen ($X = 1.8$, $SD = 2.17$) and 19, respectively, are inclined towards "rarely," and item eighteen ($X = 2.6$, $SD = 1.1$) is inclined towards "sometimes."

Also, teacher responses on the FGD indicated that teachers have no authority to participate in budget-related issues at the school. Budget-related issues are concerned with the financial and administrative bodies of the school. Even though there is an opportunity to participate in the issue, school administrative bodies do not encourage teacher participation in budget-related issues.

From the above analysis, one can conclude that there are less opportunities for teachers to participate in budget-related decision-making roles at the school.

4.7 Teachers Role in School Discipline

Table6: Response on Schools Discipline and Students Affairs

1:Never 2: Rarely 3: Sometimes 4: Usually 5:Always

No	Statements	1		2		3		4		5		Total		Mean	SD
		F	%	F	%	F	%	F	%	F	%	F	%		
20	Establishing and maintaining good interpersonal relationship With PTA's					69	35.4	35	17.9	91	46.7	199	100	4.1	0.58
21	Participating in solving students problem with parents	1	.5	34	17.4	60	30.8	81	41.5	19	9.7	199	100	3.4	1.46
22	Determine disciplinary measures on students with misconduct			76	39	19	9.7	40	20.5	60	30.8	199	100	3.4	.91
Grand Mean													3.63		

According to Charles (1989), teachers can use several mechanisms to establish and maintain good discipline in the school, and they should participate in students' affairs and school discipline. With regards to item 20 of Table 6, one of the questions raised by the respondents was about teachers' interaction as part of a good interpersonal relationship with the PTA of each school. Accordingly, 91 (46.7%) and 35 (17.9%) of teachers replied that they "always" and "usually" did so, respectively. Whereas 69 (35.4%) of the respondents claimed that they "sometimes" did so. The mean value and SD ($X = 4.1$, $SD = 0.58$, respectively) This means that, based on the majority of teachers' responses, it is possible to conclude that teachers were marked on their levels of agreement, usually in their respective secondary schools.

Based on the teachers responses depicted in Table 6 on Item 21, 81 (41.5%) and 18 (9.7%) of the respondents claimed that they participated in problem solving with their parents. Item 21 and numbers 60 (30.8%) and 40 (20.5%) determining disciplinary measures for students with misconduct on item 22 showed they always and usually did so. Also, the mean value and SD ($X = 2.4$, $SD = 1.46$) respectively. In short, the teacher's role in problem-solving and determining disciplinary

4.8 School Leaders Encouragement of Teachers Participation in School Administration

Table 7: School Leaders' Facilitation of Leadership Training for Teachers

Hint: 1: Strongly Disagree 2: Disagree 3: Neutral 4: Agree 5: Strongly Agree

No	Statements	1		2		3		4		5		Total		Mean	SD
		F	%	F	%	F	%	F	%	F	%	F	%		
1	The schools leaders give more priority for teachers in leadership training participation secondary schools.	31	18	75	38.5	-	-	62	31.8	27	15.9	199	100	2.9	.90

As it is observed on Table 7, Item 1, teachers were asked whether or not school leaders gave priority to teachers in leadership training. Based on the response obtained for item 1's mean value and SD ($X = 2.9$, $SD = 0.90$), teachers confirmed that they were "neutral" with the statement. Thus, leaders of the respective schools were not enhancing teachers' training in regard to training. According to principals' responses to this item, the roles of the principal include respecting teachers decisions and facilitating teacher training. Department heads responses on FGD showed that training is not the mandate of principals but rather other concerned bodies outside of the school.

Table 8 : Response on Principals Facilitation for Teachers on Curriculum and Related Activities

Hint: 1: Strongly Disagree 2: Disagree 3: Neutral 4: Agree 5: Strongly Agree

No	Statements	1		2		3		4		5		Total		Mean	SD
		F	%	F	%	F	%	F	%	F	%	F	%		
2	Teachers are encouraged in reforming syllabus			106	54.4	10	5.1	36	18.5	43	22.1	199	100	3.1	.85
3	Principals call teachers to participate on preparing school calendars and final exam schedules	25	12.8	87	44.6	2	1	45	23.1	36	18.5	199	100	2.9	.93
4	Principals organize teachers in selecting appropriate teaching Methods	25	12.8	82	42.1	8	4.1	10	5.1	70	35.9	199	100	3.1	.848
5	Decisions concerning curriculum and Instruction, principals make teachers participate on it			126	64.6			68	34.9	1	.5	199	100	2.7	.75
Grand Mean														2.95	

According to MoE (2009), the syllabus of each subject is designed based on teachers' suggestions for how the syllabus should be designed. According to them, the teachers syllabus design is supported by studies made in the country using the teachers' syllabus design as input. Having this in mind, item 2 on table 8 was designed to get a response on whether teachers are encouraged by school leaders to participate in reforming the syllabus. Thus, the majority of respondents (54.4%) disagreed with the idea. The mean value and SD ($X = 3.1$, $SD = 0.85$) respectively Therefore, school leaders were not fully involving teachers in reforming the syllabus.

