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**TEACHERS' PARTICIPATION IN DECISION MAKING
IN THE TECHNICAL AND VOCATIONAL SCHOOLS OF
ETHIOPIA**



BY

ASEFA ABAHUMNA

**A THESIS SUBMITTED TO THE SCHOOL OF
GRADUATE STUDIES
ADDIS ABABA UNIVERSITY.**



**IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR
THE DEGREE OF MASTER OF ARTS IN EDUCATIONAL
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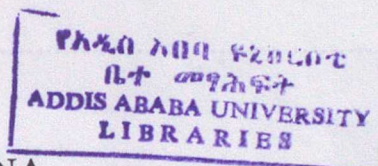
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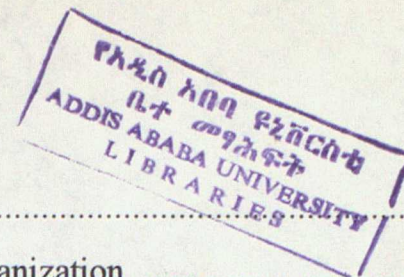
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ABSTRACT

The major purpose of this study was to examine the level of existing and desire of teachers in technical/vocational schools of Ethiopia to participate in decision making process.

Data was collected through questionnaire, unstructured interviews, observation and document analysis. A questionnaire was distributed to 10 government and 2 non-government schools and elicited 227 responses. The same questionnaire was completed by 52 academic teachers, 163 technical/vocational teachers and 12 principals or the total 22 of them were females.

For the purpose of analysis, different statistical techniques such as percentage, chi-square, t-test, scheffe test, correlation coefficient and ANOVA were employed. In the final analysis, the study revealed that significant difference was observed between the existing and desired level of participation. That is, the level of existing teachers' participation is considerably very ~~low~~. Yet, there is a significant difference between the views of the groups of respondents (positions) concerning desired level of participation. Strong association was observed between the groups of respondents concerning the importance attached to decision categories. It revealed that females perceive less level of participation than males. The study also showed that, as years of experience and academic qualification increase, the level of participation also increase.

CHAPTER 1

INTRODUCTION

Back ground of the problem

The attainment of knowledge, skills and abilities are not possible without unreserved efforts of teachers' exerted on them.

Teaching is so dynamic and so concerned with people which highly require coordinated and co-operative efforts of teachers. Effective and efficient use of instructional materials and human resources in schools is not possible without active participation of teachers. Moreover, educational objectives can not be met if there is no effective involvement of teachers.

The literature on teachers' participation in school decision-making stresses that, as professionals, teachers are interested to participate in activities that may improve schools performance. Inclusion of teachers to participate in decision matters should not take obligatory character that may be imposed upon them. It must be professional commitment. So that the output will be effective and fruitful.

Davis (1981:152) views participation in decision making as "mental and emotional involvement of persons in group situations that encourage them to contribute to group goals and share responsibility for them." The concept of participation in decision making is not limited to physical involvement of

the individual but also reflects the psychological involvement of the individual. In this regard Owens (1987:284) says that "participation does not only imply the presence of individuals but it is a genuine - ego involvement." Hence, it can be noted from the above propositions that participation in decision making encourages people to release their own resource of initiative and creativity towards the objectives of the organization. Moreover, it is viewed that participation in decision making is considered as a social process that improves motivation by helping the participants understand and clarify their path towards the organizational goals.

Technical/vocational school, as any kind of organization, highly need participation of teachers, school administrators and students who are directly or indirectly affected by the decisions made. Hughes (in Bush et.al, 1980:244) underlined the importance of teachers participation in school decision making as "an essential element in enlisting the whole hearted cooperation of professional staff." Knezevich (1969:63) has also emphasized the importance of teachers' participation in school decision making when showing that "one of the basic characteristics embodied in the modern education." The demand for teachers to make decisions and dealing with uncertainty may be attributed to various factors.

In this regard Conley (1988:393-394) has stated factors that advocate for teachers' participation in school decision making as:

Variable needs of students and their constantly changing behavior, being made to operate in the context of a highly interactive group, the goals and purposes assigned to teachers which are multiples ambiguous and often conflicting.

Stressing the importance of teachers participation in decision making Conley (1988:394) further stated that

If teachers constantly have to deal with uncertainty and make numerous decisions, it is extremely difficult for anyone except the teacher to plan and coordinate all of these separate decisions.

Yet, there is no evidence to suggest that participation of teachers' is undesirable or create unfavorable conditions. On the contrary, it increases motivation and minimize resistance to change. In light of these facts, this study intends to examine the level of technical/vocational teachers' participation in decision making. The study has investigated the level of existing teachers' participation and desire to participate. Assessment of the importance attached to the decision categories based on the views of the respondents was also conducted. Moreover, the study has also looked into the effect of other variables such as sex, years of experience and academic qualification on the level of teachers participation.

Statement of the Problem.

Like any other country, Ethiopia needs technically trained manpower for its technological, development. In the contemporary world there is no nation that undermines the role played by technology in speeding up the economic and social growth indeed, the advances made in technical and industrial sphere have determined the rapidly changing of world civilization. To cope with such rapidly changing technology, corresponding progress in technical /vocational education is highly required, if technology is to be used properly inorder to improve the efficiency of any organization, there is no other alternative except engaging in the mobilization of the available manpower for utilizing their potential benefits.

As Ethiopia is part of the rapidly changing world, the cultural content of technical/vocational education should be set at the level of the civilized world. Among the primary pre requisites for improving the equality of technical/vocation schools training in Ethiopia is the mobilization of teaching forces by providing them opportunities to participate in the school decision-making process.

Usually, like any other institution, teachers of technical/vocational schools of Ethiopia are not limited only to offering courses, designed for the

trainees but are also responsible for participation in deciding school matters.

Regarding the role played by teachers, UNESCO (1973:11) stated that

Technical/vocational teachers are responsible not only for inculcating knowledge and skills but also, and most important, for preparing workers and technicians capable of contributing to a society which uses technology to serve the cause of humanity.

Thus this proposition confirm that teachers are the corner stone of technical /vocational schools. Moreover, it can also be noted that the quality of technical/vocational schools' performance largely depends upon the teachers who occupy the most important place in the teaching-learning process. Which links Industrial Society and educational technology it is evident that technical/vocational education is a pre requisite for over-all development of any nation. This can be achieved if participation of the professionals is encouraged and made practical .

Usually, the participation of teachers in the school decision-making may motivate teachers to exert their mental and emotional involvement in group situations that may enable them to contribute to group goals and share responsibility. Thus, the problem of the under-participation of teachers in the school decision making has become the great concern in the field of

technical/vocational schools of Ethiopia. The purpose of this study is thus, to examine the existing and desire level of technical/vocational teachers' participation in school decision-making and assess the importance attached to certain decision categories. The study also tends to investigate the effect of other variables such as sex, years of experience and academic qualifications on the level of teachers participation in decision-making. In due course, the study attempts to answer the following basic questions:

1. To what level do teachers' participate in school decision-making process at present?
2. What is the level of teachers, desire to participat in school decision-making?
3. Is there significant difference between the existing and desired level of teachers' participation?
4. Are there significant differences in the level of teachers' participation as perceived by academic teachers, technical/vocational teachers and principals?
5. Are there significant differences on what level should teachers participate as advocated by academic teachers, technical/vocational teachers and principals.?

6. Are there significant differences in the importance attached to the decision categories by academic teachers, technical/vocational teachers and principals?
7. Are there significant differences in the degree of teachers' participation in terms of sex, years of experience and academic qualification?

Significance of the Study

In addition to its morale implication, teachers' participation in decision-making can be associated with greater job satisfaction, work performance, integration of individuals into the school organization and increase teachers' interpersonal trust. As research findings indicate a number of functional outcomes of teachers participation showed the encouragement of better decisions, an increase in productivity and organizational commitment. It can be noted that when teachers are made involved in meaningful collaboration and their contribution is considered important, conflict in school organization can be minimized. Therefore, this study is found to be important for the following reasons.

1. It is expected that sharing the school problems with limited group of teachers or conducting occasional teachers gathering to decide on

certain school issues would not be *enough*. Hence, it is advisable for the principals to establish a general mechanism, to share schools' problems with all teachers and minimize conflict provoking situations..

2. The study is felt to provide recommendations that help maximize teachers' participation so that school' performance might be efficient and effective.
3. By pointing out one the adverse effect of lack of teachers' participation in school decision making, this study is felt to increase the awareness of such consequences among school principals for the better performance of the teaching-learning process
4. It is assumed that the study may develop some insights into problem solving skills that may increase the importance of group decision-making.
5. One of the current technical/vocational education objectives is to provide training for those who complete grade ten inorder to satisfy the country's need in middle level skilled man power. Thus, to achieve this objective, unreserved efforts of technical / vocational teachers' participation in decision-making is undeniable factor. Therefore, the study is felt to provide recommendation that may help schools' to



make use of teachers' potentials and experience by making avenues of participation.

6. The study may give some clues for researchers who want to pursue further study in the area.

Delimitation of the problem

The study is limited to examining the level of existing and desired participation of teachers, the importance attached to different decision-categories as well as the effect of other variables such as sex, years of experience and academic qualification on the level of teachers' participation in ten government and two non-government technical vocational schools of Ethiopia.

The schools were made to represent the northern (Dolbosc, Dessie tech/vocational school and Mendida technical schools), Southern (Dilla agro-technical school, Awassa technical school), Western (Welliso agro-technical school), Eastern (Dire-Dewa technical school, Aseb-teferri agricultural school, Nazareth technical school).and central (Addis Ababa technical school, Winget construction school and Enttoto technical/vocational school) part of the country. These schools were selected

agricultural school, Nazareth technical school).and central (Addis Ababa technical school, Winget construction school and Enttoto technical/vocational school) part of the country. These schools were selected because they represent the geographical zone of the country and types of technical/vocational schools. The trainees of the above mentioned schools were not included in the study. Thus,. it was limited to academic course instructors, technical/vocational course instructors and principals for its respondents.

Research Methodology and Procedures of the Study.

The major purpose of this study was to examine the existing and desired levels of technical vocational teachers, participation and assess the impact of other variables on the views of participants. Thus, to undertake this study, descriptive survey method was designed with the assumption that it may help indicate the level of teachers participation in school decision-making process.

Instrument

Inorder to collect data four basic tools i.e.: questionnaire, unstructured interview, observation, and consulting different school documents were employed.

Questionnaire.

To meet the purpose of the study, 44 decision statements, prepared by Malike Joseph (1969) were adapted. After tested in a pilot study conducted at Nazareth and Aseb-Teferri technical/vocational schools, the number of decision statement were raised from 44 to 50. The decision statements were arranged in five point scale ranging from none to maximum. They were also grouped into 6 (budgeting and income generating sectors, school building, personnel affairs, General School Policy, Students' affairs and curriculum and instruction) categories to enable the researcher to consolidate number of decision statements and make easy for identifying the statistical differences between the respondents. The adapted questionnaire which was tested in the above mentioned schools, was administered to 49 teachers and 2 principals as the result of pilot study the following major changes were made.

1. Terms that found ambiguous were leftout.
2. decision statements which were not experienced in Ethiopian education context were avoided.

3. New decision statement which were considered may help to indicate the level of teachers participation were added.

In addition to the questionnaire, unstructured interview was conducted with the principals. This was aimed at procuring background information from principals regarding teachers' professional problem, school efficiency, how teachers view the work of the principal and the relationship of the principal with the staff.

To substantiate the study, observation of the department heads meeting and staff meeting was made. Moreover, different documents concerning the type of decision areas that teachers' were made to participate, frequency of meeting held in the schools and the kind of decisions passed.

Sampling.

Out of 14 government and 3 non-government technical/vocational schools in Ethiopia, 10 government and 2 non government schools were selected using stratified random sampling techniques. In order to have a fair re presentation of the subject, two types of sampling techniques were used. That is simple random sampling and available sampling techniques. As respondents in technical/vocational schools of Addis Ababa were large in

That is simple random sampling and available sampling techniques. As respondents in technical/vocational schools of Addis Ababa were large in size, they had been represented through random sampling technique. Those outside Addis Ababa, however, were retained using available sampling because of their manageable size.

Method of Data Analysis.

Based upon the nature of the basic questions raised and data obtained, different statistical tools were used. In order to determine the level of existing and desired teachers' participation, a chi-square test analysis was applied. The second form of analysis was made using t-test analysis to determine whether or not that there were significant differences between the existing and desired levels of teachers' participation. One way ANOVA, and scheffe test, were used to determine the significant difference between the three group of the respondents (i.e. academic teachers, technical/vocational teachers and principals) based upon their views concerning teachers participation. Similar testing instrument was also employed to examine the effect of other variables such as sex, years of experience and academic qualification. The last form of analysis was to assess the relationship between the groups of the respondents

The .05 level of confidence was accepted throughout the analysis to indicate significant.

1.10. Definition of Terms.

Technical and vocational Education:- A comprehensive term referring to the educational process when it involves, in addition to general education, the study of technologies and related science and the acquisition of practical skills and knowledge related to occupations in various sectors of economic and social life.

Technical Education:- Education designed at upper secondary and lower tertiary levels to prepare middle-level personnel.

Vocational Education:- Education designed to prepare skilled personnel at lower levels of qualification for one or a group occupation. It is provided at upper secondary level, includes general education, practical training for the development of skills required by the selected occupation.

Vocational School:- A secondary level institution in which vocational education is offered on either a full-time or a part-time basis.

Technical School:- Any educational institution generally at secondary level which offers programs of technical education aimed mainly at the training of middle level technicians.

Decision-Making:- A problem-solving process in which a problem is analyzed and a solution is chosen after all possible options have been considered. The process is completed once the chosen solution has been implemented.

Ego-Involvement:- Describe behavior which develops in such a way as to embody one's own image of self. The involvement of one's personal commitment.

Participation or Involvement:- State of taking part with others in an activity on a formal basis with specified rights and obligations to contribute possible solutions to the organization.

Level or Degree of Participation:- Describe the magnitude of teachers' participation in school decision making process (these terms are used interchangeably in this study).

Existing, Present and Actual Level of Participation:- Describe period or time of teachers' participation in decision making. (the terms are used interchangeably in the study).

Desired Level of Participation:- The degree of intensity of longing, need or with to participate.

1.11. ABBREVIATION

EXP = Experience

POS = Position

QUALI = Qualification

PI, II, III = Position I Academic teachers

Position II = Technical/Vocational Teachers

Position III = Principals.

S = Scheffe test.

1.12. Organization of The Study

This paper is organized in four major chapters. The first chapter deals with the background of the study, statement of the problem, significance of the study, delimitation of the study, definitions of terms, and abbreviation used to collect data, and tools to analyze the data are also included in chapter one. The second chapter treats review of the related literature whereas the



third chapter deals with the presentation, analyses of the data and interpretation of the findings. The last chapter presents summary, conclusion and recommendation of the study.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1. The Nature of Decision- Making.

The studies of Decision-making in the field of administration of educational organizations have described the nature, types, processes and concepts of decision-making.

