

**ADDIS ABABA UNIVERSITY**

***FACTORS THAT DETERMINE TEACHERS' PARTICIPATION IN  
DECISION MAKING AT SECONDARY AND PREPARATORY SCHOOLS OF  
WOLKITE TOWN, GURAGE ZONE , SNNPR***

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***A THESIS SUBMITTED TO ADDIS ABABA UNIVERSITY IN PARTIAL  
FULFILMENT OF REQUIRMENTS FOR THE DEGREE OF MA IN  
SCHOOL LEADERSHIP IN SUMMER PROGRAM.***

**JUNE 2018**

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## Table of contents

<b>Content</b>	<b>page</b>
Acknowledgements	
Abstract	
CHAPTER ONE	
I. INTRODUCTION .....	1
1.1. Background of the study.....	1
1.2. Statement of the problem.....	4
1.3. Research questions.....	4
1.4. Objective of the study.....	5
1.5. Significance of the study.....	5
1.6. Delimitation of the study.....	6
1.7. Limitation of the study.....	6
1.8. Operational definitions of key terms.....	6
1.9. Organization of the study.....	7
CHAPTER TWO	
REVIEW OF RELATED LITERATURE.....	8
2.1. The concept of participation.....	8
2.2. Major areas of school administration in which teachers participate.....	9
2.3. Factors that affect teachers' participation.....	18
2.4. Other variables that affect teachers' participation.....	27
CHAPTER THREE	
RESEARCH DESIGN AND METHODOLOGY.....	31
3.1. Research design.....	30

3.2. source of data.....	30
3.3. Sample size and sampling techniques.....	30
3.4. Datagathering instrument.....	31
3.5. Methods of data analysis .....	31
3.6. Procedure of the study.....	32
3.7. Ethical consideration.....	32
 CHAPTER FOUR	
 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA.....	
4.1. Characteristics of the respondents.....	33
4.2. Teachers’ participation in school administrative works.....	35
4.3. Assessment of teachers most or least participating areas.....	45
4.4. Principals’ practices to encourage teachers’ participation.....	46
4.5. Factors that inhibit teachers’ participation.....	48
 CHAPTER FIVE	
 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	
5.1 Summary.....	52
5.2 Conclusion.....	55
5.3 Recommendations.....	56
Appendixes .....	58
Referrnces .....	71

## List of tables

<b>Tables</b>	<b>page</b>
Table1. Target population and sample size.....	32
Table2. Characteristics of respondents.....	35
Table3 .Teachers participation in planning and school policy.....	37
Table4. Teacher participation in personnel roles.....	39
Table5. Teachers participation in curriculum and instruction.....	40
Table 6. Teachers participation in co-curricular programs.....	41
Table7. Teachers’ participation in guidance and counseling.....	42
Table8. Teachers participation in school budget and department budget.....	43
Table9. Teachers participation in resolution of staff grievance.....	43
Table10. Teachers participation in school building.....	44
Table11. Teachers participation in resolution of problems in community.....	45
Table12. Rank order of teachers most or least participating areas.....	46
Table13. Principals’ practice to encourage teachers participation.....	47
Table14. Factors inhibiting teachers participation.....	49

## **Acknowledgements**

First, I would like to thank Almighty God /Allah/ for his endless help and generosity in giving me the courage and strength all through the course of my study and writing this thesis.

I am also deeply indebted to several people, without whom the completion of the research would have been impossible. First and foremost, I would like to express my deepest sense of appreciation and sincere thanks to my research advisor Dr. Zenebe Baraki who from the very beginning, supported me in searching and modifying the title of my thesis and then in all stages of the study with full interest of encouragement in my time of difficulties. He supported me while I was conducting the study and patiently read the thesis and provided valuable comments. I wish him long life.

I would also like to thank Ashenafi Emiru for his valuable comments and suggestions during my research study. I would like to thank the respondents, who provided me the necessary information for the study.

Last but not least, I would like to thank my husband Mewleddeg Abdiwe for his financial and moral support throughout my research study.