Item 3 and 4 were designed if school leaders called teachers to participate in preparing school

calendars and final exam schedules, organized teachers to design teaching methods, and determined teachers teaching loads. Thus, the majority of respondents—87 (44.6%) and 82 (42.1%)—disagreed. Also, the mean values ($X = 2.9$ and 3.1 , respectively) inclined towards "neutral." Also, the standard deviation of both items is 0.93 and 0.848 , respectively. Therefore, school leaders were not facilitating teachers participation in designing teaching methods and preparing calendars and exam schedules.

Item 5 was designed to determine whether or not school leaders involve teachers in decisions concerning curriculum and instruction. The majority of the respondents, 126 (64.6%), disagreed with the claim. Also, the mean value ($X=2.7$) inclined towards disagree and also the standard deviation ($SD=0.75$) respectively. Overall, the grand mean is 2.95 , respectively. Additionally, teachers responding to an open-ended questionnaire stated that there is an opportunity for them to participate in decisions concerning curriculum and instruction. They did not provide more opportunities for teachers than for principals and administrative workers.

Therefore, one can conclude from the above analysis that even though teachers have had an opportunity to participate in curriculum and instructional decisions, school leaders were not encouraging teachers.

Table 9: Principals Encouragement of Teachers in School Decision Making

Hint: 1: Strongly Disagree 2: Disagree 3: Neutral 4: Agree 5: Strongly Agree

No	Statements	1		2		3		4		5		Total		Mean	SD
		F	%	F	%	F	%	F	%	F	%	F	%		
6	The school principals facilitate teachers to decide on the content and form of lesson plan	24	12.3	43	22.1	5	2.6	98	50.3	25	12.8	199	100	3.3	.72
7	Principals encourage teachers to design the mission, vision and values of the school	12	6.2	40	20.5	8	4.1	112	57.4	23	11.8	199	100	3.5	1.1
8	In deciding rules or procedures to be followed in evaluating school performance, the school leaders encourage teachers participation.	2	1	47	24.1	8	4.1	115	59	23	11.8	199	100	3.6	.66
9	In finding ways to improve school administration, principals encourage teachers to participate on it			55	28.2			106	54.4	34	17.4	199	100	3.6	.96
Grand Mean													3.5		

Item 6 of Table 9 was designed to get a response from teachers on whether school principals facilitate teachers decisions on the content of the lesson plan. Based on respondents claim, 98 (50.3%) and 25(12.8%) Disagree and strongly disagree with the idea respectively. While 43 (22.1%) and 24 (12.3%) claimed that they agree and strongly agree with the claim, respectively. The mean value ($x = 3.3$) inclined towards disagree and the standard deviation ($SD = 0.72$), respectively. Thus, school leaders were not encouraging teachers to participate in schools lesson plan contents. Respondents to open-ended questions also claimed that most of the time the school did not involve teachers in preparing the format and contents of lesson plans. They mostly drive the lesson plans of each department based on the best practices of other schools. Sometimes they have the department head teacher participate in the design of the lesson plan. But this is also not effectively implemented in our school.

As depicted in Table 9 items 7 and 8, teachers were asked if they were encouraged by school leaders to participate in designing school visions, missions, and values and evaluating school performance. Thus, 112 (57.4%) on item 7 and 115 (59%) on item 8 claimed that they disagree with the claim. Also, the mean value ($X = 3.5$ on item 7, $X = 3.6$ on item 8) is inclined towards disagree. The standard deviations of both items were 1.1 and 0.66, respectively. Therefore, school leaders of the respective schools were not doing well to enhance teachers participation in designing the school's mission, vision, values, and evaluation of school performance.

Table 9 item 9 was concerned with whether school leaders encouraged teachers to find ways of improving school administration. Here respondents claim showed on the mean value ($X = 3.6$) inclined to

Agree. Also the standard deviation ($SD = 0.96$) respectively. But the results obtained from some focus group discussions and the finding of Table 9 Item 9 indicate that there is no evidence that shows school leaders encouraging teachers to improve school administration. Moreover, the interview conducted with principals and PTAs also confirmed that there is a low extent of teachers' participation in this particular decision category. Based on the mean value and percentage value figured in the table, school leaders were not doing enough to help teachers participate in improving school administration.