From both an individual and an organizational perspective, decision making is an important activity. An administrator performs all his tasks and activities through making decisions. He is continuously in charge of the process of decision-making while setting goals, determining plans and course of action, formulating strategies, policies and procedures as well as assigning jobs to subordinates, supervising and guiding them and evaluating their performance. Even whenever, an administrator is made to implement a decision of his supervisors, he has to decide on the steps that he is required to take. Thus, decision is said to be a basis of all managerial actions.

In every case, a decision made by an educational administrator affects organizational climate and is made in relation to other participants.

Nevertheless, according to the studies made on the process of decision-making, "at maximum, much better decisions will be made with the accompanying individual and organizational benefits" (Gray, 1984:349). Regardless of how meaningfully or ambiguously a decision is made, "the basic nature of a decision is that is a choice of one from two or more alternative ways to achieve an objective." (Campbell, 1983:108).

In the process of choosing alternatives, there are various situational factors that impede the choice. Campbell (1983) has described the limiting factors as the ambiguity of the objectives or lack of acceptance of the organizational decision-making universally and lack of knowledge on time to consider.

However, it is revealed that despite the complexities and the lack of clarity and definition, a decision is essentially a choice of one way to move toward the achievement of what some perceive to be an objective.

Decision-making can mean many things as the work of some theorists in the field of management and administration illustrate. In this regard Griffith (in Glasman, 1988:18) states the significance of making decisions in any organization describing that "decision-making is the central process of administration in education". More succinctly, relating the very existence of organization Griffith (in Halpin, 1967:122) has further emphasized decision-making as "the heart of organization and the process of administration."

According to Barnard (in Griffith, 1979:223-224) "the process of decision making are largely techniques for narrowing choice." Stressing the

importance of decision-making Daft (in Owens, 1987:267) states that "decision-making processes represent the brain and nervous system of the organization" underling the highest integrity of decision-making with administration, Siman (in Owens, 1987:267) has also stated that "a general theory of administration must include principles of organization that will ensure correct decision-making."

Griffith (in Owens, 1987:267) has highlighted three important concepts concerning the nature of decision-making. These are (1) the structure of an organization is determined by the nature of its decision making processes (2) an individual's rank in an organization is directly related to the control exerted over the decision process, and (3) the effectiveness of an administration is inversely proportional to the number of decisions that he or she must personally make.

Graey (1984:349) perceives the process of decision making in an organization as "the essence of management which is required when carrying out the key functions of management." Decision-making is therefore, highly connected to the action of organization, and has the potential to influence the future actions of the organizations. Thus, whether, certainty or uncertainty of the choice of alternatives is fully anticipated, every organization makes decisions which enables it to achieve its goals in order to meet the critical needs of the members of the organization.

2.2. Types of Decision-Making

Based on the nature and purposes they serve, decisions can be classified into different categories. In this regard, Griffith (1979:234-235) classified decisions into "individual and group decisions, personal and organizational decisions, programmed and non programmed, intermediary, appellate and creative decisions, rational and non rational decisions."

Core (in Morphet, 1982:124) classified decisions by type as "Routinely occurring decisions, Adaptive decisions involving adjustments of existing policies, and innovative decisions involving the establishment of new policies and goals."

Barnard's (in Halpin, 1967:144) statement indicates what occasions cause for decisions to be made. According to him decisions can be underway when "cases originated from superiors, cases referred for decisions by subordinates, and cases originating in the initiative of the executive concerned." He referred these statements as "intermediary, appellate, and creative decisions."

Consequently, some writers such as Gray (1984) Agarwal (1982). Ivancevich (1990), Tanner (1981) and Davis (1981) have widely adopted distinction suggested by Herbert Simon (1987) who has distinguished two types of decisions known as programmed and non-programmed decisions.

According to Simon (1987) programmed decisions can be observed in all types of organizations. That is, decisions are programmed to the extent

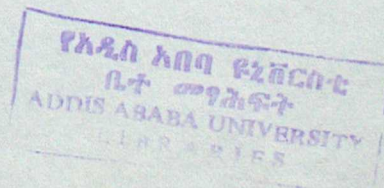
that they are routine and repetitive which are made within the framework of procedures developed for handling the situations occur whereas non-programmed decisions are novel and unconstructed.

In light of this, the study made on decisions reveals that the management of most organizations make use of a number of programmed decisions in their daily activities. Programmed decisions require more organizational resources while non-programmed decisions need proper way of handling and identification of the problem since it may require the basis for allocating great amount of organizational resources. Furthermore, according to Knezevich (1969:62 "In the process of non-programmed decisions, solving new or unique kinds of problems depends on the decision-makers' intelligence, adaptiveness or problem-oriented behavior."

In general, programmed decisions are made effective through different kinds of procedures and rules that can be applied to distinctly different type of problems, whereas non programmed decisions should be handled by general problem solving processes, judgment, and creativity.

2.1. Individual & Group Decisions.

This is a kind of decisions based on a number of people involved in the decision making process. One-man decisions are individual decisions. In most cases, one-man decisions are made rarely in small organizations in the context of routine decisions which starts with policies made at high levels. In large organizations one-man decision is uncommon indeed it is very hard to make decision that can be implemented to achieve the organizational goals



However, individual decisions can be made in the context of routine decision where specific rules, procedures and available alternatives are well understood.

According to Griffith (1979) group decisions are characterized by the participation of many people. As he pointed out in large organizations, nearly all employees in the organizational structure participate to achieve the desired decisions.

2.2.2. Personal and Organizational Decisions.

Personal decisions are decisions which are concerned with individuals to attain his own goal that are not delegated to others. On the other hand organizational decision are decisions aimed at organizational goal that can be delegated to others though not always (Griffith, 1979). The current literature on this aspect for instance stresses the effect of personal decisions for attaining organizational goals. In other words, since organizational goal attainment can be facilitated by personal decisions, it might not be easy to separate personal decision from organizational decisions.

2.2.3. Intermediary, Apellate and Creativity.

In this connection a very common one in most organization is intermediary decisions. It arises as a result of orders, commands and policies that are originated from the superiors to subordinates (Halpin, 1967). The making of these decisions requires a great deal of human relation skill since the decisions are essentially of an implementing nature that call for a change

in behavior of individuals who are being told to implement the decisions (Hoy, 1987, Gorton, 1987, Davis, 1981). In other words it is not in a position to assume how to get people to accept the decision.

On the other hand appellate decisions are made when subordinates refer cases to their superiors for decisions. Such decisions may stem from "incompetence". It indicates, the incapability of an individual to make a decision after authority is delegated to him. For instance, if disputes occur between two or more individual or groups in the school, it may create a certain set back upon the school climate which might be difficult for the principal to solve it. Then he may refer the case to his superior in order to settle the disputes.

The other type of decisions which are originated on the basis of the initiative of the decision makers are known as creative decisions. It involves the development of new policies, goals, or making of major changes in the existing policies, goals and programs that can be made wisely but not speedily (Morphet, 1982). As viewed by Griffith (1979) "Creative decisions require considerable imagination, courage, and interpersonal skill in their implementation." It is indicated that creative decision can not be delegated due to its nature thought is shared sometimes.

2.3. Decision-Making process.

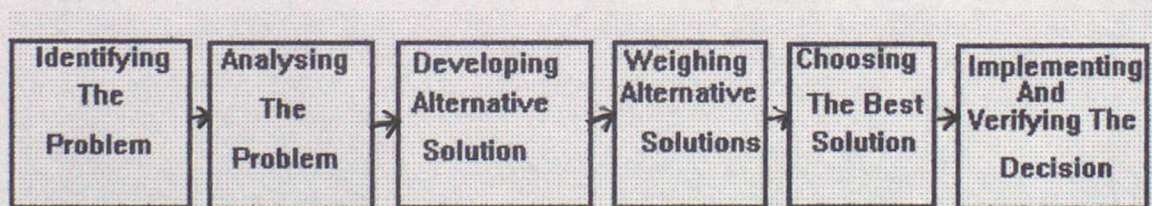
Decisions are organizational mechanisms through which an attempt is made to achieve a desired state. Every decision is the out come of a dynamic process that is influenced by a multitude of forces. Regardless of its type,

any decision-making process follows identified steps in reaching a decision on an organizational problems. In this regard some scholars such as (Hoy and Miskel, (1987), Morphet, 1982, Griffith (1979) Agarwal (1982) Gorton, 1987 Halpen (1967), Glasman (1988), Gray, (1984), Owens (1987) and Ivancevich (1990) have described sequences that lead to a decision.

Hoy and Miskel (1987:321-329) have presented an analysis of the steps of decision-making process as follows: (1) Recognize and define the problem or issue, (2) Analyzing the problem of the existing situation, (3) Setting the criteria for problem solution, (4) Establishing strategy for action (5) Initiating the plan for action.

Griffith (in Morphet, 1982:126-127) has also described the process of decision making as: (1) Recognize, define and limit the problem (2) Analyzing and evaluating the problem (3) establishing standards by which solutions will be evaluated or judged as acceptable and adequate to the need, (4) collect data, (5) formulate and select the preferred solution and test them in advance (b) put into the effect the preferred solution.

Similarly, Agarwal (1982:92) has presented the process of decision-making as follows:



Source: R.D Agarwal Organization and Management.

New Delhi: Tata McGraw-Hill Publishing company
Limited, 1982 P. 92.

Drucker (in Owens, 1987:271-272) has also developed similar steps for conducting decision-making process.

The description of these scholars concerning the process of decision-making reveals the similarity of the process in all types of formal organizations. The study also indicates that when decision makers do not follow sound decision-making processes, they would make hasty decisions which may affect organizational objectives.

Studies made in the field of decision making showed that procedures of decision-making process may not be mechanically applicable to all types of decision processes and situations. Similarly, the procedure is a sequential process rather than a series of steps which is not a fixed one. Decision-making is therefore a complex series of steps beginning with the recognition of a problem through the consideration of proposed solution and the final acceptance of mode of action.

2.4. Individuals Behavior Within The Organization

In decision-making process individuals' or groups' behavior largely affects the attainment of organizational goals. Change that occurs in an organization does so in a social setting and manifested through individuals acting as members.

The Theoretical literature on the individual behavior suggest that educational planners must be aware of individual behavior, which is

organization does so in a social setting and manifested through individuals' acting as members.

The Theoretical literature on the individual behavior suggest that educational planners must be aware of individual behavior, which is frequently reflected in a person's personality and in the way the individual reacts in a social setting.

Concerning the position of individuals in an organization Baum and Seashore (in Tanner 1981) have viewed that "in producing change in members of an organization, the total organizational structure as well as the individual must be considered." Change in an individual member of an organization may greatly be influenced by organizational climate. For instance according to Argyris' (in Griffith, 1979) study how, "lack of interpersonal relationship between the employees and the administration may prevent individuals from developing to maturity." He has further indicated that "employees concern themselves only with their relatively trivial work... and look upon their employment as an unhappy interlude between non-work period." He also adds that "the employee perform repetitious tasks listlessly, showing little interest in improving their skills, and are concerned only with personal gain." In such an organizational climate, encouraging collaborative planning efforts may ease the problems.

2.5. Group Position Within the Organization.

Studies indicated that organizational success can be achieved in terms of individual motivation and interpersonal relationships. Improving

The study of individual and groups within the organization is described as a means to understand more about educational planning through the organizational process approach. Organizational actions, activities and successive interactions are determined by its members. Hence, an important priority for an administrator in working with groups, in the development of cohesiveness and trust since both factors are found very important contributors to the effective functioning of a group.

Group cohesiveness is the degree to which the members of a group are attracted, the group are willing to take personal responsibility for its tasks, and engage in cooperative actions to achieve its goals (Richard M. Steers, 1984) whereas group trust is the extent to which the members of a group feel secured with each other and are willing to be open toward each other (Joseph in Gorton 1987)

As the literature on the study of group behavior stresses (Gorton, 1987, Hoy, 1987, Tanner, 1981) a high degree of group cohesiveness is the result of several needs. In any organization, the members of a group need to feel that their membership is valued and that they can make an important contribution to its effectiveness.

According to Marilyn (in Gorton, 1987) "people generally possess needs for self-respect, affection, and recognition, by which group interaction can either meet those needs or leave them largely unfulfilled." Concerning the importance of influencing the various groups and the development of a

can either meet those needs or leave them largely unfulfilled." Concerning the importance of influencing the various groups and the development of a productive group in an organization that are associated with the school, Gorton (1987:79) states that

The administration should try to the extent possible to meet these needs by showing the members of the group that their participation is necessary and valued, and by encouraging group members to recognize and reward each other's contributions. It also should be emphasized that this kind of recognition and encouragement by the administrator must be conveyed periodically, rather than only occasionally, or its impact will be diminished overtime.

Some writers (Campbell, 1983, Griffith, 1979, Halpin, 1967 Hoy & Miskel, 1987, Gorton, 1987, Tanner, 1981) of the administrative theory in education have described a group as an open-Interaction system in which actions and activities determine the system structure.

Regardless of their nature and purposes, groups of any organization are generally classified as formal and informal whereas groups such as command, task interest and friendship groups are those differentiated among that are sanctioned by the organization (Robbins in Tanner, 1981). According to Rogers (in Tanner, 1981) formal groups are formed on the basis of "rationality" and "logic" that may exist as long as the organization is functioning.

arise as a result of combined individual needs that are influenced by the desire to social contact." As noted informal groups may either enhance or impede certain activities of the school performance.

Tanner (1981) has explained the nature of groups in organizations and suggested that "group interaction influence the behavior of the members in achieving organizational goals."

According to Seashore (in Tanner (1981), "when the goals of cohesive group parallel organizational goals, the groups work towards the organizational goals and will be more productive when it has confidence in the organization." It is noted that hostility towards an organization results in poor productivity or affects the quality of productivity, and may causes goal differences from that the organization intend to achieve.

Among the major conditions which may influence the degree to which a group manifests cohesiveness is the extent to which the leader and members can work cooperatively between and among themselves (Gorton, 1987) He adds that "cooperation encourages acceptance and loyalty among the members of a group which may enhance effective accomplishment of many tasks and goals." Thus, it can be noted that participation of members of an organization in decision-making process can be effective if its members develop and maintain a high level of trust among themselves. It is further noted that members of an organization, those who have a high-level of trust will openly express their feelings, concerns, opinions and thoughts, but if the trust level is low in a group, its members are more likely to be reserved from

organizational affairs that require members participation or remain defensive (Gorton 1987, Tanner, 1981, Hoy, 1987)

In describing the process of decision-making, scholars have underlined the significance of individuals and groups in achieving organizational objectives. Studies show that in large organizations most of the basic and strategic decisions are made by groups rather than by individuals. Decisions relating to the determination of organizational objectives, and formulation of plans, strategies and policies fall in this categories.

Group decision making has become more widely prevalent since organizational problems have become so complex and need such a variety of specialized knowledge and abilities that no one person can handle them effectively . That is group decision making permits the pooling of knowledge, abilities, skills, information and judgment in the quality of decisions. It also acts as a mechanism for integrating different view points and is more acceptable decisions. (Agar wal, 1982, Gray, 1984m Tanner, 1981).