## **Abstract**

The main objective of this study was to assess participation of teachers in decision making at secondary and preparatory schools of Wolkite Town, Guraghe zone, SNNPR. Descriptive research design is used. A questionnaire prepared with close ended and open ended items and five points rating scale was used to collect data .Interview and document review were made to complement the data. There were a total of 207 teachers and 5 principals in Wolkite Town. The data is collected from 62 teachers and 3 principals of 3 sampled schools which are selected using simple random sampling technique. Mean and percentage are used to analyze the data obtained through interview and document review are analyzed through word narration thus, the study indentified that teachers in secondary and preparatory schools of wolkite Town did not participate in decision making effectively .In addition, principals' encouragement, democratic leadership and trustfulness is not sufficient. Besides, there are some inhibiting factors that affect teachers' participation in decision making. From this finding some recommendations were addressed. i.e school principals ought to develop a culture of team work. They were not only support instruction but also match the desire for participation .Greater attention should be given by policy makers and concerned educational authorities to train school principals and refresh their knowledge and skills school principals ought to foster a democratic, cooperative and collegial climate with in school

## **CHAPTER ONE**

### **INTRODUCTION**

Many managerial decisions are made by groups. There are advantages to group decision making in some situations. Groups can make better decision than individual. Group discussion can increase the creativity of decisions. Different people bring variety of ideas, opinions and information. In addition, group decision making can lead to increase the acceptance of decision by those responsible for putting the decision in to action, so called‘ Implementers’. If people participate in making decision, they tend to be more committed and motivated to put the decision in to action.(module for educational management (Edpm611) ( Ato Ayalew Shibeshi)

#### **1.1 Background of the study**

Education is a necessary condition for the overall national development, in so far as all development was based on the level and quality of human resources. Thus, the basic purpose of education is to prepare qualified manpower which is productive in socio-economic context of a given country. (ETP, 1994)

Schools, as educational institutions, are in charge of achieving educational objectives. They are places where the real catalyst of change and development are expected to be shaped in accordance to the needs and interests of those that benefit from the educational outcomes. One can generally say that society’s future fate depends on the success of schools in effectively carrying out their objectives [MOE 1994]

In order to satisfactorily accomplish their purposes, schools need a supply of available resources. Of all resources, people are the most important assets to schools. It is only when the presence of teachers in schools is ensured that the existence of schools as organizations is perceived. The more existence of teachers, however, does not guarantee the effective operation of the schools: effective and efficient coordination and mobilization of teachers is indispensable in order to enable them to work as a single whole. Clearly, the responsibility for the overall management and administration of every school rests with the school principals. However, efficient administration of the schools cannot be realized if it is left to the school administration alone. To

bring this into reality teacher's participation in the decision-making is of vital importance. (Leithwood, 2006, Harris, 2002)

The complexity of human relations activities in present schools has increased the need for teacher's participation in decision making. Teachers' participation in decision-making is advantageous to the provision of good education. It is justify not only because of what it does for the staff but also because experience and research justify it to be most effective means available to accomplish the purposes to which the schools are organized.

Emphasizing this, for example, Conway (1976:130) assumes that 'there is a direct relationship between participation and increased morale, productivity, and the general effectiveness of the organizations.' And also 'leadership is believed to be determining factor in the successful accomplishment of common organizational goals. If leadership plays a determining role in an organization, it is imperative that school systems need to have participative, knowledgeable and experienced administrators who among other things have the position and know how to influence the behavior of school personnel. Supporting the above views, Bass (1981:273) say: "participative leaders may facilitate interpersonalinteraction and positive working relations, they may promote the structure of the task Work accomplishment, and they may plan, Organize and evaluate the work done."

According to this author, participative leadership implies the leader that permits or encourages group members to participate actively in discussion, problem solving and decision making (Bass, 1981:309)

Yet, the problem is that to what extent workers should be involved in the way work is organized and what type of decision making structures are required. As Hammarstrem in Hunter (1982:89) points out: "It is relevant to all levels of the understanding (from factory and office floor to the broad room) and can range from information sharing and consultation to self-regulation and self-management."

Bell (1992:2-3) points out that teachers at all levels in schools have management responsibility as part of their duties. To this author, effective school management largely depends on participation of teachers within schools. This means that effective and efficient utilization of human and other resources in schools is not possible without active participation of teaching

personnel. In addition, the intended educational objectives of the school cannot be realized if there is no effective involvement of teachers.

To this effect, school principals are responsible for effective involvement and participation all teaching personnel in the overall management of the school to promote effective teaching learning process. It is also believed teachers eventually were assume in responsibility the management and administration of school by executing their day to day activities.

As a result of the involvement and active participation of the teaching staff in the management of schools, school principals will be able to utilize the available school resources effectively and efficiently to achieve the intended school objectives. Moreover, in order to produce desired changes in the students, in the form of learning behavior, school administrators may need to pay closer attention to the need of teachers because successful educational organization depend up on the effectiveness of those who work in them. Thus, effective school administration is an important leadership function in secondary preparatory schools (Cullcatta. and Purkins, 1995).