Table 10: Principals Encouragement in School Decision Making

Hint: 1: Strongly Disagree 2: Disagree 3: Neutral 4: Agree 5: Strongly Agree

No	Statements	1		2		3		4		5		Total		Mean	SD
		F	%	F	%	F	%	F	%	F	%	F	%		
10	In assigning teachers load in teaching teachers participate on it to determine the load.	25	12.8	91	46.7	25	12.8	10	5.1	44	22.6	199	100	2.8	1.15
11	School leaders make teachers participant in determining teachers benefits, and rewarding system			26	13.3	10	5.1	124	63.6	35	17.9	199	100	3.9	1.08
12	In determining criteria of evaluating teachers, principals make teachers participate on it.	25	12.8	29	14.9			141	72.3			199	100	3.6	1.29
13	Teachers encouraged by principals to make decisions concerning school planning	80	41	90	46.2			25	12.8			199	100	1.8	.77
Grand Mean													3.02		

Item 10 was designed if school leaders call teachers to participate to determine teachers teaching load. Thus, the majority of respondents (46.7%) disagreed. Also, the mean values ($X = 2.8$) tended to disagree. Therefore, school leaders were not facilitating teachers participation in determining teaching loads.

Item 11, 12, and 13 of Table 10 were designed if school leaders made teachers participate in determining their benefit and rewarding system and determining criteria for evaluating principals and school planning. Accordingly, 124 (63.3%) on item 11; 141 (72.3%) on item 12; and 90 (45.6%) claimed that they agreed with the idea. Also, the mean value ($X = 3.8$ and $X = 3.6$) is inclined towards "agree." The standard deviation of the items was 1.08 and 1.29, respectively. Therefore, one can conclude from the above figure that school leaders were not fully facilitating teachers participation in determining teachers benefits, rewarding them, and designing criteria for evaluating principals.

Item 13 of Table 10 was designed to help school leaders facilitate teachers participation in school planning. Accordingly, 90 (45.6%) people agreed with the idea. Also, the mean value ($X = 1.8$) is inclined.

Toward agree. The SD score is 0.77, respectively. But the data obtained from focus group

discussions and interviews showed that they did not. The grand mean of all items (3.02) showed that the respondents were neutral toward the items. On interview, respondents claimed that teachers are only supposed to teach, inform well-behaved students in the classroom of their rights, and evaluate students overall activities in the classroom. Teachers have no authority to participate in school planning rather than participating in some training that is given to all teachers.

Therefore, school leaders were not facilitating for teachers to participate in school planning.

Table 11 : Response of Teachers Concerning School Principals Facilitation in Budgeting

Hint: 1: Strongly Disagree 2: Disagree 3: Neutral 4: Agree 5: Strongly Agree

No	Statements	1		2		3		4		5		Total		Mean	SD
		F	%	F	%	F	%	F	%	F	%	F	%		
14	The school leaders help teachers to determine means of income generation for the school	14	7.2	95	48.7	12	6.2	46	23.6	40	20.5	199	100	3.2	1.03
15	School principals encourage teachers involvement in decisions concerning school building			12	6.2	18	9.2	131	67.2	34	17.4	199	100	3.95	.97
16	The school leaders assist teachers to participate in determining the school budget	25	12.8	1	.5	18	9.2	46	23.6	105	53.8	199	100	4.05	.755
Grand Mean														3.73	

As it was observed on Table 11 Item 14, teachers were asked whether or not school leaders gave priority to teachers because of the way they could generate income for the school. Based on the response obtained for item 14's mean value ($X = 3.2$), teachers confirmed that they were "neutral" with the statement. also the standard deviation ($SD = 1.03$), respectively. Thus, leaders of the respective schools were not helping teachers generate their own income.

Table 11 items 15 and 16 were concerned with whether school leaders encourage teachers in decision-making and budget allocating ways of improving school administration. Here respondents claim showed that the mean values ($X = 3.95$ and 4.05 , respectively) were inclined to agree. The standard deviation of both items was 0.97 and 0.755 , respectively. But, the result obtained from some Focus group discussions The findings of table 11 of items 15 and 16 in the

minutes indicate that there is no evidence showing the involvement of teachers in school budgeting. Moreover, the interview conducted with principals and PTAs also confirmed that there is a low extent of teacher participation in this particular decision category. The department head in particular also said that decision concerning school budget is not obligation of teachers; rather the concern is given to PTA. Based on the mean value and percentage value figured in the table, school leaders were not doing enough to help teachers participate in school budgeting, decision-making, and improving school administration.