As pointed out by Morphet (1982:64) group participation promotes better understanding and develop cooperation as well as commitment of group members to the implementation of the decision made. Further, it provides a sense of worth and importance to the group members and enhances their motivation and satisfaction that also act as a training ground for the future mangers (Agar wal, 1982:100-101)

2.6. Teachers' Participation In Decision-Making.

As indicated by Owens (1987:284). Participative decision-making in the school process can be understood not only in terms of merely "task oriented" but also in terms of "mental and emotional involvement." This is an indication to that participation in decision-making can not be personal activity that may imposed on an individual or it is not unilateral approach of solving problem.

Number of scholars (Belasco and Allutto, 1972, Conway, 1976, Ivancvich, 1990), Katz and Kohn, 1978, Hoy and Miskel, 1987, Gordon, 1987, and Davis, 1981) have defined participation as sharing operative responsibility within those who perform the work. Though, a number of definitions are given by various researchers they can be placed under one category viewing it as participation is mental and emotional involvement of a person in a group situation that encourages the individual to contribute to group goals and to share responsibility for them. It is also emphasized that such involvement is motivating to the participant and thus, it increases his or her own energy, creativity and initiative.

In most cases the responsibility for obtaining schools' objectives depends on teachers. In this regard Compbell (1962:226) States that, "the school cannot really take stock of its efforts without involving its teachers." He adds that "teachers are interested not only in those policies which affect teacher personnel practices, but they have much to do and, hence, to say about daily school procedures."

It is viewed that involving to share in formulating the school-wide policies is found as an important factor in the morale of teachers and in their enthusiasm for the school as a place of work. Moreover, participation in decision-making has been found to be positively related to the satisfaction of individual teachers with the profession of teaching (Glasman, 1988:88). It is noted that teachers' participation in decision-making process may lead to higher levels of outcome, satisfaction and efficiency while decisions made unilaterally make no contribution to the development or changes of the school performance (Ivancevich, 1990)

According to Hughes (in Bush et.al., 1980:246) teachers' participation in decision-making is considered as "a decisive factor in obtaining the cooperation of professional staff." Teachers' desire to participate in decision-making is expressed through various aspects, such as claiming the right to make decisions in their fields of study, and expecting others to consider their views in a wide range of matters that may influence their work and their studies. In other words this indicates that the demands of teachers for participation in decision-making is very high.

Concerning the importance of making decisions together with the subordinates, to determine goals and objectives of the schools, Campbell (1962:224) viewed "It is a mistake for the principal to assume that he can obtain an effective community understanding of the purposes of the schools by doing it alone."

This may reflect the greater participation of teachers in school decision-making process in the better results can be achieved. Hence,

encouraging teachers to participate may stimulate the interest of individual participants to accept greater responsibility for schools effectiveness.

Imber and Duke (1984) have also confirmed the importance of teachers involvement in decision making when they state that "high levels of teachers participation in school decision making would improve schools." According to Gray (1987:568) "one of the most frequently recommended strategies for dealing with resistance to change is to allow those affected by the change to participate in its design and implementation."

In Davis (1981:153) views "participation gives an opportunity to release participants own resources of initiative and creativity toward the objectives of the organization." He adds that "participation is more than getting consent for something that has already been decided. It uses the creativity of all employees." According to Campbell (1983) participative decision-making can also help participants to associate themselves with the school purposes.

Moreover, it has been noted that active participation in school decision - making process creates a wider possibility of acceptance of the decision reached and as well as it enables the participants to adapt themselves to the operation that underway in the school. Alluto and Belasco (1972) describe how adaptation of participants to the newly developed decision can help the organization be effective.

Griffith (1979:242) has, underlined the importance of teachers' participation in decision-making as "a decisive factor that can enhance



changes that undergo in the organization." He adds that "participation has also a significant influence on productivity and helps reduce resistance to change."

Gorton (1987:17) has summarized much of the rationale for involving teachers in decision making process as follows.

1. It increases the number of different view points and ideas which might be relevant to the decision being made.
2. It makes better utilization of the available expertise and problem-solving skills which exist within the school community.
3. It may improve school morale by showing the individual involved that the administrator values their opinions, which may give them greater feelings of professional pride and job satisfaction.
4. It can aid acceptance and implementation of a decision because the people who are involved are more likely to understand the decision and be more committed to its success.

In general, involving teachers in decision-making process is a complete cycle of events by which an organization makes and implements decisions.

2.6.1. The Scope of Teachers Participation.

The degree of teachers' participation in the school decision-making potentially vary from one school situation to another depending on the issue or problem under consideration.

Bridges (in Gorton, 1987) has pointed out that "individuals, or groups are usually intending to participate in the process of decision-making whenever they feel that the decision reached will significantly affect their lives." It is evident that the degree of teachers' participation is directly related to how well certain pre requisite conditions are met. Some of these involvement pre-requisites occur in the participants while other exist in the school environment.

Morphet (1982:129) has explained the way the level of teachers participation in decision-making can be maximized. According to him the degree of involvement in making-decision can be maximized whenever opportunity is provided for those vitally affected by the programs. That is, if a person participates in the formulation of school wide educational program he will understand it better and is in a better position to implement it.

According to Tanner (1981:98) "insuring the individuals opportunities for participating in decentralized decision-making activities that affect them will maximize the level of teachers participation."

As studies suggest in many situations, the degree to which teachers participate can be influenced by certain prerequisites. In this regard Davis

(1981:156) identified some major conditions that may exist both in the participants and their environment as follows.

1. Time should be available before the action for participation takes place.
2. The potential benefits of the participation should be greater than time consumed.
3. The issue on the problem under consideration should be related to the participants' interests.
4. The participants should not have only strong interest in the outcome but also possess the ability necessary to make a positive contribution to the decision affecting the outcome.
5. Participants should not feel that their positions will be threatened as a result of participation.

The extent that the participant is able to pursue a particular course of action, and the extent he has a correct conception of the goal of the action, as well as he is correctly informed about the conditions surrounding his action can influence the level of his participation Griffith (in Halpin, 1967:141). The way an individual participant in school decision-making process may influence the level of his participation. Similarly, the more his participation is direct, the higher his power to influence the issue under consideration.

The desire of individual to involve in the process of decision making vary depending on the personal interest of the participants. In this regard Davis (1981:161) pointed out that "some employees desire more participation while others desire a minimum of participation." It is further revealed that

educated and higher level workers seek more participation because they feel more prepared to make useful contribution. It is also shown that lack of participation result in lower performance, less satisfaction and more stress.

Findings (Hoppock in Griffith, 1979) Gorton, 1987, Owens, 1987, Hoy and Miskel, 1987) have described areas of decision making under which teachers take great personal interest. That is, the desire to participate can be occurred when teachers possess a "zone of concern" or a "zone of indifference."

Based on the work of Barnard, Bridges, (Gorton (1987:19-20) has pointed out that there would be issues or problems which will fall within an individual's or group's "zone of concern," and "zone of in difference". When dealing with problems that fall within staffs zone of sensitivity, a high degree of participation in a group-process made of decision making would of course, be indicated" (Owens, 1987:287). On the other hand, if issues or problems are located in teacher zone of indifference, participation will be less effective(Hoy and Miskel, 1987:338

2.6.2. Variables that Affect Teachers' Participation in School Decision Making

Decisions are influenced by different kinds of situational factors that may affect the quality of decisions. In any specific instance decisional outcome will be affected by the nature of the problem, organizational variables, the personality characteristics of the decision-makers, and the limited knowledge of the decision makers.

Katz and Kahn (1978:488) identified three general determinants of the process of decision-making. These are: organizational context and its constraints, psychological aspects of the thought process, and personality determinants.

Agarwal (1982:97-98) has similarly described organizational variables, environmental variables and personality factors as intervering determinants of decision-making. Specifically, Gorton (1987:14) identified the most typical situational constraints as follows:

1. Amount of time available to make decision
2. Availability of resources necessary to implement any particular alternative
3. Amount of information available to make decision
4. Ambiguity of the situation, including the alternatives and potential consequences.
5. Degree of organizational autonomy given for decision making process
6. Amount of tension in the situation.

6.2.1. Teachers' Expectation and its impact on their Participation in the school Decision-Making Process.

When a school principal acts as teachers expect him to act, then there will be satisfaction on the part of teachers that may open ways for the need to involve in school decision making process.

Bidwell (in Culberston, 1960:424) states that "teacher satisfaction is largely related to what teachers expect from their administrator and perception of his behavior." Similarly, Moyer's (in culberston, 1960:424) study on teachers' professional relationships with their principals indicates that "in schools where there was a homogeneous out look among teachers and the principal, satisfaction was high, while a large gap between the principal's attitude and the attitude of his staff was accompanied by marked dissatisfaction." As it is evident from morale and interpersonal relationships study, teacher's expectations of the principal may enhance or impede staff participation in school decision making process.

According to culberston (1960) indication, "employees desire to be recognized as persons of worth and dignity, who are treated as individuals of importance in the school climate." He also adds that "employees want a voice in policy-making that affect their welfare". It is further indicated that teachers need to participate in the development of "rating scales, salary schedules, and in-service programs." Employee who has access to the principal may assume that he is assured of courteous and sympathetic hearing of what is undertaken in the school.

The studies of leadership behavior describe behavioral factors that may affect teachers' participation as follows: (1) Principals' attitude toward employees, (2) The degree of freedom which the employees have in planning their duties, (3) The opportunities that employees have in deciding on policies that affect them and (4) employees' attitude toward their principals.

In conclusion, studies made on this area have emphasized the existence of strong relations between leadership behavior and activities of the subordinates. Hence, on a similar basis, it is assumed that subordinate participation in decision-making process can be influenced by the leader behavior.

2.6.2.2. Academic Qualification and Teachers Participation in School Decision Making.

The relationship between academic qualification and participation of teachers in decision making are positively associated (Riley, 1984, Imber, 1984, Conley, 1988, Malik, 1969). That is educated members of the school, typically seek more participation since they appear more prepared to make useful contributions.

Hreibiniak and Alutto in Riley, (1984:40-41) pointed out that "highly educated employees desire greater participation because of a higher level of intrinsic need." Similarly, as it has been shown that advanced degree holders want more participation in decision making process because of a desire to use their technical expertise." Malik (1969:136) has similar findings, that is, as the level of education of the faculty members increase, the desire for faculty participation in the decision making process increases."

According to these findings, those with advanced degree seem to have more interest in decision-making process and advocate higher level of faculty

participation. Besides, they see themselves as they are better trained and knowledgeable about the problem of an educational institution.

On the other hand, Rileys' (1984) study revealed partial support for these findings. According to him (Riley, 1984) though relationships do exist between academic qualification and desire of teachers participation, no relationships are identified between academic qualification and actual participation in certain kinds of decision areas.

However, there exist common understanding between the researchers that teachers with a B.A and a Master plus, desire significantly more participation than those with less qualifications.

2.6.2.3. The Relationship Between Sex, Experience and Teachers Participation in Decision-Making.

Theoretically, it is assumed that a rich background of teaching experience increase desire for participation in decision-making. That is, the greater the variety of experience, the more ability an individuals may have to understand and to work with each other in a variety of situations (Campbell, 1962:311). It is further viewed that the person with experience at several levels of the school program has an advantage in understanding the total program.

Malik (1969:151) argues soundly that "as the years of experience increase, the desire for faculty participation also increase". However, there is

no much evidence from research available to indicate the level of relationship between teaching experience and actual as well as desired participation in decision making.

But according to the findings of Trusty and Sergivanni (in Riley, 1984) and Belasco and Alutto (1972), there is positive relationship between teaching experience and level of participation. Similarly, some studies predict that experience is related to participation.

To the contrary Riley, (1984:40) has described that teaching experience was not considered as a clear indication of the level of actual and desired participation.

The sex of teachers is one variable in determining the level of teachers' participation in decision-making. In this regard, Riley (1984) pointed out that "females show no sign of interest and less inclined to participate in organizational decision-making". Similar views were observed from Belasco and Alutto (1972) findings. That is, females participate less than males and desire lower levels of participation.

Malik (1969) has also indicated that "male academic faculty members advocate considerably more faculty participation."

Studies made by lower and Rosenthal (in Riley, 1984) showed the militancy of men to involve in decision making process than females. Further more, it is noted that men show more willingness, frequent and active in collective negotiation.

However, these variation (between males and females) do not exist in all types of decisional areas. For instance actual participation of females at the classroom level is significantly greater than males. Similarly, females attend more frequently association meetings than males (Griffith, 1979, Bush et al, 1980, Riley, 1984).

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA.

252 copies of questionnaire were distributed to technical/vocational school teachers and principals who were randomly selected from ten Government and two non government schools. A total of 241 responses were returned, representing 95.6% response rate of the returned questionnaires, 227 were usable. Thus, the analysis was made on the data obtained from these 227 respondents.

TABLE I.

Respondents view concerning present level of teachers' participation in over all Decision Categories (N=227)

	None	Minor	Moderate	Considerable	Maximum	X
Frequency	80	68	47	25	7	
Percent	35	30	21	11	3	79.32
Frequency	148					79
Percent	65.2					34.8
						20.97

*Significant at.05 level

Table - 1 Present findings on the present level of technical/vocational teachers participation in over decision categories. It can be noted from

table 1 that 65.2% of the respondents have depicted that the level of teachers' participation is below average whereas 34.8% have indicated that it is average and above .

The computed chi-square value $\chi^2 = 79.32$ is highly greater than the critical value $\chi^2_{.05} = 9.49$ at .05 level . Thus, this indicates that, there is significant difference between the respondents' perceptions concerning the level of teachers' participation. (i.e. $\chi^2 = 20.97$ $\chi^2_{.05} = 9.49$). This implies that the level of technical/vocational teachers' participation in decision-making is relatively low. (for the significant difference within the levels refer to appendix 1 column 1).

This finding is supported by earlier research. Husarch and Winkop (in Dan Riley, 1984:38) reported that "teachers are typically excluded from the decision-making process." In conformity with this finding Gorton (1970:127) also indicated that "the majority of the principals would confine teachers participation to merely expressing their reaction to a tentative decision already made by the principals."

Similar views were also reported by Bush et.al (1980:218) that "the average intensity of teachers' participation ranges from none involved to sometimes involved." On contrary, interviews conducted with technical/vocational school principals, indicated that teachers were frequently made involved to participate in school decision making process.

However, most of the documents that were consulted by the researcher (for instance Awasa, Dilla, Dire-dawa, Aseb-teferi Nazareth

technical/vocational schools) did show few and similar decision statements (for example, concerning students' discipline, instructional materials, extra-curricular activities etc.) were seen under consideration. But in other schools (like Addis Ababa, Wingate, W/ro Sehin, Dembosca and Mendida) existence of better utilization of teachers potential and experiences were observed.