On top of that, school principals and teachers ought to identify and minimize inhibiting factors which determine teachers' participation and look for factors promoting the degree of teachers' participation indecision making.

In sum, teachers' participation in decision-making is crucial for the effective operation of the school activities. It does not only ease the work, but also creates a good mentality toward administration and common understanding between the staff and school principals. .it is a field that calls for training, good working environment and motivation. It is a positive atmosphere of the work in their interaction

The reason for this research topic is to assess teachers participation in planning and policy making, personal affairs, curriculum and instruction, co-curricular program, guidance and counseling services, preparation of school budgets, resolution of staff grievances, school building facilities, and resolution of community group program.

Thus, the problem of less participation of teachers in school administration has become a great concern of this study in the secondary and preparatory schools of Wolkite Town, Gurage zone, SNNPR.

## **1.2. Statement of the problem**

Teachers' participation in decision making, if carefully designed and systematically operated, is believed to have a potential value to enhance professional development of teachers. In addition if teachers participate in decision making, they are motivated to implement the decision and can improve the school. Yet, participation has not been proven to be an easy task to successfully carry out in many school systems. Participation can range from the representation of an opinion, where the locus of final authority rests elsewhere, to membership in the group which exercises final authority over an issue. Distinguishing pure decisional participation is a complex task. Participation can range from the representation of an opinion, where the locus of final authority rests elsewhere, to membership in the group which exercises final authority over an issue. Yet, there was no literature or evidence which suggests that teachers' participation in school administration is undesirable or creates unfavorable conditions. However, participation increases willingness to adopt change, increases administrative control, creates greater individual integration into the organization (Alto and Belasco, 1972:118). In fact, administration, being an integral part of the instructional program of the school system, needs to be regarded as a cooperative and corporate responsibility that inevitably calls for active participation of teachers and administrators. In this respect, it is possible to assume that the self-perception of teachers and administrators about the degree and patterns of participation has significant role to play in its effectiveness and promotion.

In this study, fulfill teachers' participation in decision making for the case of to change nature of teachers, participation in administrative work principals' practice to encourage teachers participation and factors inhibit teachers' participation.

## **1.3 Research questions**

The study seeks to answer the following research questions:

- To what extent do secondary and preparatory school teachers of Wolkite Town participate in decision making?
- To what extent do principals encourage teachers to participate in decision making?
- What are the major factors that inhibit teachers' participation in decision making at secondary and preparatory school of Wolkite Town?

- What challenges do teachers face when they engage in decision making?

#### **1.4 Objective of the study**

This study has attempted to set and then fulfill the following general and specific objectives.

**General objective of the study:** The general objective of this study is to assess teacher's participation in decision making and inhibiting factors of their participation in secondary and preparatory school of Wolkite Town, Gurage zone, SNNPR.

**Specific objectives of the study:** This study specifically intended to achieve the following objectives:

- To examine the extent of teacher's participation in decision making at secondary and preparatory of schools of Wolkite Town.
- To examine level of principals' encouragement of teachers to participate in decision making.
- To identify factors that inhibits teachers' participation in decision making at secondary and preparatory schools of wolkite town.

#### **1.5 Significance of the study**

This study is expected to be useful and important for the following reasons:

- It may give teachers and principals some idea regarding the level of teachers' participation in schools decision making and inhibiting factors of teachers' participation in school management works.
- It may increase awareness among the school principals, teachers and other concerned officials of the existing problems of under-participation of teachers in school administration.
- It may provide some alternative solutions or recommendations that may help to maximize teachers' participation so that school performance might be efficient and effective.
- It may contribute additional information and document base for researchers who want to conduct further study in the area.

## **1.6. Delimitation of the study**

The scope of the study is delimited to assessing teachers' participation and inhibiting factors of their participation in school administrative works (planning and policy making, personal affairs, curriculum and instruction, co-curricular program, guidance and counseling services, preparation of school budgets, resolution of staff grievances, school building facilities, and resolution of community group program).

Teachers' participation in the administration of secondary and preparatory school may not be entirely different from those schools which are not included in the study. Thus, even if the study has been delimited only to a purposively selected school; it is believed that the research may give some insights to the nature of participation of teachers in the administration of government secondary and preparatory schools in the other schools in the Wolkite town.

## **1.7. Limitations of the study**

The research instrument adopted in this study is a questionnaire with close-ended and open-ended items. Besides the questionnaire, other instruments such as observation and school document analysis may have enriched the data and makes the findings of the study more objective and comprehensive. But, for the work loaded and busy, other instruments to collect descriptive data is employed. Therefore, the study could have not comprehensively revealed the internal feeling and perceptions of the study population about practice of teachers' participation. Since the study is based on data obtained from a sample government secondary and preparatory schools of Wolkite town, the finding of the study focuses on areas of the practice of teachers' participation in school administration as perceived by school administrators and teachers working in school system of other similar areas.