Table 12: Response on Students Affairs and Disciplinary Problems

Hint: 1: Strongly Disagree 2: Disagree 3: Neutral 4: Agree 5: Strongly Agree

N	Statements	1		2		3		4		5		Total		Mean	SD
		F	%	F	%	F	%	F	%	F	%	F	%		
17	Principals incorporate teacher in decisions concerning student affairs and disciplinary Problem	35	17.9	89	45.6			37	19	34	17.4	199	100	2.7	.48

Disciplinary measures used against students should help to suppress, control, and redirect such misbehavior, i.e., behavior that is aggressive, immoral, or disruptive. In this situation, teachers should be participants in taking measurements of the students (Charles, 1989). Concentrating on this, teachers were asked if principals incorporate teachers in decisions concerning student affairs and disciplinary measures. Accordingly, the majority of the respondents—89 (45.6%) and 35 (17.9%)—disagreed and strongly disagreed, respectively. Also, the mean value ($\bar{X} = 2.7$) is inclined towards "disagree." The SD score is 0.48, respectively. Thus, school principals were not doing enough to help teachers participate in student affairs and disciplinary problems.

Table 13: Teachers Response Concerning School Policy, Rules and Regulations Hint:

1: Strongly Disagree 2: Disagree 3: Neutral 4: Agree 5: Strongly Agree

N o	Statements	1		2		3		4		5		Total		Mean	SD
		F	%	F	%	F	%	F	%	F	%	F	%		
18	School leader make teachers participate in decisions concerning school policy, rules regulation	25	12.8	91	46.7			70	35.9	9	4.6	199	100	2.7	.69

According to item 18 of table 13, which was concerned with whether school leaders should make teachers participate in school policy, rule, and regulation decisions, the majority of respondents, 91 (46.7%), claimed that they disagree with the idea. Also, the mean value ($X = 2.7$) is inclined towards "disagree." Though school leaders were not involving teachers in school policy, rule, and regulation decisions.

In the interview, they also confirmed 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 established by school administrative bodies and the PTA.

4.9 Teachers View of Their Roles in Administrative Works

This part analyses how teachers view about their roles in participating in school administrative works. It analyses the way teachers look at their roles in schools administrations.

Table 14: The Teachers View of Their Role in School Administration

Hint: 1: Strongly Disagree 2: Disagree 3: Agree 4: Strongly Agree

No	Statements	1		2		3		4		Total		Mean	SD
		F	%	F	%	F	%	F	%	F	%		
1	Participating in School goals and objectives design help teacher in designing teaching lesson plan.			25	12.8	135	69.2	35	17.9	199	100	3	.78
2	Participating in Schools administrative works helps me to assists students with low performance in certain subjects by modifying their total degrees to help them succeed these subjects.	34	17.4	10	5.1	141	72.3	10	5.1	199	100	2.65	1.12
3	Designing ways of solving students' problem with the school principals helps the teacher in solving students' problems in the school.	34	17.4	9	4.6	117	60	35	17.9	199	100	2.78	1.34
4	Participating in school administrative roles help the teacher to use time effectively in teaching	34	17.4	97	49.7	21	10.8	43	22.1	199	100	2.4	1.08
5	Participating in school administrative roles encourage teacher to design teaching syllabus of each grade	34	17.4	89	45.6	36	18.5	36	18.5	199	100	2.4	.97
6	Participating on evaluating the school administration help the teacher to evaluate daily teaching method.			94	48.2	100	51.3	1	.5	199	100	2.5	.792
7	Teachers participation in decisions concerning student affairs and disciplinary problem help them to manage students behavior appropriately in the classroom.			35	17.9	125	64.1	35	17.9	199	100	3	.941
8	Teachers participation in designing the mission, vision and values of the school helps them to design their departments role in achieving the mission, vision and values of the school			45	23.1	115	59	35	17.9	199	100	3	.93
9	Teachers participation in leadership training help the teachers to be aware of the management skills of classroom teaching			68	34.9	82	42.1	45	23.1	199	100	2.9	1.13
Grand Mean												2.74	

Based on teachers responses depicted in Table 14 items 1 and 2, participating in setting school goals and objectives and in designing and administrative works can help them design lesson plans properly and help students succeed in the teacher's subject matter. Accordingly, teachers with ($X=4$, $SD= 0.78$) on item 1 and $X=3.6$, $SD= 1.12$) on item 2 respectively. The majority of the respondents supported the idea by agreeing. Based on the majority of the respondents, it is possible to conclude that teachers are capable of developing lesson plans and making students more successful in the subject matter if they participate in administrative work.

As it is indicated on Item 3 and Table 14, respondents were asked whether or not they worked with principals on ways of solving students problems. Accordingly, teachers replied ($X = 3.7$, $SD = 1.34$) that they agreed with the claim. A significant number of participants (117 out of 605) agreed that working together with principals to solve students problems helped teachers solve students problems easily.