Inspite of these facts, however, the present level of teachers' participation in school decision making seems relatively very low in over all decision categories. More over, inorder to examine the level of participation in-depth, investigation of the level of teachers involvement in each decision categories (i.e. budgeting, school building, personnel affairs, general school policy, student affairs and curriculum and instruction) need to be assessed. Thus, tables 2-7 address issues related to 6 decision categories as indicated below.

TABLE 2

Respondents' view concerning present level of Teachers' participation in budgeting and income generating sectors (N=227)

	None	Minor	Moderate	considerable	Maximum	χ^2
Frequency	60	83	49	30	5	77.27 [*]
Percent	26.43	36.56	21.59	13.22	2.2	
Frequency	143		84			15.33*
Percent	63		37			

* Significant at .05 level of confidence.

63% of the subjects (below average) viewed that the level of teachers' participation concerning budgeting and income generating sector is relatively

very low while 37% average and above average of them reported that the present level is fairly high.

✓ The over-all computation of chi-square value $\chi^2 = 77.27$, and as well as
 ✓ the computed chi-square value for below average and above average $\chi^2 = 15.33$
 ✓ are both greater than the critical value $\chi^2_{4} = 9.49$, at .05 level of confidence.
 Therefor, this indicates that there is significant difference between the respondents' perceptions concerning the level of participation in budgetary decision category.

In general, the findings in Table 2 show that there is little opportunity for teachers to participate.

Nevertheless, these findings are negated by some earlier researchers. For instance, bush et.al (1980:219) revealed that "level of participation in budgeting decision area seemed reasonably high. Similarly, Best (in Griffiths, 1979:280) viewed that "teachers involved actively in budgetary decision area." It can be assumed then, that this difference might have been resulted from the type of decisions or the frequency to attempt to participate. However, further study should be underway to examine the level of participation in budgetary decision category

TABLE 3

Respondents' perception regarding present level of Teachers participation in school building category. (N=227).

	None	Minor	Moderate	Considerable	Maximum	χ^2
Frequency	121	58	30	17	1	195.8*
Percent	53.30	25.55	13.22	7.49	0.49	
Frequency	179		48			75.6*
Percent	78.85		21.15			

* Significant at .05 level.

Concerning school building decision area, the over whelming majority of the respondents (78.85%) reported that the level of present involvement of teachers in school decision-making seems very low. On the other hand, 21.15% of them viewed that teachers enjoy some autonomy to participate in school building decision category.

This variation is confirmed by statistically significant difference. That is, the computed chi-square value $\chi^2 = 75.6$ is highly greater than the critical value $\chi^2_{.05} = 9.49$ (for further observation see at appendix 3, column 5).

This argument is supported by earlier study. For instance, Best (in Griffith, 1979: 280) pointed out regarding the level of teachers participation's as "relatively large number of teachers currently participate in building facility area less than their desire." Thus, it may be possible to assume that teachers' participation in third decision area is not as teaches may desire to participate.

TABLE 4

Respondents' view Regarding Present level of Teachers' participation in personnel Affairs Decision category (N=227)

	None	Minor	Moderate	Considerable	Maximum	X ²
Frequency	90	61	45	22	9	90.41*
Percent	39.65	26.87	19.82	9.69	3.96	
Frequency	151		76			24.78*
Percent	66.52		33.48			

* Significant at .05 level.

About 66.52% of the respondents have perceived that teachers' involvement in personnel affairs decision categories is less than their desire, while 33.8% (average and above average) indicated that the present level of participation is fairly high. Differences in their views, concerning personnel affairs decision category is also confirmed statistically.

In this regard, the computed chi-square value $x^2 = 24.78$ is found greater than table value $x^2_{.05} = 9.49$. Hence, this confirms that there is significant difference between the respondents perception concerning the level of teachers participation in personnel affairs decision category. This may imply that large number of teachers are not made to participate in the above mentioned decision category (for significant difference between level refer to appendix 4, column 7.)

TABLE - 5

Respondents' perception concerning present level of Teachers' participation in General School Policy area.

(N = 227)

	None	Minor	Moderate	Considerable	Maximum	X ²
Frequency	81	69	48	24	5	86.30*
Percent	35.68	30.4	21.15	10.57	2.2	
Frequency	150		77			23.48*
Percent	66.08		39.92			

* Significant at .05 level.

The present level of participation in General school policy area seems relatively very low. As shown in table 5, 66.08% (below average) of the respondents have reviewed little level of participation, while 39.92 (average and above average) of them perceived relatively high level of participation. This difference is also revealed statistically. That is, the calculated chi-square value $\chi^2 = 23.48$ exceeds the tabel value $\chi^2_{\alpha} = 9.49$ which has indicated significant difference between respondents' perception concerning the level of teachers participation in general school policy area. Partially, earlier study agree with this findings. However, the level of participation in the above mentioned decision category seems quite low (for further observation see appendix 5, column 9).

TABLE - 6

Respondents' view concerning present level of Teachers' participation in students' Affairs. (N=227)

	None	Minor	Moderate	Considerable	Maximum	χ^2
Frequency	66	70	53	31	7	61*
Percent	29.07	30.84	23.35	13.66	3.08	
Frequency	136		91			8.92*
Percent	59.91		40.09			

* Significant at .05 level.

As shown in Table 6, 59.91 (below average) of the respondents viewed that the level of teachers' participation in students' affairs decision category is found low while 40.9 (average and above average) of the subjects indicate that teachers' involvement in students' affairs decision-area is relatively high. The statistical test is also confirmed this difference i.e. The computed chi-square value $\chi^2 = 8.92$ exceeds the critical value $\chi^2_{4} = 9.49$. Thus there is significant difference between the subjects' perceptions regarding the level of teachers participation in students affairs decision area (Appendix 6, column 11 gives the detail).

However, this finding do not agree with earlier study. For instance, Bush et al (1980:219) reported in their study that "teachers, involvement in resolving students' problem is very high at present." This difference might have been raised as a result of the nature of the school that the study was

conducted or the level of recognition given to the contribution of teachers by school authorities.

TABLE - 7

Participants' opinion Regarding present level of Teachers' participation in curriculum and instruction. (N=227)

	None	Minor	Moderate	Considerable	Maximum	x ²
Frequency	74	74	49	23	7	79.85
Percent	32.6	32.6	21.59	10.13	3.08	
Frequency	148		79			20.97*
Percent	65.2		34.8			

* significant at .05 level.

As shown in Table 7, the majority of the participants (65.2%) viewed that the actual level of teachers participation in curriculum and instructional decision category is relatively very low. On the other hand, 34.8% (average and above average) of them indicated that the existing level of participation is somewhat above average.

The statistical test has also revealed similar findings concerning respondents' view about their perceptions regarding the above mentioned decision area. In this regard, the calculated chi-square value $\chi^2 = 20.97$ is greater than the table value $\chi^2_{4} = 9.49$. Thus, this shows that there is significant difference between the respondents perceptions about the level of participation in curriculum and instructional decision category (for the detail see Appendix 7, column 13).

In conformity with this findings, earlier studies (for instance, Griffith, 1979, Bush et al, (1980) indicated that the existing level of teachers' participation in curriculum and instruction reflected low frequency of involvement.

The writer of this paper also confirms that in most of the technical and vocational schools, documents were not available which indicate the decision made concerning curriculum and instruction.

TABLE - 8

Respondents view regarding Desired level of Teachers' participation in over-all decision categories (N=227).

	None	Minor	Moderate	Considerable	Maximum	x
Frequency	3	6	30	100	88	184.64*
Percent	1.32	2.64	13.22	44.05	39.77	
Frequency	9		218			192.43*
Percent	3.96		96.04			

* significant at $\alpha = .05$ level.

The degree of teachers' desire to participate in over all decision categories indicated in table 8. In this regard, large (96.04%) number of respondents (average and above average) have perceived relatively very high degree of desire to participate in decision categories that concern the school affairs.

The statistical test used to see the significant difference have also confirmed the degree of desire to participate is above average. That is the observed value $\chi^2 = 192.43$ is highly exceeded the critical value $\chi^2_{4} = 9.49$ (for the detail see appendix 1, column 2)

As earlier study indicates, relatively large number of teachers' desire to participate in school decision-making though very few of them pointed on that they do participate as they preferred. However it can be noted that the degree of teachers' desire to participate is relatively very high though there is no opportunity to involve as they do desire.

TABLE - 9

Respondents view concerning Desired level of teachers' participation in budgeting and income generating sectors area (N=227)

	None	Minor	Moderate	Considerable	Maximum	X ²
Frequency	1	6	32	107	81	193.07*
Percent						
Frequency	7		220			199.86*
Percent	3.08		96.92			

* Significant at $\alpha = .05$ level

As it is observed from Table 9, teacher's have indicated a high degree of desire to participate in determining budget and income generating sector issues.

In this decision category, 96.92% (average and above average) of the respondents have reported a high degree of desire, whereas 7% (below average) of them reflected low level of desire.

The summing effect of data obtained in table 9 concerning the degree of teachers' desire to participate in budgetary and income generating scores of decision category is also indicates the general trend of teachers' desire to participate.

Based on the data in table 9, a chi-square statistical test is calculated. The result of the computed chi-square value $\chi^2 = 199.86$ is highly greater than the critical value $\chi^2_{4} = 9.49$. This shows that there is statistically significant difference between the levels of the decision category that reflects the degree of desire to participate (in order to see the significant differences between the levels refer to appendix 2, column 4)

TABLE -10

Respondents perception regarding desired degree of teachers' participation in school building decision category)N=22

	None	Minor	Moderate	Considerable	Maximum	X^2
Frequency	5	14	45	99	64	128.57*
Percent	2.2	6.17	19.82	43.61	28.19	
Frequency	19		208			157.36*
Percent	8.37		91.62			

* significant at $\alpha = .05$ level

As it is shown in Table 10, the majority (91,62%) of the respondents desire relatively a higher degree of participation in school building decision

category. The proportion, that is 91.62% (average and above average) prefer high degree of involvement whereas a smaller proportion which is 8.37% (below average have viewed lower level of desire.

When the views of the respondents (96.92) about the budgetary decision category is compared with views (91.62%) of respondents, regarding the school building decision area, the result seems to have positive association. Thus, it may be possible to assume that though teachers have higher degree of desire to participate, they may not be given opportunity involve to the extent that they prefer.

As shown in Table 10, the calculated chi-square value $\chi^2 = 157.36$ is largely greater than the critical value $F(2,224) = 9.49$, $p < .05$, hence it is possible to assume that there is statistically significant differences between the respondents' perception about school building decision area (for the detail see appendix 3 column 6).

These findings are also confirmed by earlier study. For instance, Bush et.al (1980:220) reported that "teachers' desire a very high degree of participation in decision about building facilities."

TABLE - 11

Respondents' opinion concerning desired level of teachers' participation in personnel affairs decision category (N=227)

	None	Minor	Moderate	Considerable	Maximum	X ²
Frequency	6	9	30	96	86	161.3*
Percent	2.64	3.96	13.22	42,3	37.89	
Frequency	15		212			170.96*
Percent	6.6		93.4			

* Significant at $\alpha = .05$ level

Respondents' with less frequency of participation have indicated low level of desire to be involved and those with relatively high frequency have shown high level of desire. There is 6.6% (below average) of respondents seem not concerned much to participate while 93.4% (average and above average) of them showed a higher degree of desire to participate in personnel affair decision-category.

This variation is confirmed by statistical test. In this regard the observed value $\chi^2 = 170.96$ highly exceeds $F(2,224) = 9.49$, $p < .05$. Thus, this may indicate that there is significant difference in the degree of decision category (concerning significant difference between the levels see appendix 4, column 8).

Although, similar proportion of respondents' view is observed in two previous decision-categories (budgetary and school building), it can be noted that large number of respondents are more concerned with the personnel affairs than with budgetary and school building decision categories. This

variation might have resulted from the nature of the problem and its level to determine the schools performance.

In this respect earlier studies have reported similar views concerning personnel affairs. i.e., some teachers prefer less participation than presently experiencing in resolving personnel affairs, while others generally desired considerably more input in this decision area than they were presently experiencing. This finding was also confirmed by the writer of this paper during his stay in the sample schools. It was observed that most of the personnel problems were directed to be decided either by the schools discipline committee or by the school administrative committee that was led by the school principal's depending the types of problems.

TABLE - 12

Respondents' perception regarding desired level of Teachers' participation in General school policy . (N=227)

	None	Minor	Moderate	Considerable	Maximum	X ²
Frequency	2	5	30	104	86	194.61 [*]
Percent	9	2.2	13.22	45.81	37.89	
Frequency	7		220			199.86 [*]
Percent	3.1		96.92			

* Significant at $\alpha = .05$ level

Teachers were not involved as they desired in decisions related to the general school policy affairs. Very few of the respondents i.e. 2.21% to 9% perceived low levels of desire, while 13.22% to 45.8% of them have reported

a high degree of desire to participate in general school policy decision category.

Similar pattern of responses are also observed when the data obtained in table 12 is classified into below average (3.1%) and average, above average (96.92%).

This variation some what clearly indicate that teachers do not see themselves involved in General School Policy personnel affairs decision area or they may not given opportunity or initiated to participate.

The statistical test also showed similar results concerning significant difference between the levels. In this respect, the computed chi-square value $\chi^2 = 199.86$ is highly greater than the critical value $\chi^2_{4} = 9.49$ (for the detail see Appendix 5, column 10).

TABLE - 13

Respondents' view concerning the desired degree of Teachers' Participation in Students' affairs decision category. (N=227)

	None	Minor	Moderate	Considerable	Maximum	X
Frequency	1	5	28	104	89	203.55*
Percent	0.44	2.2	12.23	45.81	39.21	
Frequency	6		221			202.62
Percent	2.64		97.35			

* Significant at = .05 level

* Significant at = .05 level

As Table 13 shows, 0.44% to 2.2 of the respondents viewed low degree of desire concerning students' affairs issues, whereas the majority of the respondents (45.81%) perceived more degree of desire to participate.

a high degree of desire to participate in general school policy decision category.

Similar pattern of responses are also observed when the data obtained in table 12 is classified into below average (3.1%) and average, above average (96.92%).

This variation some what clearly indicate that teachers do not see themselves involved in General School Policy personnel affairs decision area or they may not given opportunity or initiated to participate.

The statistical test also showed similar results concerning significant difference between the levels. In this respect, the computed chi-square value $\chi^2 = 199.86$ is highly greater than the critical value $\chi^2_{0.05} = 9.49$ (for the detail see Appendix 5, column 10).

TABLE - 13

Respondents' view concerning the desired degree of Teachers' Participation in Students' affairs decision category. (N=227)

	None	Minor	Moderate	Considerable	Maximum	X
Frequency	1	5	28	104	89	203.55*
Percent	0.44	2.2	12.23	45.81	39.21	
Frequency	6		221			202.62
Percent	2.64		97.35			

* Significant at = .05 level

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The statistical test also showed similar results concerning significant difference between the levels. In this respect, the computed chi-square value $\chi^2 = 199.86$ is highly greater than the critical value $\chi^2_{0.05} = 9.49$ (for the detail see Appendix 5, column 10).