## **1.8. Operational definition of key terms**

**Department budgets:** -money that help to run the practices of the department program.

**Guidance and counselling:**-the evaluation of student their behaviour and result in the classroom and outside in the classroom.

**Participation:** - the magnitude to which teachers 'take part with others specified rights and obligations in school administrative duties.

**Practice:** - refers to the implementation of teachers' participation in decision making for the secondary school of wolkite town.

**Principals:**-both directors and deputy directors of the schools in the secondary school of town.

**Policy:** - incorporates the structure of education in relation to the development of student profile, educational measurement and media of instruction and language teaching at various levels, the recruitment, training, methodology, organization, professional ethics and career development of teachers' (MOE, 1994).

**School administrative works** in this study refers to teachers' participation in planning and policy making, personal affairs, curriculum and instruction, co-curricular program, guidance and counseling services, preparation of school budgets, resolution of staff grievances, school building facilities, and resolution of community group program.

**School administrator(s):**- in this, refers to the combination of school principals and assistant principals in the secondary schools.

**Secondary and preparatory schools:** - an educational institution administered under the general supervision of education comprising usually grade 9 to 12.

### **1.9. Organization of the Study**

This study is organized into five chapters. The first chapter deals with overall introduction including the background of the study, statement of the problem, objective, basic question, significance, delimitation , limitation of the study, and definition of key terms. The second chapter is about review of related literatures. Then the third chapter is about the research methodology and procedures to collect and analyze the data. The fourth chapter is about presentation and analysis of the collected data. Fifth chapter includes summary of the findings, conclusions and recommendations.

## CHAPTER TWO

### REVIEW OF THE RELATED LITERATURE

This chapter attempts to deal with the review of the related literature. In so doing, it was found important to indicate the state of participation, major area of school administration in which teachers participate, major factors affecting teachers' participation and other variables that affect participation as the main parts of this chapter and these are discussed in same detail.

#### 2.1 The concept of participation

Participation is the association with others with special rights and obligations it is involvement of subordination in some way in the decision making process ;either they are consulted individually or in groups by their leaders (Bass,1981;Holt, 1993;Alutto and Belasco, 1972;Conway ,1976 and Gorton, 1987).Davis and Newsroom (1989;223) define participation as the mental and emotional involvement.

These authors are further explained that the term participation consists of three important ideas, i.e., involvement, contribution and responsibility. By mental and emotional involvement they mean, a person who participates is ego involved instead of merely task involved. Secondly, participation provides employees with an opportunity to make use of their potential of initiative and creativity for the attainment of objectives of the organization. Thirdly, participation encourages people to accept responsibility in their group activities and ultimately in decision making process of the organization (Davis and Newsroom, 1989: 232-234). Buttery (1992: 167) has observed that participation provides encouragement to people to direct their creative energies toward organization goal achievement and gives better results. It improves relationships in the working environment. Buttery (1992: 170) has identified the following reasons why participation is important. These are;

- People feel better if they are able to participation in decisions which affect them;
  - People feeling better about working for the organization and this will result in better work.

- Participation allows for sharing of common goal and playing down of differences. Managers and workers have many things in common which can be highlighted by participative procedures.

Bell (1992; 46), on his part, identifies various advantages of participation. Among these are ; (1) sharing expertise and skills; (2) maximizing use of resources; (3) motivating, supporting and encouraging members of the staff; (4) encouraging decision making and (5) increasing knowledge and understanding.

Grace (1995:59) argues that, participation was a necessary condition for bringing about greater efficiency. It induces enterprise, initiative, imagination and the confidence of experiment. According to this author, the realization of the schools objectives are more likely to be achieved where school principals use high levels of participation rather than hierarchical enactment.

Participation has a potential for raising productivity, high morale and good thinking. It may bring significant benefits to individuals, to groups and to the whole school. Related to this, Zaudneh (1987:10 writes, ‘‘through participation in various roles, individuals attain development knowledge, skills and values that is expected of them.’’

Sayles (1989:196) realized that, participation reduces the status gap between superior and subordination and contribution legitimating the role of the leader as one who is responsive to subordinates. It also helps to debates, question and make suggestion on important issue.

Yet, active participation does not just happen by placing the staff in a room together with a task to perform. It requires commitment from the school principals, and the staff must also feel that their participation is genuinely valued (Bell, 1992:46).