Item 4 and 5 of Table 14 are concerned with whether or not teacher participation in administrative roles helps them to use time effectively and encourages them to design a syllabus for their teaching. Based on the inquiry, the mean value of the item ($X = 3.4$ on both items) indicates that teachers "agreed" with the idea. Therefore, teachers know that participating in school administration roles helps the teacher use time effectively and design a curriculum.

Item 6 of Table 14, which was about participating in the evaluation of the school administration, helps the teacher evaluate her daily teaching methods. Accordingly, the mean value ($X = 3.5$, $SD = 0.79$) is inclined towards agreement. Also, Item 7, which was concerned with whether or not teachers participation in decisions concerning student affairs and disciplinary problems helps them manage students behavior appropriately in the classroom, Also, similar results were obtained with item 6. Thus, teachers have knowledge of the importance of participating in the evaluation of school administration and student affairs.

Item 8 of Table 14 was concerned with whether or not teachers participation in designing the mission, vision, and values of the school helps them define their department's role in achieving the mission, vision, and values of the school. Accordingly, majority of the respondents; 115 (59%) of the respondents claimed that they agree with it. The mean and SD ($X = 4$, $SD = 0.93$) approved the number of respondents agreements. Thus, teachers know that participation in

By focusing on the mission, vision, and values of the school, they can better define their department's role in achieving the mission, vision, and values of the school.

In Table 14 Item 9, respondents were asked whether or not teachers participation in leadership training helps them be aware of the management skills of classroom teaching. Accordingly, the majority of respondents—82 (42.1%) and 45 (23.1%)—agreed and strongly agreed with the idea, respectively. Also, the mean value ($X = 3.9$) showed that the majority of responses were "agree." Therefore, one can conclude that teachers are aware of the importance of participating in leadership training.

4.10 Challenges Hindering Teachers Participation in School Administration.

This part of analysis explains about the quantitative and qualitative data that reveals about the challenging factors of teachers participation in school administration. It analysis the data obtained from the participants of the study.

Table 15: Challenges Hindering Teachers Participation in School Administrative Works

Hint: 4: Always 3: Usually 2: Sometimes 1: Rarely

No	Statements	1		2		3		4		Total		Mean	SD
		F	%	F	%	F	%	F	%	F	%		
1	Lack of trust and positive relationship between teacher and principal	18	9.2	10	5.1	83	42.6	84	43.1	199	100	3.8	.89
2	Lack of motivation by principal to involve teachers ignorance			11	5.6	52	26.7	60	30.8	199	100	3.71	.923
3	Teachers low level of concern/ willingness	25	12.8	12	6.2	25	12.8	133	68.2	199	100	3.1	.699
4	Schoolleaders' concernofhis/her own power and authority not to be diminished	12	6.2	25	12.8	150	76.9	11	5.6	199	100	3.6	.71
5	Lack of available resource	155	79.5	28	14.4	1	.5	11	5.6	199	100	2.3	.755
6	Teachers belief that participating in schools administrative work is not their responsibility but the responsibility of school principals	69	35.4	105	53.8	20	10.3	1	.5	199	100	2.7	.65
7	Fear of taking risks by teachers themselves	85	43.5	92	47.2	10	5.1	8	4.1	199	100	2.7	.75
Grand Mean												3.13	

Item 1 of Table 15 is about the lack of trust and positive relationship between teachers and principals as a constraint for teachers participating in school decision-making roles; the mean scores were rated 3.8 by teachers. This revealed that teachers agreed that a lack of trust and a positive relationship between them were the major factors in their participation in school decision-making.

For items 2 and 4 in the above table, the mean scores were rated 3.71 and 3.6 above average, respectively, for teachers. This revealed that lack of motivation by school leaders and concerns about his or her own power and authority not being diminished were the factors that hindered teachers' involvement in administrative work at school. These results indicated that lack of motivation and concern about his or her own power and authority relatively affected teachers participating in school decision-making activities.

For item 3 in Table 15, the respondents were asked to respond whether their teachers low level of concern or willingness is a constraint for their involvement in school administrative roles. The finding indicates that the mean scores were rated at 3.1 by teachers. The mean score rates were found to be below average for teachers. This indicated that teacher respondents sometimes agreed that teachers low level of concern or willingness is not a factor that affects or hinders teachers' participation in school decision-making.

For item 5 in the above table, the mean score and SD were rated ($X = 2.3$, $SD = 0.755$) for teachers. The mean scores rated were found to be below the average for teachers. This indicated that the teachers' respondents disagreed that a lack of available resources (like time, information, materials, etc.) was the factor that hindered their participation in school decision-making.