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	None	Minor	Moderate	Considerable	Maximum	X
Frequency	1	5	28	104	89	203.55*
Percent	0.44	2.2	12.23	45.81	39.21	
Frequency	6		221			202.62
Percent	2.64		97.35			

* Significant at = .05 level

As Table 13 shows, 0.44% to 2.2 of the respondents viewed low degree of desire concerning students' affairs issues, whereas the majority of the respondents (45.81%) perceived more degree of desire to participate.

2.2% (below average) to 97.79% (average and above average). This indicates that the desired degree of teachers to participate is relatively very high. This finding is statistically found significant which confirm the highest desired degree of teachers to participate.

As observed from Table 14, the computed chi-square value $\chi^2 = 207.44$ is much greater than the critical value $\chi^2_{\alpha} = 9.49$. This implies that teachers are highly concerned with curriculum and instructional decision category and demand relatively higher level of participation (for the detail look at Appendix 7, column 14)

In general, as it can be observed from the data obtained in Tables (1-14) the existing and desired degree of teachers participation in all six decision categories are not as teachers preferred. This means the existing degree of teachers' participation is relatively very low while their desired degree is fairly very high. To conclude the comparisons of views of the respondents concerning teachers existing and desired degree of participation are further analyzed and explained below.

Comparisons of Views Concerning the existing and Desired Patterns of Teacher' Participation.

The third purpose of this study was to examine the significant differences between the existing and desired teachers' participation. To attain this t-test analysis procedure was employed.

Moreover, the statistical test reveals significant difference among the levels of the decision category which confirm the degree of teachers' desire to participate is relatively very high.

As the calculated value indicated, the observed value $\chi^2 = 202$ is highly greater than the critical value $\chi^2_{.05} = 9.49^*$. (see Appendix 6, column 12). So this may reveal that students' affairs are given less concern by the school. Thus, it can be noted that teachers' were not reasonably, satisfied with their degree of input for the betterment of the schools. In conformity with this finding earlier studies, partially agree when reporting that teachers' involvement in the area of students' affairs at present is relatively very high while they have also showing a desire to maintain that degree of participation. This tends to support the views of teachers who advocate a high degree of desire to participate in various decision categories that concern schools' affairs.

TABLE - 14

Respondents' view regarding desired level of Teachers' participation in curriculum and instructional category (N=227)

	None	Minor	Moderate	Considerable	Maximum	X ²
Frequency	1	4	26	98	98	211.34 [*]
Percent	0.44	1.76	11.45	43.17	43.17	
Frequency	5		222			207.44 [*]
Percent	2.2		97.79			

* Significant at $\alpha = .05$ level.

The data above shows that the desired degree of teachers participation in curriculum and instructional decision-category ranges from

TABLE - 15

A paired t-test of the differences between the existing and desired level Teachers' participation in six decision category (N=227)

Existing		Desired		
$\bar{X}$	SD	$\bar{X}$	SD	t
105.97	30.56	207.71	24.14	46.32

Table 15 presents the calculated means score of the existing and desired teachers' participation in six decision categories. As indicated in the table above, the mean score (207.77) of teachers desire to participate is greater the mean score (105.97) of existing teachers' participation. Similarly, the computed value $t=46.32$, $p<.05$ exceeds the critical value $t=1.645$, $p<.05$. Thus this indicates that there is significant difference between the existing and desired teachers' participation in school decision-making categories. Therefore, it can be noted that the desired degree of teachers to participate seems very high, where as their actual participation is relatively very low.

Concerning the significant differences between the actual and desired teachers participation, different writers have had relatively similar views. Thus, in conformity with the above findings, Riley (1984). Owens (1987) and Hughes (1987) indicated that a significant difference may exist between the actual and desired teachers' participation in different types of decision areas. It is also confirmed that "teachers' desire significantly greater participation than they actually experienced at all organizational levels" (Riley, 1984:39). Thus, this may confirm that the difference between the existing and desired

level of teachers' participation in school decision making categories
in highly significant.

TABLE - 16.

A paired t-test of the difference between the existing and desired level of teachers' participation in each decision category (N=227).

Decision categories	Existing		Desired		T
	$\bar{X}$	S	$\bar{X}$	S	
Budgeting	6.78	2.58	12.38	2.02	29.90
School Building	5.29	2.42	11.85	2.71	32.35
Personal Affairs	27.19	8.35	58.30	7.76	41.91
G.S. Policy	25.48	8.19	50.26	6.46	41.77
Student Affairs	20.41	7.23	38.02	4.80	37.24
Curri. & Instruction	21.54	7.24	42.74	6.15	39.82

As indicated in Table 16, the calculated value $t = 29.90, p < .05$ (budgetary), $t = 32.35, p < .05$ (school building), $t = 41.91, p < .05$ (personnel affairs), $t = 41.77, p < .05$ (General school policy), $t = 37.24, p < .05$ (Students' affairs) and $t = 39.82, p < .05$ (Curriculum and instruction) are highly greater than the critical value $t = 1.645, p < .05$.

This clearly implies that there is significant difference between the actual and desired levels of teachers' participation in each of the decision-category mentioned above.

✓ When the differences between the existing and desired levels were compared, there appeared to be low level of participation of teachers at present while their desired intensity of participation were relatively high. Large differences were particularly observed in personnel affairs, general

school policy, curriculum and instructional decision categories. This disparity might have come as a result of that these decision areas are directly related to the school activities or act of teaching.

An examination of the remaining (budgeting, students' affairs and school building) decision categories have also showed that teachers have not found themselves involved to a greater extent at present and indicated their desired intensity to participate.

Existing Patterns of Teachers' Participation.

The fourth purpose of this study was to examine or determine whether there were significant differences between the respondents by position on the views of existing level of teachers participation, and further, if such could provide insights for understanding the effect of position on decision-making.

TABLE - 17

Comparisons of means responses by position on the views of existing degree of teachers participation in over-all school decision- categories.

(N=227)

Respondents	N	$\bar{X}$	SD
Acad. Teacher	52	107.17	36.68
Tech/Voc. Teachers	163	103.75	28.41
Principals	12	128.17	21.23

The results in Table 17, show which group of the respondents were considered to have had different views. Remembering that rating below

average corresponds to low degree of participation and ratings average and above average to a relatively high degree of participation, academic teachers ($\bar{X}=107.17$) and technical/vocational teachers ($\bar{x}=103.95$) perceived less levels of teachers' participation as compared with that of the principals perceptions ($\bar{x}=128.17$) who have viewed a higher degree of existing levels of teachers' participation.

This disparity of perception amongst the group of respondents on the existing degree of teachers participation can be a result of their desire to involve or the position of the group in the school hierarchy. Besides, theoretically, some principals pretend as if teachers are encouraged or made to participate in every school decision areas.

However, this assumption is not supported by early findings. Gorton (1970:127) reported that "though not all, nine to sixteen percent of the principals would eliminate teachers participation on items concerning the amount of money should be set aside in the budget for instructional materials and to each department."

Further comparisons of the mean scores of the three groups (Academic, technical/vocational teachers and principals) using scheffe multivariate comparison procedure was conducted to see whether this difference was statistically significant or not.

TABLE - 18

A nova summary Table: dependent variable degree of existing teachers' participation (N=227)

Source	SS	Df	MS	F	SOF
Position	6652.07	2	3326.03	3.65	0.0277
Residual	204370.72	224	912.37	-	-
Total	211022.78	226	-	-	-

As shown in Table 18, that there is a significant difference between position $F(2,224) = 3.65, p < .05$. This may imply that the magnitude of relationship between the academic, technical/vocational teachers and principals concerning existing degree of teachers, participation is significantly different.

However, since the table does not clearly indicate the differences between the groups on each decision category further analysis was worked out below.

As the over-all computed value of $S1-2 = 0.66$ (between the academic teachers and technical/vocational teachers), $S1-3 = 2.68$ (between technical/vocational and principals) show that two of the values do not exceed the criterion value = 2.48, namely $S1-2$, and $S1-3$. The remaining one, $S2-3$ is greater than the criteria value = 2.48. Hence, this indicates that the difference of the means ($S2-3$) is significant at .05 level. The conclusion is that there is no significant difference, between academic and technical

vocational teachers, and between the academic teachers and principals in perceiving the existing degree of teachers participation in decision making categories, whereas significant difference is observed between technical-vocational teachers and the principals.

This variation of views on the degree of existing teachers participation between these two groups may arise as a result of the interest they have to participate or the position they may occupy in the school hierarchy.

TABLE - 19.

Significance of differences between respondents by position on the views of existing patterns of teachers participation in each decision category. (N=227).

Decision-category	S1-II	S1-III	S2-III
Budgeting	0.66	1.55	1.99
School-building	0.5	1.74	1.6
Personnel Affairs	1.24	1.76	2.53
G.School Policy	0.85	2.43	1.85
Student Affairs	0.04	1.51	1.63
Curri. & Instruction	0.82	2.24	1.96

* Significant at $\alpha = .05$ level.

Technical/vocational school by its very nature consists teachers with different academic qualifications and working experiences containing different disciplines and technical specialties.

As long as different specialties and positions held in the schools are concerned, it can be assumed then that different views concerning teachers participation in school decision-making might be revealed among these (academic teachers, technical vocational teachers, and principals respondents).

When comparisons were made between these three positions based on their views of existing degree of teachers participation (Table-18), no significant differences were found on 5 of 6 decision-categories.

This indicates that member of the groups (participants may have similar perceptions concerning the levels of teachers participation or it may mean that the existing levels of teachers involvement was very low.

On the other hand, findings in Table - 18 showed that the views of technical/vocational teachers and principals significantly differ on personnel affairs decision-category. This disparity might have been the result of the differences in being concerned for teachers personnel problems.

Desired Patterns of Teachers Participation.

The other dimension of teachers participation in school decision-making was the examination of desired patterns of teachers participation.

The respondents were asked to view their opinions concerning the degree of desired patterns of teachers participation in decision-making on each of 50 decision statements which were categorized under six decision areas.

To attain this, similar system of comparisons were made involving academic teachers, technical/vocational teachers and principals as the existing degree of participation was analyzed.

TABLE - 20

Comparisons of Mean of Positions on the views of desired degree of teachers' participation in over-all decision categories. (N=227)

Respondents	N	$\bar{X}$	S
Acad. Teachers	52	213.08	21.44
Tech. Voice. Teachers	163	205.50	25.34
Principals	12	215.50	10.78

As shown in Table - 20 the mean score of the principals (215.50) is greater than the mean score of technical-vocational teachers (205.50) and the mean score of academic teachers (213.08).

Although there are differences in mean scores, the findings do not clearly indicate the statistical differences among the positions. Thus, in order to examine whether there are significant differences or not, further comparisons using analysis of variance procedure was used. For these findings Table 20 shows.

TABLE- 21

Anova summary Table: Dependent variable Degree of Desired Teachers Participation. (N=227)

Source	SS	df	MS	F	Sof
Position	3019.18	2	1509.59	2.63	0.0745
Residual	128711.44	224	574.60	-	-
Total	131730.63	226	-	-	-

* significant at = .05 level.

When the respondents were compared on their views of desired patterns of teachers participation, none of their views produced significant differences among the three groups in over-all decision categories. However, when scheffe multivariate comparison procedure was used, significant differences in 2 of the 6 decision categories was observed.

The greatest significant difference was found in the categories of school building (i.e. between academic teachers and principals (S1-3=3.16,p<.05), between technical/vocational and principals (S2-3=3.47,p<.05) Moreover significant difference was also appeared on curriculum and instruction between academic and technical vocational (S1-3=2.61,pz.05 teachers.

The significant difference that was appeared between academic teachers and principals concerning school building might be the result of differences in their perception regarding the kinds of buildings used for the

purpose of technical/vocational schools activities. Since conducting practical activities of the technical/vocational training need large classes teachers of this field may assume difference class rooms from what the schools maintain at present or their perceptions was differed because teachers may need the schools to be repaired.

As it is observed from the findings the perception of the principals and technical/vocational teachers concerning curriculum and instruction was very high this might have been arisen due to the priority given to this decision category. In conformity ~~with~~ this finding earlier study suggested that "teachers desire a more active role in decisions affecting curriculum and instruction" (Gorton 1970:124).

In general, even though significant differences were not found on the views of the respondents in the remaining every decision categories, each group advocates relatively greater teachers' participation in all decision ~~categories~~.

Respondents opinion Regarding the importance of Decision Categories

The other aim of this study was to assess the opinion of the respondents concerning the importance of the decision categories. To achieve this aim respondents were asked to give their opinion regarding six decision categories that required ranking from one to six in order of importance. Different ranks of the respondents' were computed in order to compare the relative importance placed upon each decision category by each group. In this regard Tables 21.22 may indicate the findings.

TABLE 22

Importance of the Decision categories by Ranks. (N=227)

Decision Categories	RESPONDENTS		
	Academic Teachers	Technical & Voc. Teachers	Principals
Budgeting & income Generating sectors	3	2	1
School building	5	2	5
Personnel Affairs	6	5	4
General School Policy	2	3	3
Student affairs	4	6	6
Curriculum & Instruction	1	1	2

Respondents were asked to rank each of the decision category according to its importance for teachers participation in decision-making process. Deferent ranks of each decision category made by each group are shown Table 21 . The group gave partly similar and partly different ranks to the decision categories depending on the importance attached to each area of decision -Statements. As shown in Table 21 academic teachers and technical/vocational teachers gave identical ranks to curriculum and instruction, while the principals gave priority for budgeting and income generating sectors. On the other hand the principals and technical-vocational teachers gave less concern to the students' affairs, school building. Similarly, academic teachers gave less concern to personnel affairs and school building.

As it is indicated in Table 21, Budgeting, curriculum and Instruction were given greater concern by the principals, academic and technical/vocational teachers whereas school building, personnel affairs and students' affairs were less concern by the respondents.

In order to test the strength of the relation of the ranks assigned to the decision categories by the respondents, the spearman rank correlation coefficient was used. The correlation are shown in Table 22, (for compilation see Appendix)

TABLE - 23

Correlations Between Group of Respondents on the Importance of Decision Categories.(N=227)

	Academic teachers	Tech-voc. Teachers	Principals
Acad-Teachers	xxxxxxxxx	+ .77	+ .6
Tech.voc.Teach.	xxxxxxxxx	xxxxxxxxx	+ .89
Principals	xxxxxxxxx	xxxxxxxxx	xxxxxxxxx

As shown in Table 22, there is strong association between the academic teachers and technical/vocational teachers ($r_s = +.77$) and as well as between the technical/vocational teachers and the principals ($r_s = +.89$) on the views of the importance attached to the decision categories. nevertheless, there is loose association between the academic teachers and the principals.

However, it can be noted that the academic teachers and technical/vocational teachers have similar views in prioritizing the decision categories though they may have differences in other decision statements.

The similarities and differences of the respondents in their opinion on the importance they attach to the decision categories may exist as a result of their academic qualification or the position they may occupy in the schools' hierarchy.