Despite the potential benefits of participation, however, many school managers (principals) do little or simply have failed to include teachers in the operation and management of school in any meaningful way ( Limber and Duke, 198). Then, it is worthwhile to have a discussion on different areas of school administration in which teachers participate.

## **2.2 Major areas of school administration in which teachers participate**

In this part of the review, attempt was made to treat major areas of school administration in which teachers participate. These include planning and school policy formulation, curriculum

development and improvement, co-curricular programs, guidance and counseling services, staff meetings and budget preparation.

### **2.2.1 Teachers participation in planning and school policy formulation**

It is of a prime importance for school to plan and make a policy in order to create conducive teaching- learning atmosphere. However, planning and making policies by an individual is usually doomed to failure.

The making of a better policy and planning at school level largely depends on the degree of participation on the part of those who are affected by them. Complexity of human relations and activities in present school has increased the need for teachers' participation in planning and policy making. Supporting this, Morris et.al (1963:24) pointed out that:” a teacher in almost any high school has some opportunities to participate in planning the program and policy of the school. He may occasionally serve in school administration committees where he has more opportunities to deal with school administration.” In any modern high school, practically in the complex ones, many matters of administration and policy making are referred to teaching staff decisions or recommendations. Emphasizing the importance of participative planning, Schemer horn (1989:123) says, “participation can increase the creativity, and information available for planning, and increase the understanding, acceptance and commitment of people to final plans.”

According to Hunter (1982:89-90), participation by workers in goal setting, task setting, etc. Is one of the devices used in organization development programs? Planning in cooperation with those who are going to implement it has greater advantages in school in two ways. First, it ensures implementation because every teacher knows the overall plan of the school, and what particular contribution he or she is supposed to make toward its attainment. The more teachers are consulted in planning and police making, the more they were move to implement secondly, it is the most rational way of using school's human resources and the staff members feel that their importunes is recognized. Participation of teachers in planning helps the school administrators to direct their effort towards the school goal it also enable every staff member to know what to do at each stage of implementation of the plan. Regarding this, Wilson (1988:26) says, “where planning is done jointly there is collective responsibility for the decision. “this shows that the participation of teachers in planning is important not only to maintain good interpersonal relationships but also to strengthen administrative efficiency.

As indicated by UNESCO (1972:6) more involvement to teachers in school policy making may be needed when change is taking place. A comprehensive set of policies is prerequisite for the efficient operation of any school. For instance, students' admission policy, promotion policy, policy for working hours and policy for teaching load are some of the possible areas of staff participation in schools.

As these policies are the guidelines on which the school rules and regulations are based, communicating them is considered as one of the responsibilities of the school administrators. Moreover, if teachers are not consulted in policy formulation, they may be liable to lose enthusiasm for the work and its implementation.

In general, teachers' participation in planning and policy making helps the school administration to effectively and efficiently use the knowledge, skills and experience of each staff member.

### **2.2.2 Teachers' participation in curriculum and instruction**

In the past, it was believed that the task of the teacher was transmitting what knowledge he has mastered to those who were deemed ignorant of it.

Gradually, the teachers' improvement in certain affairs like curriculum revision and improvement was felt inevitable. Recognition of the fact that no real progress can take place without teachers' involvement in curriculum development came only a few decades ago (Agawam, 1993:196).

Curriculum development and instructional improvement is one of the major operational activities in a school system. It is a core in both at school as well as at national level. It becomes also more effective and efficient when it is designed by teachers and school administrators in a democratic manner.

Dull (1981:408) argues that school administrators have a responsibility to promote cooperative relationships with teachers in all matters pertaining to improve the instructional program. In this cooperative role, teachers as well as administrators are expected to plan, suggest, evolve and introduce practices and procedures which will improve the instructional offerings of the school. Dull (1981:408) further asserts.

Teachers who have an opportunity to participate regularly and actively in cooperative manner with supervisory leaders on curriculum improvements are more likely to be enthusiastic and supportive of their school systems. Then those who report limited opportunity to participate.

This means that teachers are being encouraged to work with administrative and supervisory leaders on a study of the problems that arise from their teaching, to change their own practices and to tryout a new and better way of improving the curriculum. Moreover, several curriculum development studies have clearly indicated that significant improvement has taken place where participation of teachers was both extensive and more inclusive and where more teachers were involved in decision making and in the production of materials (Agawam, 1993:196).