On item 6, respondents were asked whether or not they agreed with the opinion that teachers' belief that decision-making is not their responsibility but the responsibility of school principals is a factor affecting teachers involvement in school decision-making. Accordingly, the mean rating given by teachers and school leaders was found to be ($X = 2.7$). This revealed that teachers sometimes agree, as they believe that making decisions is not their responsibility but the responsibility of school principals. In supporting this idea, McEwan (2001) has stated that "teachers feel uncomfortable sharing decisions, believing that they are administrative prerogative."

On item 7 of Table 15, respondents were also asked whether they agreed or disagreed with the opinion that fear of taking risks is a factor that affects teachers' involvement in participating in school decision-making. Accordingly, the mean rating for teachers was found to be ($X = 2.7$).

Sometimes, this indicated that fear of taking risks by teachers themselves is not the factor that affects teachers' participation in school decision-making.

Additionally, department heads and principals claimed in the interviews that the hindering factors that affect teachers school administrative participation. These are:

- Teachers take on administrative roles as overtime work and ask for overtime payment.
- lack of attention and commitment,
- misunderstanding about the contribution of teachers' participation in administrative roles,
- lack of training concerning teachers' participation in administrative roles,
- the relationship between teachers, principals, and the PTA of the school,
- the management system of the schools, and
- Lack of facilities and fear of taking risks were the other hindering factors.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study was conducted with the aim of assessing teachers participation in decision-making at selected secondary schools in the Bole Sub-city Administration. More specifically, the study intends to attain the following objectives:

- Examine the roles of teachers in the school decision-making process,
- Investigate the extent to which teachers participate in the school's decision-making process.
- Examine how teachers participation in decision-making roles helps their teaching responsibilities, and
- Assess factors that affect teachers participation in the school's decision-making process.

The study endeavored to explore the role of school leaders in energizing teachers to participate in school administrative roles and the interest of teachers in participating in school decision-making roles. This study employed both a qualitative and quantitative research design with the assumption that reality exists in the schools. This research approach was appropriate as the researcher was trying to understand the complexity of the issue under investigation through experience, perception, and perspectives from a realistic standpoint. The study was carried out in two government secondary schools, which were selected using the census method. To get data, a total of 199 teachers, 8 PTAs, and 2 principals participated in the study. A total of 209 open- and closed-ended questionnaires were distributed, of which 199 were correctly filled out and returned, and seven semi-structured interviews were used to get relevant information for the study.

The data obtained through different data collection tools were analyzed using a frequency table, percentage, and mean value. Based on the result of the data analysis, the following major findings were made:

- This study indicated that teachers' participation in student affairs and ways to measure students disciplinary problems are the areas in which teachers participation is medium. Teachers' participation in school decision-making Contrary to popular belief, designing schools missions, visions, and values and building schools were the areas in which teachers participated least as administrative participants.

- The range of teachers' participation in the decision-making processes of the schools' planning, budget and income generation, and school building efforts were found to be low. Also, teachers' involvement in school curriculum and instruction, student affairs, and disciplinary problems were found to be relatively low. Additionally, the participation of teachers in school policy, rules, and regulations is unsatisfactory. This indicates that teachers' participation in decision-making was below satisfactory levels.
- Concerning the challenges that hinder teacher participation in school decision-making, the analysis of this study revealed a lack of trust and a positive relationship between teachers and principals, a lack of motivation by the principal to involve teachers, and the principal's concern that his or her own power and authority would be diminished. Additionally, the analysis of the open-ended question indicated that unfair selection of principals, low social respect given to teachers, a language problem, a lack of financial incentives, a lack of proper supervision, low concern of teachers to solve school problems, an unwillingness of concerned leaders or administration bodies to recognize and reward teachers according to their efforts, a lack of transparency and communication barriers between teachers and principals, and a lack of school leadership training were some of the hindering factors that affected their participation.

Conclusions

Based on the findings, the following conclusions were made:

- The participation of teachers in school planning, budget and income generation, and school building efforts were found to be below average. Also, teachers' involvement in implementing school curriculum and instruction and decisions concerning students affairs and discipline were found to be low. Additionally, participation in school policies, rules, and regulations is below the expected range. In general, the final analysis of the result, however, reflected that the extent of teachers' participation in school decision-making was found to be insignificant in the sample school. This implies that less attention was given to teachers contributions for efficient and effective school administration and overall performance.
- It can be concluded that there might be a misperception in identifying teachers' roles and responsibilities by both teachers and principals; that is, they might have considered the role and responsibility of teachers as limited to teaching and learning activities, and other activities of the school as the role and responsibilities of the administrative bodies of the schools.
- In trying to assess challenges that hinder teachers' participation in school decision-making, the study has reported that most of the factors that impede teachers' participation in school roles are related to the underprivileged decision-making role of the school leaders. This is because they have failed to involve teachers in school decision-making, which works through various management functions such as delegation, training, communication, motivation, and rewarding. From this finding, it was concluded that the school principals might lack necessary leadership skills, knowledge, and attitudes to attract teachers toward school decision-making.