Effect of Sex, Experience and Academic Qualification on Views of Existing and Desired Levels of Teacher Participation.

The last section of this study was to examine the effect of other variables on views of teachers' participation in school decision-making. In this regard responses of the academic teachers, technical/vocational teachers and principals on existing and desired patterns of teachers participation were categorized by sex, experience and academic background. This made it possible to investigate the effect of these variables on the views of existing and desired degree teachers participation. The data for comparisons of views are indicated in table 23-28.

TABLE - 24

Means and Standard-Deviations of Males' and Females' Views of Teachers' Participation in over-all Decision Categories.

Source	Existing			Desired	
	N	$\bar{X}$	S	$\bar{X}$	S
Male	205	106.67	28.93	207.64	24.00
Female	22	99.41	43.26	208.91	26,00

✓ As indicated in Table 24, the mean score ($\bar{x}=106.67$) of Males is
 ✓ greater than the mean score ($\bar{x}=99.41$) of females. On the other hand the
 mean score ($\bar{x}=208.91$) of females exceeds the mean score ($\bar{x}=207.64$) of
 males in desired situations.

However in both cases (existing and desired) the data do not indicate the significant differences between males' and females' views on the existing or desired degree of teachers participation on over-all decision categories. Nevertheless, this may indicate that females perceived less participation of teachers in decision-making than males, whereas in the case of desired degree, females' perception is greater than males. This disparity may appeared as a result of females less exposure to decision-making. Inorder to examine the statistical significant, data in Table 24 would explain.

TABLE - 25

Anova summary Table of Teachers participation interms of sex.
(N=227)

Situations	Source	SS	df	MS	F	Sof
Existing	Sex	1048.36	1	1048.36	1.12	0.2903
	Residual	209974.42	225	933.22	-	-
	Total	211022.78	226	-	-	-
Desired	Sex	31.80	1	31.80	0.05	0.8519
	Residual	131698.82	225	585.33	-	-
	Total	131730.63	226	-	-	-

As shown in Table 25, $F(1,225) = 1.12, p > .05$. Therefore, the result indicates that there is no significance between males and females on their views of existing degree of teachers participation. similarly, $F(1,225) = .05, p > .05$ indicates statistically none significant relationship concerning the views of males and females on their perceptions of over-all decision categories in teachers desire to participate.

This implies that the perceptions of males and females regarding teachers participation in school decision categories seems relatively similar. This might be the result of taking these decision areas as the common problem of males and females teachers who were experienced them.

However, earlier theories had negated these findings. That is, even though the results of testing do not support their theories, Indik, Seashore

and Slesinger (in Riley, 1984:35) reported that "because of the societal expectations women are more passive and less inclined to participate in organizational decision-making." similar findings were reported by Belsaso and Alutto (19) that "women participate less than men and desire lower level of participation." Other research had also showed the militancy of men to participate in decision making better than females. In general it can be noted that sex has got effect on participation of decision making.

Effect of Teaching Experience On Teachers' Participation in School Decision-Making

The purpose of this analysis was to determine whether the differences in views of existing and desired degree of teachers participation was reflected in years of experience of teachers' professional carriers. To achieve this respondents' years of experience were arranged into four level. This is, 1-3 years, 4-9 years, 10-15 years and 16 or above. The responses of each group was collected and tabulated.

As the examination of data indicates, there were difference between the respondents in viewing of teachers participation in existing degree of decision-making when they were grouped by years of experience.

Similar patterns of differences were found when respondents with 4 to 9 years, 10 to 15 years, 16 or above years and 1 to 3 years of experience

were compared with each other based on their perceptions of teachers desired degree of participation.

However, since the data obtained based on means and standard deviation do not indicate the statistical difference. Further analysis of variance was used. The findings for this analysis are shown in Table -26.

TABLE -26

Analysis of Variance on views of Existing and Desired levels of Teachers' participation in over-all decision categories. (N=227)

Situations	Source	SS	df	Ms	F	So
Existing	Experiences	3950.52	2	1316.84	1.42	0.23
	Residual	207072.26	224	928.58	-	-
	Total	211022.78	226	-	-	-
Desired	Experience	8495.66	2	2831.89	5.12	0.00
	Residual	123234.96	224	552.62	-	-
	total	131730.63	226	-	-	-

As shown in Table 26, there is no significant difference between the respondents by experience on the views of existing degree of teachers participation. This may imply that teachers with different years of experience have relatively similar perceptions about the existing patterns of teachers participation. But on the desired degree of participation there are significant differences between the respondents on the views of desired degree of participation. However, this disparity departure do not indicates among which group and in which decision category the respondents view

show significant differences. Hence, to examine this, scheffee test multivariate comparison procedure was used. The finding for these comparison are shown in Table 27.

TABLE - 27

Significant of Differences Between Respondents By Years Experience
On Views of Desired Patterns of Teachers Participation in Each Decision
Category.

Deci-Cate.	S1-2	S1-3	S1-4	S2-3	S2-4	S3-4
Budgeting	23.46	23.98	23.7	-	-	-
Sch. Building	-	-	-	-	-	-
Person. Affairs	-	3.05	-	-	-	-
G.Sch. Policy	-	-	-	-	2.95	-
Stud. Affairs	3.41	3.20	-	-	-	-
Curri. & Inst.	3.12	-	-	-	4.17	

Table 27 indicates how teachers advocate the degree of teachers desire to participate indecision categories when categorized by years of experience. Analysis of these findings revealed distinct difference between each group concerning desired degree of teachers participation. When respondents with one to three years of experience were compared with four to nine years, ten to fifteen years as well as sixteen or above years of experience, significant differences were observed on budgetary decision category.

Significant differences were also found when one to three years of experience was compared with four to nine on students' affairs and curriculum and instructional decision categories.

There are significant differences between one to three and ten to fifteen years of experience on views of personnel and students affairs. Besides, differences were observed on general school policy and curriculum and instructional decision areas when four to nine and sixteen or above years of experience were compared.

It can also be noted from an examination of findings in Table 27 that teachers clearly show quite different view, based upon their years of experience in teaching. Hence, it can be possible to assume that, though significant differences were observed respondents highly advocate greater teachers participation in school decision making.

With regard to the effect of years of experience on participation of teachers indecision-making, theory and research reviews predicated that "experience is related to participation" (Trusty and Sergiovani, Belasco and Alutto (in Riley, 1984:40). As Riley (1984:41) reported "theoretically, teachers with the greatest need deficiencies will desire greater participation as a means of satisfying their needs, while more experienced teachers i.e.(12 years experience) will desire less because they either achieve more or expect less."

In general, the desire for teachers participation increased as years of experience in education increased (Malik, 1969:129).

TABLE - 28

A summary Table of Teachers participation interms of Qualification.

Situation	Source	SS	Df	MS	F	Sof
Existing	Quali.	1968.54	5	393.71	0.42	0.8372
	Residual	209054.25	221	945.95	-	-
	Total	212022.78	226	-	-	-
Desired	Quali.	8547.21	5	1709.44	3.07	0.0107
	Residual	123183.41	221	557.39	-	-
	Total	131730.41	226	-	-	-

As shown in TABLE 28, there is no significant difference between the respondents perception concerning the degree of existing teachers participation interms of their academic qualification.

However, there is significant difference between the respondents perception regarding the degree of desired participation.

Since the findings do not indicate significant deference's within the groups interms of academic background further comparisons using Scheffe test multivariate comparison procedure was implied. The comparisons are shown in Table 28.



TABLE - 29

Comparisons of views of respondents by qualification concerning desired patterns of teachers participation. (N=227)

Deci. Category	S1-5	S2-5	S2.6	S3-4	S3-5	S3-6	S4-5	S4-6
Budgeting	9.18	17.32	12.45	-	38.87	18.79	22.98	14.01
Sch. Building	-	-	-	-	-	-	-	-
Person. Affairs	-	-	-	-	-	-	3.27	-
G.Sch. Policy	-	-	-	-	-	-	-	-
Stud. Affairs	-	-	-	-	-	-	3.39	-
Curri. & Inst.	-	-	3.62	-	-	-	3.76	-

As shown in Table 28, significant differences were found between with those who completed twelve grade, and bachelor degree holders (S1-5), twelve plus one and bachelors (S2-5), Twelve plus one and possessing a masters (S2-6), Twelve plus two and bachelors (S3-5), twelve plus two and a masters holders (S3-6), twelve plus three and bachelors (S4-5), and twelve plus three and a masters holders level of qualification in four of the six decision categories.

As data indicates the majority of respondents advocate greater teachers' participation in budgeting and income generating sectors than in the other remaining decision-categories. Thus, this may imply that budgetary issues are the sensitive part of technical/vocational schools.

Earlier theories, advocate that "highly qualified employees desire greater participation because of a higher degree of intrinsic need" (Hrebiniak, and Alutto (in Riley, 1984:41) .

Regarding the relationship between academic qualification and desired participation, Riley (1984:41) indicated that "teachers possessing a masters plus desire significantly more participation than their non degree colleagues". However, study revealed that this relationship does not exist in every decision areas. In some decision categories, the relationship found to be stronger, whereas in others seem very loose. Hence, it may not be possible to conclude that academic qualification can be considered as an indicator of a means for participation. Malik (1969:136) supporting this finding indicates that "there seems to be little doubt that the desire to participate in decision-making is related to the level of education."

In general, this study has revealed that the existing levels of participation of technical/vocational teachers in the school decision making is undoubtedly very low, whereas their desired degree to participate is relatively found very high.

CHAPTER IV

4. Summary, Conclutions and Recommendations

The primary purpose of this study was to examine the existing and desired level-participation of of technical/vocational school teachers of Ethiopia.

Inorder to achieve this, 44 decision statements were adapted and later raised to 50 desicion statements after, a pilot study conducted at Nazreth / technical school and Aseb-Teffen Agro-technical school. The decision-statements were arranged in six decision categories inorder to answer the bvasic questions that dealt with the esisting and desired levels of teacher participation in decison making.

The other part of this study was intended to examine the importance attached to each of the decision categories. Comparisons of views of the respondents regarding the levels of teachers participation in decision making were made through out the study using hree groups of participants. (ie academic teachers, those who are offerning academic cources in technical/vocational schools, technical/vocational teachers and principals).

The desireability of participation of teachers in school decision-making has been highly advocated by theoreticians in the field education stressing its importance for both teachers and the schools. It is this proposition, thus, that led to the asumption that decision should be made by those who are to be

later affected by it. Therefore, it was on this premise that this study was based.

The study was conducted in ten government and two non-government technical/vocational schools of Ethiopia. These schools were selected by using random sampling techniques. A total of 241 questionnaires were distributed and 227 completed forms were collected.

✓ The study employed four kinds of statistical tools. (ie chi-square, t-test, one way anova and sheffe test, correlation coefficient)

4.1 Summary of The Study.

The major findings of this study are summarized under:

4.1.1. Views of teachers on the present level of participation.

✓ 4.1.2. Views of respondents on the desired level of teachers participation.

✓ 4.1.3. Views concerning the importance attached to the decision categories.

4.1.1. Views Concerning the Level of Actual Teachers Participation.

- The actual level of teachers participation in school decision-making was relatively very low.

- Respondents shared similar views concerning the existing level of teachers involvements in all decision categories except in personnel affairs.
- Findings have indicated that females percieve less level of participation than males.
- There was no significant difference in participation between the respondents when they were compared in their years of experience. For instance teachers with sixteen or above years of experience tended to view least teacher' participation where as those with from level of teachers' participation.
- ✓ - Respondents with different adademic qualification have similar perception concerning the present level of teachers' participation.

4.1.2.Views ofthe Respondents on the Desired level of teachers' participation

- The level of teachers' desire to participate in over all decision categories did not seem very high.
- Respondents (academic teachers, technical /vocational teachers and principals) showed greater level of participation in 4 (i.e. budgeting, personnel affairs, General school policy and students affairs) of 6 decision areas.

- There were disagreement between academic teachers and principals as well as between technical/vocational teachers and principals in the area of school building category.
- Minimum disagreement was observed between academic and technical/vocational teachers in curriculum and instructional decision areas.
- Desired level of teachers* to participate increased as years of experience increases. however, this is not true for teachers with 16 or above years of experience,
- Teachers with less than B.A degree perceived less participation than those with B.A. degree and above.
- Similar perceptions were observed between B.A. holders and above concerning the desired level of teachers' participation.

✓ **4.1.3. Views concerning the importance attached to the decision categories.**

- Academic technical /vocational teachers gave similar ranks to curriculum and instruction category(both ranked them first) while the principals gave priority (Ranked it first) for budgeting and income generating sectors.

- Budgeting, curriculum and instruction were given greater concern by academic teacher principals whereas personnel and students' affairs were given less concern by the same respondents.
- A strong agreement were reached ($r = +.77$) between academic and technical/vocational teachers. Also similar level of association ($+89$) was observed between the principals and technical/voc teachers in over all ratings made to decisional categories.

2.4 CONCLUSION

On the basis of data obtained the level of technical/vocational school teachers' participation in school decision making has been examined. Accordingly, the level of teachers participation as well as concern to make them involve in school decision-making is found very low. The nature of technical/vocational school requires practical activities which can be achieved through collective efforts of teachers. Hence, to mobilize these forces and utilize their potentials more access should be provided. In this regard technical/vocational schools seem lagging behind.

As it is observed from the findings of this study, teachers favour greater participation in school decision-making. But it seems that proper attention was not given to teachers' contribution to the school goals. In the field of education without teachers' involvement there might be a possibility of reaching on wrong decisions that may not benefit the school. Underlining the importance of teachers' participation in the school, Campbell, et.al (1962:22) states that "much of the responsibility for achieving the objectives of the

school rests with the teachers. Both their individual efforts... and the total organizational effort to which they contribute are important factors in the schools achievement." He adds that "the school cannot really take stock of its efforts without involving its teachers. "These statements clearly show that goals achievement in school is possible only through collective effort of teachers.

Research made on the level of teachers' participation in school decision-making indicates that teachers need to take part in deciding school' activities which give them a sense of identification with the school.

In general, the potential benefits of involving teachers in school decision-making seems unquestionable. Thus, to conclude the following major points are released.

The over-all present level of participation of teachers' is below average. On the other hand teachers desire greater level participation of issues such as preparation as school budget and setting income generating sectors, concerning the school plants, personnel affairs, general school policies, curriculum and instruction. These propositions may indicate that schools do not properly utilize the different potentials and experiences of their teachers for bettering either the quality of their trainees or schools' activities. Consequently, if teachers are not made to involve in matters concerning their schools affairs, it may cause a number of problems. That is, it may reduce greater readiness to do what is required to assist the school to achieve its goal, affect sense of identification with the school, affect morale, and professional commitment. It may also impede implementation of the

decision made, disassociate the teachers from the school, discourage creativity and increases dissatisfaction.

There is additional evidence that show differences of the respondents in viewing the present level of teachers' involvement in school decision-making process. In this regard, the principals and technical/vocational teachers' have different perceptions concerning the present levels of teachers' participation. Thus, these variation may indicate that the expectation given for present level of teachers' participation is not similar among the respondents.