By the same token, Giroux (1981:21) confirms that a very critical attention be given to teachers' presence when making detailed examination of things in the curriculum. To any curriculum to be successfully implemented, according to Giroux, teachers should get involved in the selection of the content and learning experience. Agawam (1993:196) points out that, "individual and cooperative efforts by teachers to decide when, how, what to teach, to revise courses, select content , plan units and produce teaching aids has become a common practice." Moreover, Moore (1995:81) maintains that teachers should be free to comment on the content and organization of teaching materials. This author adds that, textbooks, audiovisual materials, supplementary reading materials and supplies and equipment for group and individual projects should be coordinated by teachers.

Concerning teacher's participation in methodology selection, Moore (1995:93) has the following to say: "Every teacher has a unique set of personal experience, background knowledge, Teaching skills and personality traits that make him or her more comfortable and Effective with certain methodologies... most teachers select the methods that have proved most successful in the past".

Dull (1981:204) believes that the most important role of teachers in curriculum development and improvement is as: " developers, practitioners and field researchers." Krug in Agawam (1993:196) states that," teacher's participation in curriculum planning today is to be regarded not as a pleasant gesture to the teachers, but rather as an indispensable part of the process."

An essential aspect of good curriculum is the involvement of teachers in its improvement. Skilled and experienced teachers bring to a curriculum team an essential practical knowledge of learner, the school environment, and the teaching- learning process. When the new curriculum is

ready for implementation, teachers may also be the first people who demonstrate and promote the innovation among their co-workers (Pratt, 1980:121). According to Dim mock (1993:6), increased teachers participation in curriculum development may also generate commitment to curriculum policy decisions which may improve educational outcomes.

Being professional workers, teachers can understand the learners better than any other person. Since they have frequent contact with students, they can judge the desire of the learners and predict the outcomes of the future.

To sum up the higher the participation of teachers in curriculum and instructional improvement, the more teachers are interested to teach an educational program enthusiastically. Therefore, if teachers actively participate in curriculum design, development and improvement the educational system of a given country is believed to be more practical than being theoretical.

### **2.2.3 Teachers' participation in co-curricular programs**

There are many important activities in schools that may be provided to students during out-school time. They are identified by several names as co-curricular programs, extra-curricular activities, extra-class programs or simply student activities. These activities are elements of the general educational process in schools, which, by the help of the school administrators, teachers provide to students (Zaudneh, 1987:185).

Wilcox (1969:90) points out that, co-curricular programs are valuable supplement to regular instruction. For this author, many valuable things left out of the regular curriculum can be studied in co-curricular programs and such programs require the support of all teachers for effective implementation.

In addition to Wilcox, other scholars, smith and Miscall(1969:75-76) have elaborated that co-curricular activities are those which have positive educational contributions and are planned, organized, scheduled and managed by teachers. Some of the common co-curricular activities in schools, according to Wilcox (1969:89) include: “physical education or drama, speech, photography, school publications, student governments, clubs, social activities, etc.”

Waterish (1988:12) believes that co-curricular activities are designed to awaken and satisfy the interests of the students in science, technology, art, literature and sports, and to promote their personal talents and skills. According to this author, teachers at schools incorporate the results of

these interests in their teaching of special subjects and have to support students who are highly responsible for planning their own activities.

In relation to values given to co-curricular programs and the responsibilities expected of the teachers, Clark and Star (1959:285-286) state that the skills, concepts, and attitudes learned through such activities may be as equally valuable as those gained in formal courses. If these activities deserve a place in school program, teachers must be expected to contribute a lot for the activities in some way.

Furthermore, Miller, Mayer and Patrick in Zaudneh (1987:190) have made clear that, co-curricular programs require participation of teachers. They further suggest that, school principals need to involve teachers to plan, organize, direct, coordinate and control their operations.

#### **2.2.4 Teachers' participation in guidance and counseling services**

Guidance is that educational functions which have a direct, synthesizing influence on the life of the student. According to Moro and Kottoman (1995:69) the success of any guidance and counseling services is dependent upon the cooperation and understanding exhibited by the teachers. In schools, guidance and counseling is not a private domain of counselors, but it is a prime responsibility of the staff. To this end, teachers are key persons in any guidance work that takes place in the school since they are the closest persons to the learners and have firsthand knowledge that others may not possess.

As Bach (1978:62) noted, "educational counseling in school is characterized by the special situation of its main representative, the teacher, just as it is through its thematic emphasis." Bach adds that, the teacher was not only an educational counselor, but he is mainly concerned with the student in his care and in fact in each case with a class of students whose intellectual development is largely entrusted to him.