Recommendations

Based on the findings and conclusions reached, the following recommendations have been forwarded: In order to promote teachers participation in school decision-making roles, the school principals, together with the PTA and the city and sub-city Education Office, have to:

- Provide proper training to teachers in each school so they can participate in school roles and decision-making involving them to bring about a change in the teaching-learning process and other related issues of school activities.
- Offer important reinforcement as well as economic incentives to teachers with exemplary performance both in their teaching activities and in their school decision-making.
- Provide training to teachers in the form of workshops and seminars so that teachers become competent and skilled to participate in the school's decision-making processes that concern them and make the school efficient and effective in achieving its objectives.

As indicated in the findings of the study, most of the principals of secondary schools in the sub-city do not have training related to school leadership and management for teachers. To overcome these problems, the sub-city and city education offices, in collaboration with the Addis Ababa Education Bureau and even the Ministry of Education, need to recommend that teachers receive training in educational leadership that will enable them to participate in school decision-making roles.

The school leaders (principals and PTAs) need to communicate, involve, and give clear information to teachers on the issues related to income generation, the school budget, and school building to develop a sense of transparency between teachers and school leaders and encourage teachers to participate in school decision-making roles.

Treating and motivating all teachers equally, the school leaders (principals) and PTA should communicate and give clear information on the issues related to school planning, income generation, and school building to develop a sense of transparency between teachers and school leaders.

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

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APPENDIX “A”

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES DEPARTMENT OF
EDUCATIONAL PLANNING AND MANAGEMENT (GRADUATE PROGRAM)

Questionnaire to be filled in by Teachers

Dear teachers,

This questionnaire is designed to collect the necessary data to accomplish the research on the title Practices of Teachers” Participation in decision making in Government Secondary Schools of Bole Sub-city of Addis Ababa City Administration in 2021/22 G.C. with the intention of identifying its current status and challenges and to give remedial solutions and suggestions. As a result, the legitimate and heart full responses you promote to the questions are very important and appreciated so as to achieve the objectives of this research.

Notice: You do not need to write your name on the questionnaire.

Thank you in advance!

General Instruction

1. Please answer all the questions as honestly as possible
2. You don't have to write your name on the questionnaire!
3. Please give information about your self by putting atick(✓)mark in the given box and or by writing your responses in the blank spaces.

Part 1: Background information

1. 1. Name of the school: _____
1. 2. Gender: A.Male B. Female
- 1.3. Age: A. 20-25 B. 26-30 C. 31- 40 D. 41 and above
1. 4.Level of Education: A. Certificate/Diploma B. BSC/BA/BED C. MA/MEd
1. 5. Areas of qualification: A. Social Sciences B. Natural Sciences C. Languages
- D. Education Management area E. others_____
1. 6. Teaching Experiences: A. 1-5 B. 6-10 C. 11- 20 D. 21 and above

Part Two: Questionnaire on areas of teachers participation in schools administrative

Dear Teachers,

Please, read the following items related to your areas of participation in school administration by putting a tick (✓) mark indicating the most appropriate rating scale on the right side.

Hint: A: Always (5) US: Usually (4) ST: Sometimes (3) R: Rarely (2) N: Never(1)

	Statements	Rating scale				
		5	4	3	2	1
1	Making strong decision that can help the school and the principals.					
2	Establishing and maintaining good interpersonal relationship					
3	Accepting decision made independently by other members of the school					
4	Allowing and encouraging team work and group activities					
5	Giving recognition to other teachers best practices					
6	Proving support and establishing environment of trust in the school					

7	Electing department heads & unit leader and reporting to the principals					
8	Avoiding criticism when unusual idea come forth from the top					
9	Planning the schools" activities					
10	Setting the mission, vision and values of the school					
11	Involving in Preparing school budget					
12	Determine the mechanism of controlling and supervising plan Implementation					
13	Deciding on the content and form of lesson plan					
14	Developing procedures for assessing student achievement					
15	Setting school rules and regulation					
16	Establishing a program for community service					
17	Deciding on rules or procedures to be followed in evaluating school performance					
18	Determining means of income generation					
19	Deciding budget allocation for instructional material					
20	Deciding on maintenance of school buildings					
21	Assigning school building for administrative, department and teaching room purpose					
22	Teachers belief that decision making is not their responsibility but the responsibility of school principals					
23	Participating in solving students problem with parents					
24	Determine disciplinary measures on students with misconduct					

Part Three: Questionnaire on whether the school leaders facilitate teachers participation in schools administrative

Dear Teachers,

Please, read the following items related to whether the school leaders facilitate teachers participation in schools administrative works by putting a tick(√)mark indicating the most appropriate rating scale on the right side.