The data of this study concerning desired level of teachers participation revealed that teachers advocate higher level of participation. This seems resulted from the low considerations given for teachers. or teachers indifference in perceiving various school decisional statements.

Though there is little difference in prioritizing the decision categories, the majority of the respondents have similar views on the importance they attached to the decision areas which might be the result of their position they held in the school.

In conformity with earlier studies and reviews, findings of this study also revealed that females perceived less teachers' participation than males. This seems the effect of less exposure of females to variety of school activities.

When years of experience and accademic qualification are considered the expectation is relatively similar with earlier findings. That is, as the level of education and years of experience of teachers increases the level of desire for participation in school decision-making process increases. This assumption might be resulted from the expectation of these groups (highly qualified and more years of experience) those who consider themselves as trained, have more knowledge about the problem of the school

When the views of teachers generally examined on both existing and desired level of teachers' participation, there was diseripancy. From this it might be possible to note that the potential of qualified and experienced teachers has not been properly utilized by the technical/vocational schools of Ethiopia.

4.2 Recommendation

On the basis of data obtained and conclusions drawn, the following recommendations are made.

Earlier in chapter III of this study, it was pointed out that technical/vocational schools maintain teachers with different disciplines and technical specialities.

- It can also be expected, then, that these are the group who may be directly responsible for the betterment of training activities and as the same time these are the group who are affected by the decision passed either at the apex or the school level.

However, as this study indicates the level of their present participation is relatively very low whereas their desire to participate is very high. This may show that the schools do not properly utilize the potential and expericence of their teachers. In this regard Gorton (1987) has pointed out that "when men are deprived of their sense of worth, their talents are not utilized, their contribution is denied, their resources, ideas and ideas, interpretations are excluded from the decision making, decision can not be as in=sightful as they might otherwise be."

- To use teachers' input to shap the learning environment of the school, the school should identify avenues for active participation. For instance,

teachers could be encouraged to come-up with some decisional areas and find possible solutions to the problems posed. This would help them to contribute their share in the school management without being super imposed by the principals.

- Teachers are more implimenters of policies made at he apex. This practice, however, deprives the teachers' initiative to participate in the affairs of the school. Thus, before policeis are made, teachers should be consulted and their opinions gathered inorder to encourage then to participate.

- Task allocation (for example, the appointing department heads, unit leades, deciding clubs' budget etc) should be done by the decision of the staff based on the interest of the individual teachers.

Identifying areas of decision making in which teachers take great personal interest.

- The study indicates that respondents view concerning the present level of teachers' participation in relatively similar. However, the perception of the principlas in this regard is greater. (i.e more than academic teachers and technical/vocational teachers). This may indicates that decisions in technical/vocatioal schools are unilateral.

Deciding issues out side the members zone of in difference, would not be of vital to the teachers and may not be accepted. Even if they are forced to accept, it may not be helpful to achieve the desired goals of the school Therefore, it is advisable for the school principal to be aware of the fact that the nature of technical/vocational school do not invite unilateral decision-making system. Avoiding situational constraints by preparing access to it may minimize the problems.

As evidenced in this study respondents have shown higher participation. This implies that teachers are interested to share responsibilities, hence, principals should use this opportunitis by taking appropraite action that may inable him to involve teachers.

- It can also be noted from the findings that the importance attached to the decision categories seem highly inter-correlated. That is there is strong

association between the academic teachers and technical/vocational teachers (+.77) and between the principals and technical/vocational teachers (+.88). This may imply that the majority of teachers are familiar with most of school decision statements. Therefore it seems possible to expect, then, that there is no difficulty for teachers to prepare decision statements being with the school administration (in this respect the principals). Thus, the principal should use this opportunities whenever school decisional statements are required to be prepared.

- It has been revealed in this study that the level of teachers' desire to participate in school decision-making vary interms of sex, years of experience and academic qualification. In this regard the data indicated that females preceived less participation than males whereas teachers with a higher level of education and experience seek more participation. Therefore, principals should ecnourage teachers including females by making more opportunities available in areas where their interests are attracted.

In general, if all technical/vocational school teachers are expected to make contribution, particularly, the principals, and the concerned institutions, such as the Ministry of Education, Zone education office, technical/vocational expertise should make possible assistance for each teachers and school inorder to make contribution and improve the schools' performance.

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Appendix - 1

Respondents View Concerning Existing and
Desired Level of Teachers Participation
in over-all Decision Categories.

Leves	Column - 1			Column - 2		
	Existing			Desire		
	Frequenc			Frequen		
	O	E	χ^2	O	E	χ^2
NONE	80	74	N.S 0.97	3	4.5	N.S 1
MINOR	68	74		6	4.5	
NONE	80	63.5	8.57*	3	16.5	* 22
MODERATE	47	63.5		30	16.5	
NONE	80	52.5	28.81*	3	51.5	* 91.35
CONSIDERABLE	25	52.5		100	51.5	
NONE	80	43.5	61.25*	3	45.5	* 79.4
MAXIMUM	7	43.5		100	45.5	
MINOR	68	57.5	3.83	3	18	* 16
MODERATE	47	57.5		88	18	
MINOR	68	46.5	19.88*	6	53	* 83.36
CONSIDERABLE	25	46.5		30	53	
MINOR	68	37.5	49.61*	6	47	* 71.53
MAXIMUM	7	37.5		88	47	
MODERATE	47	36	6.72*	30	65	* 37.7
CONSIDERABLE	25	36		100	65	
MODERATE	47	27	29.62*	30	59	* 28.5
MAXIMUM	7	27		88	59	
CONSIDERABLE	25	16	10.12*	100	94	N.S 0.77
MAXIMUM	7	16		88	94	

* = highly significant at .05 level

N.S = Not Significant

O = Observed

E = Expected

II

Appendix - 2

Respondents' Perceptions Regarding present level of Teachers' Participation in Budgeting and Income Generating Sectors.

Leves	Column 3			Column 4		
	Existing			Desire		
	Frequency		χ^2	Frequency		χ^2
	O	E		O	E	
NONE	60(26.43%)	71.5	N.S	1(0.44%)	3.5	N.S
MINOR	83(36.56%)	71.5	3.70	6(2.64%)	3.5	3.57
NONE	60	54.5	N.S	1	16.5	*
MODERATE	49(21.59)	54.5	1.11	32(14.1%)	16.5	29.12
NONE	60	45	5	1	54	*
CONSIDERABLE	30(13.22)	45	s.d	107(47.13)	54	104
NONE	60	32.5	46.54	1	41	*
MAXIMUM	5(2.20)	32.5	s.d	81(35.68)	41	78.04
MINOR	83	66	4.38	6	19	*
MODERATE	49	66	s.d	32	19	17.78
MINOR	83	56.5	24.86	6	56.5	*
CONSIDERABLE	30	56.5		107	56.5	90.28
MINOR	83	44	69.14	6	43.5	*
MAXIMUM	5	44		81	43.5	64.66
MODERATE	49	39.5	5.20	32	69.5	*
CONSIDERABLE	30	39.5		107	69.5	40.46
MODERATE	49	27	35.86	32	56.5	*
MAXIMUM	5	27		81	56.5	21.24
CONSIDERABLE	30	17.5	17.86	107	94	N.S
MAXIMUM	5	17.5		81	94	3.6
						N.S

* Significant at $\alpha = .05$

NS = Not Significant

O = Observed

E = Expected

III

Appendix - 3

Respondents' Opinions Concerning the existing level of Teachers' Participation in school building catagory

Level	Column - 5			Column - 6		
	Present			Desire		
	Frequency		χ^2	Frequency		χ^2
	O	E		O	E	
NONE	121(53.30%)	89.5	*	5(2.20%)	9.5	*
			22.17			4.26
MINOR	58(25.55%)	89.5		14(6.17%)	9.5	
NONE	121	75.5	*	5	25	*
			54.84			32
MODERATE	30(13.22%)	75.5		45(19.82%)	25	
NONE	121	69	*	5	52	*
			94.17			84.96
CONSIDERABLE	17(7.49%)	69		99(43.61%)	52	
NONE	121	61	*	5	34.5	*
			118.03			50.45
MAXIMUM	1(0.44%)	61		64(28.19%)	34.5	
MINOR	58	44	*	14	29.5	*
			8.91			16.29
MODERATE	30	44		45	29.5	
MINOR	58	37.5	*	14	56.5	*
			22.41			63.94
CONSIDERABLE	17	37.5		99	56.5	
MINOR	58	29.5	*	14	10	*
			55.07			3.2
MAXIMUM	1	29.5		6	10	
MODERATE	30	23.5	N.S	45	72	*
			3.6			20.25
CONSIDERABLE	17	23.5		99	72	
MODERATE	30	15.5	*	45	54.5	N.S
			27.13			3.31
MAXIMUM	1	15.5		64	54.5	
CONSIDERABLE	17	9	*	99	81.5	*
			14.22			7.52
MAXIMUM	1	9		64	81.5	

* Significant at $\alpha = 0.5$

N.S = Not Significant

O = Observed

E = Expected

IV

Appendix-4

Respondents' view concerning the present
Level of Teachers' Participation
in personnel Affairs area

Level	Column - 7			Column-8		
	Present			Desire		
	Frequency		χ^2	Frequency		χ^2
	O	E		O	E	
NONE	90(39.65%)	75.5	*	6(2.64%)	7.5	N.S
MINOR	61(26.87%)	75.5	5.57	9(3.96%)	7.5	0.6
NONE	90	67.5	*	6	18	*
MODERATE	22(19.82%)	67.5	15	30(13.22%)	18	16
NONE	90	56	*	6	51	*
CONSIDERABLE	22(9.69%)	56	41.29	90(42.3%)	51	79.41
NONE	90	49.5	*	6	46	*
MAXIMUM	9(3.96%)	49.5	66.27	86(37.89%)	46	69.57
MINOR	61	53	N.S	9	19.5	*
MODERATE	45	53	2.42	30	19.5	11.31
MINOR	61	41.5	*	9	52.5	*
CONSIDERABLE	22	41.5	18.33	96	52.5	72.09
MINOR	6	35	*	9	52.5	*
MAXIMUM	9	35	38.63	86	52.5	72.09
MODERATE	45	33.5	*	30	63	*
CONSIDERABLE	22	33.5	7.9	96	63	34.57
MODERATE	45	27	*	30	58	*
MAXIMUM	9	27	24	86	58	27.03
CONSIDERABLE	22	15.5	*	96	91	*
MAXIMUM	9	15.5	5.45	86	91	0.55

* Significant at = .05 level

N.S = Not Significant

O = Observed

E = Expected

Appendix - 5

Respondents' Perception Regarding the
actual level of Teachers' Participation
in General School Policy area

Level	Column - 9			Column -10		
	Present			Desire		
	Frequency		χ^2	Frequency		χ^2
	O	E		O	E	
NONE	81(35.68%)	75	N.S 0.96	2(0.88%)	3.5	*
MINOR	69(30.4%)	75		5(2.20%)	3.5	
NONE	81	64.5	*	2	16	*
MODERATE	48(21.15%)	64.5		30(13.22%)	16	
NONE	81	52.5	*	2	6	*
CONSIDERABLE	24(10.57%)	52.5		104(45.82%)	6	
NONE	81	43	*	2	44	*
MAXIMUM	5(2.20%)	43		86(37.89%)	44	
MINOR	69	58.5	*	5	17.5	*
MODERATE	48	58.5		30	17.5	
MINOR	69	46.5	*	5	54.5	*
CONSIDERABLE	24	46.5		104	54.5	
MINOR	69	37	*	5	45.4	*
MAXIMUM	5	37		86	45.4	
MODERATE	48	36	*	30	67	*
CONSIDERABLE	24	36		104	67	
MODERATE	48	26.5	*	30	58	*
MAXIMUM	5	26.5		86	58	
CONSIDERABLE	24	14.5	*	104	95	N.S
MAXIMUM	5	14.5		86	95	

* Significant at = .05 level

N.S = Not Significant

O = Observed

E = Expected

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ADDIS ABABA UNIVERSITY
LIBRARIES

VI

Appendix- 6

Respondents' view Regarding present level
of Teachers' Participation in Student's
Affairs Category

Level	Column - 11			Column -12		
	Present			Desire		
	Frequency		χ^2	Frequency		χ^2
	O	E		O	E	
NONE	66(29.07%)	68	N.S 0.12	1(0.44%)	3	N.S 2.67
MINOR	70(30.84%)	68		5(2.20%)	3	
NONE	66	59.5	N.S 1.42	1	14.5	* 25.14
MODERATE	53(23.35%)	59.5		28(12.33%)	14.5	
NONE	66	48.5	* 12.36	1	52.5	* 101
CONSIDERABLE	31(13.66%)	48.5		104(45.81%)	52.5	
NONE	66	36.5	* 47.68	1	45	* 86.04
MAXIMUM	7(3.08%)	36.5		89(39.21%)	45	
MINOR	70	61.5	2.35	5	16.5	* 16.03
MODERATE	53	61.5		28	16.5	
MINOR	70	50.5	* 15.06	5	54.5	* 87.92
CONSIDERABLE	31	50.5		104	54.5	
MINOR	70	38.5	* 51.55	5	47	* 75.06
MAXIMUM	7	38.5		89	47	
MODERATE	53	42	* 57.61	28	66	* 43.76
CONSIDERABLE	31	42		104	66	
MODERATE	53	30	* 35.27	28	58.5	* 31.80
MAXIMUM	7	30		89	58.5	
CONSIDERABLE	31	19	* 15.16	104	96.5	N.S 1.17
MAXIMUM	7	19		89	96.5	

* Significant at = .05 level

N.S = Not Significant

O = Observed

E = Expected

VII

Appendix-7

Respondents View Concerning Present
Level of Teachers' Participation in
Curriculum and Instruction

Level	Column - 13			Column -14		
	Present			Desire		
	Frequency		χ^2	Frequency		χ^2
	O	E		O	E	
NONE	74(32.6%)	74	N.S 0	1(0.44%)	2.5	N.S 1.8
MINOR	74(32.6%)	74		4(1.76%)	2.5	
NONE	74	61.5	*	1	13.5	*
MODERATE	49(21.59%)	61.5	5.08	26(11.45%)	13.5	23.15
NONE	74	48.5	*	1	49.5	*
CONSIDERABLE	23(10.13%)	48.5	26.81	98(43.17%)	49.5	95.04
NONE	74	40.5	*	1	49.5	*
MAXIMUM	7(3.08%)	40.5	54.42	98(43.17%)	49.5	95.04
MINOR	74	61.5	*	4	15	*
MODERATE	46	61.5	5.08	26	15	16.13
MINOR	74	48.5	*	4	51	*
CONSIDERABLE	23	48.5	26.81	98	51	86.63
MINOR	74	40.5	*	4	51	*
MAXIMUM	7	40.5	54.42	98	51	86.63
MODERATE	49	36	*	26	62	*
CONSIDERABLE	23	36	9.39	98	62	41.81
MODERATE	49	28	*	26	62	*
MAXIMUM	7	28	31.5	98	62	41.81
CONSIDERABLE	23	15	*	98	98	N.S 0
MAXIMUM	7	15	8.53	98	98	