Teachers as guidance and advisory workers must see the importance of positive student self-images and respect individual student differences to become actively involved with the guidance and counseling program. They should be able to treat the problems with understanding because they are the only staff members who have regular and daily contact with students. Teachers have also special responsibility for identifying and referring those students who need guidance and counseling services. In connection to this, Crow and A. Crow (1965:173) wrote: "The first role

of classroom teacher in the guidance program is that of understanding. It all teachers can play a part on guidance team..... Teachers, counselors, other staff members and parents must work together as a team to effectively meet the guidance needs of students.”

Related to this, Adams (1964:536) and Andesine (1990:78) pointed out that, classroom teachers are supposed to play a dynamic part in guidance and counseling services, because they know their students personally and attempt to solve their personal as well as academic problems. Moreover, teachers increasingly develop a guidance point of view and a well-rounded background for guidance responsibilities.

Muro and Kottman (1995:69) were pronounced that, “without teachers involvement developmental guidance is simply one more good, but unworkable concept.” According to those authors, teachers’ effectiveness is directly related to how open teachers are to individual needs of children and how highly they value the overall development of their students. In other words, teachers’ participation in any guidance activity is clearly related to their perception of the value of the guidance program.

Adams (1964:538) further summarizes the functions and role of teachers in guidance and counseling services as follows: Appraising individual’s student: helping student to discover their aptitude and interest: Practicing informal guidance in classroom: Creating success experience and students to interpret and build constructively on failure experiences: disseminating occupational information relevant to the subject taught: and identifying students who need special help and referring to special counselor.

In sum, it may be said that educational guidance or counseling activity is to be regarded in several ways as a legitimate area of the teacher’s authority and it is above all an integral part of the teachers’ task. Therefore, these functions and role of teachers clearly indicate the definitive nature of teachers’ participation in guidance and counseling services.

### **2. 2. 5 Teachers’ participation in staff meeting**

There are times when groups of teachers or the whole staff members of the school meet and discuss needs and problems of teachers encountered during the teaching- learning process (Dull, 1981:123).

Staff meeting is one of the ways by which the participation of teachers is exhibited. As stated by Cerbally (1965:171), staff meeting, one of the common means of working with staff groups, serve a wide variety of purposes, such as ‘‘ instructing, communicating, interacting, decision making, socializing, coordinating, programming and inspiring.’’

Good staff meeting probably does more than any other medium to improve instruction in a school system and staff members also change their ideas for betterment of the school. In this regard, Fagbulu (1984:30) has this to say:

The staff meeting is one of the most valuable institutions for ensuring the better running of schools. A part from being a forum where members of the staff exchange ideas, it is also a place where the spirit of oneness should be developed and where views of all can be properly oriented to the ideas which the school is meant to up-hold.

According to Curtin (1964:113), staff meeting are used to :(1) aid in the identification of instructional problems, (2) formulate ways of dealing with instructional problems, (3) develop more dramatic and creative approaches to instruction, (4) pool the ideas and strength of the staff, (5) develop an increased sense of ‘‘ all- school’’ or ‘‘ all- district’’ feeling, (6) evaluate certain elements of the supervisory program, and (7) plan next steps on the basis of evaluation.

Furthermore, UNESCO (1987:57-58) has proposed the following basic purposes of staff meetings. The staff meeting should: Play a professionally valuable role by keeping teachers well informed of everything Happening in the school and of each teacher’s ideas and attitudes; Contribute to the building of the staff morale; Provide opportunity for building a cohesive unit while allowing expression by individuals; Encourage each teacher to look upon himself as a member of a team; and Contribute towards induction, of untrained teachers and help them gain confidence in their new ‘teacher’ role.

In spite of all the purposes, described above, many teachers are heard of complaining that the meeting is of a little benefit. Cerbally (1965:173) as well as Anderson and Van Dyke (1963:355) have observed some common reasons accountable for teachers’ negative feeling. These reasons are: “Meeting are not planned properly; No involvement of teachers in planning the meeting; Participation of teachers is inadequate; Meetings are held at times inconvenient for teachers; Meeting fail to focus on matters which have instructional values; and Reading of notices and announcement bore teachers to listen.”

It is no doubt, for staff meeting to be successful if the desirable techniques and procedures are employed. Anderson and Van Dyke (1963:359-360) suggest the following:

Agendas should be known to teachers in advance Consensus rather than voting is advisable, if possible. Procedures should vary implemented by the office.

Staff resolutions should be implemented by the office. The decision should also abide the principal.

Fagbulu (1984:30-31) expounds that, unless teachers are free to express their views, ideas, and opinions at such a meeting, it can easily be degenerated into meaningless assembly of teachers. If properly conducted, the staff meeting was lead to smooth running of the school. As a result, the problems concerning each member of the staff had been discussed and the experience of all will be brought to bear on particular problems.