Hint: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly disagree (1)

	Statements	Rating scale				
		5	4	3	2	1
1	The school's leaders give more priority for teachers in leadership training participation secondary schools.					
2	The school leaders help teachers to determine means of income generation for the school					
3	The school principals facilitate teachers to decide on the content and form of lesson plan					
4	Principals encourage teachers to design the mission, vision and values of the School					
5	In deciding rules or procedures to be followed in evaluating school Performance the school leaders encourage teachers participation.					
6	School principals encourage teachers involvement in decisions concerning school building					
7	The school leaders assist teachers to participate in determining the school Budget					
8	In finding ways to improve school administration, principals encourage teachers to participate on it					
9	Teachers are encouraged in reforming syllabus					
10	Principals call teachers to participate on preparing school calendars and final exam schedules					
11	Principals organize teachers in selecting appropriate teaching methods					
12	In assigning teachers load in teaching, teachers participate on it to determine the load.					
13	School leaders make teachers participant in determining teachers benefits, and rewarding system					

14	In determining criteria of evaluating teachers, principals make teachers participate on it.					
15	Principals incorporate teacher in decisions concerning student affairs and disciplinary problem					
16	School leader make teachers participate in decisions concerning school policy, rules regulation					
17	Decisions concerning curriculum and Instruction, principals make teachers participate on it					
18	Teachers encouraged by principals to make decisions concerning school planning					

Part four: Questionnaires on whether teachers' participation in administrative roles helps their teaching responsibilities.

Dear Teachers,

Please, read the following items related to whether teachers participation in schools administrative roles help your teaching responsibilities by putting a tick (√) mark indicating the most appropriate rating scale on the right side.

Hint: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), Strongly disagree (1)

	Statements	Rating scale				
		5	4	3	2	1
1	Participating in School goals and objectives design help teacher in designing teaching lesson plan.					
2	Participating in Schools administrative works helps me to assists students with low performance in certain subjects by modifying their total degrees to help them succeed these subjects.					
3	Designing ways of solving students' problem with the school principals helps the teacher in solving students' problems in the school.					
4	Participating in school administrative roles help the teacher to use time effectively in teaching					
5	Participating in school administrative roles encourage teacher to design teaching syllabus of each grade					
6	Participating on evaluating the school administration help the teacher to evaluate daily teaching method.					
7	Teachers participation in decisions concerning student affairs and Disciplinary problem help them to manage students behavior appropriately in the classroom.					
8	Teachers participation in designing the mission, vision and values of the school helps them to design their departments role in achieving the mission, vision and values of the school					
9	Teachers participation in leadership training help the teachers to be aware of the management skills of classroom teaching					

Part five: Questions on challenges that hinder role of teachers participation in schools decision making .

Dear Teachers,

The following challenges are expected to hinder teachers participation in school decision making works. Indicate your answer by putting a tick () mark in the box given across each statement.

Hint: Always (5) Usually (4) Sometimes (3) Rarely (2) Never(1)

	Statements	Rating scale				
		5	4	3	2	1
1	Lack of trust and positive relationship between teacher and principal					
2	Lack of motivation by principal to involve teachers /ignorance					
3	Teachers low level of concern/ willingness					
4	School leaders concern of his/ her own power and authority not to be diminished					
5	Lack of available resource					
6	Teachers belief that participating in school decision making work is not their responsibility but the responsibility of school principals					
7	Fear of taking risks by teachers themselves					

In addition to the above closed ended challenges, you are requested to write your saying concerning challenges that hinder role of teachers participation in schools decision making . Please write your response in the space provided below.

i. Challenges related to the Principals, PTA and administrative workers :

ii. Challenges related to the school:

iii. Challenges related to the teacher itself:

Thank you in advance for your cooperation!

APPENDIX „B“

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES DEPARTMENT

OF EDUCATIONAL PLANNING AND MANAGEMENT (GRADUATE

PROGRAM)

Interview questions Checklist

The purpose of the interview is to study The Practices of Teachers’ Participation in decision making in Government Secondary Schools of Bole Sub-city of Addis Ababa City Administration in 2021/2022 G.C.

Thank you for your participation.

1. What roles teachers should have to play in school decision making ?
2. Except of teaching, what are the areas decision making works teachers should participate in?
3. Is there any facilities available in the school to enhance teachers participate in schools decision making roles? In what situation?
4. Are the school leaders facilitating teachers participation in schools decision making works? How?
5. The school principals and concerned bodies have given training for teachers to help them participate on school decision making works?
6. Does teachers’ participation in decision making roles help their teaching responsibilities in secondary school? How?
7. What are challenges that hinder teachers’ participation in school decision making works?