* Significant at = .05 level

N.S = Not Significant

O = Observed

E = Expected

VIII

Appendix-8

Computation of Correlation Coefficient Between Positions of Respondents on The Importance of Decision Categories

Descisional Areas	Respondents			Difference Between Rank 1, 2 and 3					
	1*	2*	3*	1-2		1-3		2-3	
				d	d ²	d	d ²	d	d ²
Budgeting & Income Gene- rating Sectors	3	2	1	1	1	2	4	1	1
School Building	5	4	5	1	1	0	0	-1	1
Personnel Affairs	6	5	4	1	1	2	4	1	1
General School Policy	2	3	3	-1	1	-1	1	0	0
Students' Affairs	4	6	6	-2	4	-2	4	0	0
Curriculum & Instruction	1	1	2	0	0	-1	1	-1	1
				p1-2=+.77		p1-3=+.6		p2-3=+.89	

Key

1* = Academic Course Instructors

2* = Technical and Vocational Course Instructors

3* = Principals

$$P\ I-II \quad 1 - \frac{6Ed_2}{N(N_2-1)} = 1 - \frac{6 \times 8}{6(36-1)} = 1 - \frac{-48}{210} = 1 - 0.230 = +.77$$

$$P\ I-III. \quad 1 - \frac{6Ed_2}{N(N_2-1)} = 1 - \frac{6(14)}{6(36-1)} = 1 - \frac{84}{210} = 1 - 0.4 = +.6$$

$$P\ II-III. \quad 1 - \frac{6Ed_2}{N(N_2-1)} = 1 - \frac{6 \times 4}{6(36-1)} = 1 - \frac{24}{210} = 1 - 0.11 = +.89$$

Descriptive Statistics of Each Category
of Existing Level of Teachers' Participation
in terms of Sex, Exp, Pos, and Qualification

VAR	L	N	Budgeting		School Building		Personnel Att.		G.School Policy		Students' Aff.		Curri.Instruc.		ST	
			$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S
Sex	1		6.85	2.47	5.35	2.4	27.36	7.98	25.71	7.92	20.56	7.02	21.47	7.07	106.67	28.93
	2		6.14	3.5	4.68	2.64	25.68	11.32	23.41	10.37	19.09	8.99	22.18	8.84	99.41	43.26
Exp	1		6.78	2.67	5.59	1.80	25.59	7.33	25.85	6.75	19.07	5.76	22.04	6.04	103.27	22.67
	2		6.64	2.5	5.19	2.38	28.19	8.0	25.79	8.04	20.50	7.50	21.83	7.52	107.74	30.02
	3		6.8	2.87	5.73	3.05	28.26	9.53	26.68	9.96	21.86	7.93	22.34	7.57	111.02	36.10
	4		6.91	2.39	4.87	1.96	25.84	7.78	23.94	6.90	19.54	6.67	20.29	7.07	100.6	27.86
Pos	1		6.904	3.044	5.0769	2.6483	28.115	9.241	26.02	10.04	20.27	8.144	20.558	8.318	107.2	36.68
	2		6.638	2.413	5.2699	2.3361	26.491	7.991	24.920	7.589	20.22	6.941	21.54	6.905	103.95	28.41
	3		8.167	2.443	6.4167	2.4664	32.750	7.098	30.833	4.933	23.75	6.566	25.75	5.463	128.17	21.23
Quli	1		6.25	1.89	5.5	1.73	28.00	7.35	26.00	7.35	15.75	3.30	21.75	11.47	103.25	25.98
	2		6.45	2.50	5.27	2.05	30.09	6.72	28.46	6.58	21.18	6.5	23.64	6.52	112.55	23.63
	3		6.42	2.47	5.34	2.63	27.54	8.76	25.12	8.24	21.16	7.74	22.49	6.93	107.59	31.95
	4		6.56	2.42	5.84	2.1	24.56	7.79	25.16	9.42	20.04	6.55	21.12	5.95	100.80	31.82
	5		7.39	2.71	5.08	2.34	27.29	8.2	25.57	8.18	20.00	7.12	20.6	7.83	105.76	30.54
	6		7.08	3.07	4.85	2.44	26.31	8.56	25.85	7.64	18.39	6.16	18.23	7.21	99.62	25.5

VAR. = Variable
Sex = sex

Exp = Experience
Pos. = Position

Quali. = Qualification

X

Descriptive Statistics of Each Category of
Desired Level of Teachers' Participation in
Terms of Sex, Exp, Pos, and Qualification.

VAR	L	N	Budgeting		School Building		Personnel Att.		G.School Policy		Students' Aff.		Curri.Instruc.		DT	
			$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S
Sex	1		12.37	2.29	11.86	2.82	53.30	7.88	50.26	6.44	38.00	4.81	42.6	5.64	207.640	24.0
	2		12.77	1.95	11.73	2.72	53.27	6.66	50.23	6.81	38.23	4.82	44.05	9.8	208.91	26.0
Exp.	1		1.52	0.85	12.33	5.26	49.63	10.49	48.3	8.3	35.41	6.16	40.56	6.89	195.96	30.58
	2		12.31	2.15	11.91	2.21	53.56	8.00	51.81	5.85	39.09	4.37	44.93	5.77	213.16	21.62
	3		12.8	1.95	12.03	2.13	55.1	6.35	51.21	5.23	38.89	4.30	43.57	4.52	212.06	19.94
	4		12.42	0.95	11.43	2.38	52.84	6.8	48.56	6.78	37.16	4.59	40.59	6.65	202.99	25.16
Pos.	1		12.48	0.985	11.750	2.265	54.115	8.544	50.923	5.93	39.33	3.99	44.62	6.68	213.08	21.44
	2		12.2	2.68	11.687	2.366	52.834	7.636	49.85	6.71	37.5	5.09	42.09	6.03	205.5	25.34
	3		13.25	1.68	14.50	6.557	56.00	4.918	52.92	4.4	39.42	2.02	43.42	3.48	215.5	10.78
Quali.	1		10.00	5.35	11.25	2.06	56.5	1.00	53.25	4.27	40.75	2.50	43.75	4.27	215.50	8.23
	2		1.73	2.45	11.00	3.19	52.82	11.70	48.00	11.38	36.18	9.08	41.27	6.94	201.27	41.93
	3		12.48	0.82	11.82	2.33	53.55	7.04	50.28	6.33	38.07	4.6	43.21	5.53	208.17	23.48
	4		11.16	2.14	11.6	2.35	48.72	8.94	47.20	6.02	35.20	4.4	38.36	5.60	192.36	24.31
	5		0.819	0.856	12.15	3.46	54.51	6.94	51.64	5.6	38.90	4.27	43.58	6.93	212.86	20.81
	6		1.77	1.30	11.77	2.35	52.77	9.99	49.31	6.46	38.85	3.36	43.69	3.79	209.15	19.98

VAR. = Variable
Sex = sex

Exp = Experience
Pos. = Position

Quali. = Qualification

ADDIS ABABA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

TEACHERS' PARTICIPAION INDECISION - MAKING
IN THE TECHNICAL AND VOCATIONAL SCHOOLS OF ETHIOPIA

QUESTIONNAIRE

The questionnaire is part of a study designed to collect information about the level of teachers' participation in school decision making process. The aim is to use the information to underline the importance of teachers' participation in school decision making to improve the quality of school performance.

Therefore your co-operation in answering each question as thought fully and frankly as possible is highly required. All your responses are summarized and processed in statistical form so that you are not identified by name besides, in order to ensure complete confidentiality you are kindly requested not to write your name anywhere on the questionnaire .

your cooperation in taking the time to fill out the questionnaire is very much appreciated.

GENERAL INFORMATION

- (01) Name of the school _____
- (02) sex: Male _____ Female _____
- (03) Please indicate your years of teaching & administrative experience.
- | | | | |
|----------|---------|----------|-------------|
| 1. _____ | 1 - 3 | 2. _____ | 4 - 9 |
| 3. _____ | 10 - 15 | 4. _____ | 16 or above |
- (04) please indicate your primary responsibility.
- | | |
|----------|---|
| 1. _____ | Academic subject instruction |
| 2. _____ | Technical & vocational course in structure. |
| 3. _____ | Principal |
- (05) please indicate your level of qualification
- | | |
|----------|-----------------------|
| 1. _____ | twelve grade complete |
| 2. _____ | 12+1 |
| 3. _____ | 12+2 |
| 5. _____ | 12+3 |
| 6. ----- | Bachelor' degree |
| 7. _____ | Master's degree |
| 8. _____ | Doctor's degree |

Below, there are 50 decisional statements which are grouped into six categories, Against each decisional statement ,please indicate in the left hand column the degree to which you think teachers, either individually or as a group, existing (now) participate in decision making at your technical and vocational school. in the right hand column indicate the degree to which you think teachers either individually or as a group, desire to participate in decision making at your school in order to assist you in your judgment each of the five degree of participation id defined.

Participation is now	Definition of Terms	Participation should be
<i>None</i> 1 <i>Minor</i> 2 <i>Moderate</i> 3 <i>Considerable</i> 4 <i>Maximum</i> 5	1. None = No participation any kind. 2. Minor = At the level of providing opinion informally. 3. Moderate = on some occasions being asked for advice 4. Considerable = serving on formally organized committees charched with making recommendation 5. Maximum = Being given authority to establish policy	<i>None</i> 1 <i>Minor</i> 2 <i>Moderate</i> 3 <i>Considerable</i> 4 <i>Maximum</i> 5
(circle one)	BUDGET & INCOME GENERATING SECTORS	
	The decision on who will participate in the formulation of the school budget.	
	The decision on determining means of income generating sectors.	
	The decision on the instructional materials to be include in the budget.	

1 = None, 2 = Minor, 3= moderate, 4 = considerable, 5 = Maximum

Participation is now		participation should be
(circle one)	SCHOOL BUILDING	(circle one)
1 2 3 4 5	The decision on the expansion of school buildings	1 2 3 4 5
1 2 3 4 5	The decision on maintenance of school buildings.	1 2 3 4 5
1 2 3 4 5	The decision on maintenance of area of the school campus.	1 2 3 4 5
1 2 3 4 5	PERSONNEL AFFAIRS	1 2 3 4 5
1 2 3 4 5	The decision on hiring new staff members.	1 2 3 4 5
1 2 3 4 5	The decision on selection of department heads	1 2 3 4 5
1 2 3 4 5	The decision on the need of up-grading staff qualification	1 2 3 4 5
1 2 3 4 5	The decision on teachers transfer(from one school to another)	1 2 3 4 5
1 2 3 4 5	The decision on who will give orientation for new staff members.	1 2 3 4 5
1 2 3 4 5	The decision on assigning staff members to committees	1 2 3 4 5
1 2 3 4 5	The decision on resolving teachers grievances.	1 2 3 4 5
1 2 3 4 5	The decision on securing teachers welfare	1 2 3 4 5
1 2 3 4 5	The decision on the determination of pay day (salary)	1 2 3 4 5
1 2 3 4 5	The decision on determining teaching loads.	1 2 3 4 5
1 2 3 4 5	The decision on solving administrative problems	1 2 3 4 5
1 2 3 4 5	The decision on the establishment of favorable conditions for the school community	1 2 3 4 5

1 = None, 2 = minor, 3 moderate, 4 = considerable, 5 = Maximum

Participation is now		Participation should be
	The decision on how community can participate in the school activities	
(circle one)	GENERAL SCHOOL POLICY	(circle one)
1 2 3 4 5	The decision on school purpose and objectives	1 2 3 4 5
1 2 3 4 5	The decision on the content and form of lesson plan	1 2 3 4 5
1 2 3 4 5	The decision on establishing the disciplinary p policies	1 2 3 4 5
1 2 3 4 5	The decision on establishing relationships between the principals and the staff.	1 2 3 4 5
1 2 3 4 5	The decision on text book selection	1 2 3 4 5
1 2 3 4 5	The decision on evaluating supervisory practices	1 2 3 4 5
1 2 3 4 5	The decision on change of structure of the school	1 2 3 4 5
1 2 3 4 5	The decision establishing a program for community service	1 2 3 4 5
1 2 3 4 5	The decision on offering adult education	1 2 3 4 5
1 2 3 4 5	The decision on establishing teachers' evaluation criteria.	1 2 3 4 5
1 2 3 4 5	The decision on preparing agenda	1 2 3 4 5
1 2 3 4 5	The decision o assessing the school performance	1 2 3 4 5
1 2 3 4 5	STUDENTS' AFFAIR	1 2 3 4 5
1 2 3 4 5	the decision on adoption of graduation requirement	1 2 3 4 5

1= None 2= Moderate, 4 = considerable, 5 = Maximum

Participation is now		Participation should be
1 2 3 4 5	The decision on determining objective of students counseling and guidance	1 2 3 4 5
1 2 3 4 5	The decision on setting standards of student conduct	1 2 3 4 5
1 2 3 4 5	The decision on establishing procedures for enrolling new students to different departments	1 2 3 4 5
1 2 3 4 5	The decision on establishing rules and regulations governing student activities.	1 2 3 4 5
1 2 3 4 5	The decision on setting policies to cover student admission orientation and probation	1 2 3 4 5
1 2 3 4 5	The decision on the orientation activities for new students	1 2 3 4 5
1 2 3 4 5	The decision on the orientation activities for new students.	1 2 3 4 5
1 2 3 4 5	The decision on the selection of tests to be administered to new students	1 2 3 4 5
1 2 3 4 5	The decision on approval of student	1 2 3 4 5
1 2 3 4 5	CURRICULUM AND INSTRUCTION	1 2 3 4 5
1 2 3 4 5	The decision on the selection of syllabus problem for study	1 2 3 4 5
1 2 3 4 5	The decision on the procedure for obtaining instructional supplies	1 2 3 4 5
1 2 3 4 5	The decision on how to evaluate the syllabus.	1 2 3 4 5
1 2 3 4 5	The decision on the adoption of new courses	1 2 3 4 5
1 2 3 4 5	The decision on the adoption of text books.	1 2 3 4 5
1 2 3 4 5	The decision on syllabus change or innovation	1 2 3 4 5
1 2 3 4 5	The decision on determining methods of instruction.	1 2 3 4 5

1= None 2= minor, 3 = Moderate, 4 = considerable, 5 = Maximum

Is participation as now		Participation should be
	The decision on establishing promotion policies.	
	The decision on the adequacy of teaching performance.	
	The decision on the reduction or adding of courses	

DIRECTIONS

Below there are six categories of decisional areas . The aim is to assess your judgment of the importance of each of the six categories of decision's by ranking them on a scale from 1 to 6

The area which in your judgment is most important should receive the rank 1. the area of second important should receive the rank of 2, etc

1. Budget and income generating sector _____
2. School building _____
3. Personnel affairs _____
4. General school policy _____
5. Students' affair _____
6. Curriculum & instruction _____