Thus, staff meeting is the most important activity as well as well area of administration that initiates active participation and calls for cooperative decision for the betterment of the school.

### **2.2.6 Participation in preparing school budgets**

It is obvious that school programs require money. Instructional and non-instructional staff are needed to operate the programs; supplies and equipment are required for the instructional process; a place for instruction and services such as health and guidance are quite necessary (Campbell, et.al 1983:167).

Yet, spending more money does not produce better results unless its budget is systematically prepared and planned. Mamba (1992:171) defines school budget as, ".... a financial plan for producing an educational program in a school for a specified period." This means that a budget is not a balance sheet, or even a financial statement of projected expenditure. It is a management tool for planning. Implementing and evaluating.

Preparing the budget in the school system was not the principals' private responsibility. It needs the involvement and participation of teachers. In connection to this, Bulkhead (1964:48) explains that no educational budgets truly be meaningful unless prepared by the persons who ultimately be involved in carrying them out. Stressing the importance of staff participation in budget preparation, Mamba (1992:172) points out that, " consulting the staff will not only assure the

superintendent of the securing of much needed information, but also contribute employee morale and status.” Unless teachers and other school personnel contribute ideas to school budget, it had been a one man show. For instance, the physical educational department should be able to estimate the requirement for instructional equipment. Similarly, other department ought to be consulted on supplies needed for teaching- learning process to avoid buying too much or too few in order to available fund wisely and economically.

School administrators are then in a position to gather bits of information which are necessary to convert educational cost into an expenditure. In relation to this Szilagyi (1981:622), points out that, “ ....information systems to assist manager are not new innovations. Financial information, however, is one of many information sources that managers need.” According to Paisley (1992:81), “ of all kinds of information in the system none is more important than financial information since all the activities of the school and its ultimate performance turn on soundly managed finances.” Szilagyi (1981:622) claims further that financial and information control can focus on the key to successful budget performance is permitting the participation of lower-level personnel in its development.

Related to the participation of subordinates in making budget, Koontz and Wehrich (1988:517) as well as Paisley (1992:84), have explained that no successful budget program can truly be directed or administered by a budgets. According to these authors, one means of making budgets work is to make sure that all members expected to operate and live under budgets have a part in their preparation. Kountze and Wehrich (1988:517) have further ascertained that, “ real participation in budget making is necessary to ensure success.”

### **2.3. Factors that affect teachers’ participation**

In this part of the review, attempt was made to treat major factors that influence teachers’ participation in school administration. These factors include leadership behavior including styles of leadership, delegation of authority, communication and motivation.

#### **2.3.1 Leadership factors**

If a leader is to get the best out of his co-workers, developing the ability and attitude of leading others has a paramount importance. Since success or failure in managing an organization is contingent upon his effort in inspiring or persuading his followers to support his ideas, a leader is

expected to be well equipped with theories and principles of leadership. As defined by Stoner and Freeman (1989:459) leadership is ‘ the process of directing and influencing the task- related activities of group members.’ It is a system of influencing and guiding people’s behavior to get the work done. It involves gaining the commitment and cooperation of group to act to meet the desired objectives, and making the best use of skills, talents and energies of each individual in a group (Armstrong, 1990:64). In essence, then, leadership as an attribute of leaders determines their knowledge in motivating, stimulating and guiding employees to contribute their maximum share for task performance.

Strictly speaking, the efficiency and effectiveness of an organization largely depends on the behavior and styles of leadership being exercised, and that can consequently bring about the desired leadership qualities in enhancing human activities. Here, attempt was made to review the literature related to the leadership behavior and leadership styles.

### **2.3.1.1 Leadership behavior**

Various studies have been conducted on leadership behavior for a long time. All these studies show that leadership involves at least two major dimensions. For example, Stoner and Freeman (1989:467) have grouped leaders into production- centered and employee- centered. Production – centered leaders: set rigid work standards, organize tasks down to the last detail. Prescribe work methods to be followed, and closely supervise subordinates’ work.

Employee- centered leaders: encourage subordinate participation in goal setting and other work decisions and help ensure high performance by inspiring trust and respect.

In schools, leadership is a complex activity because school principals work with the peoples of more or less similar qualifications and students of younger age. These people need friendliness, acceptance, cooperation and the human feelings from school administration. In support of this, Far rant (1980:233) says: “If good tone or school spirit is to exist in schools, there must be corporate spirit among the members. The head teacher, staff and pupils must talk of us because they feel they belong together. They must have ties of some kind that hold a family or a team together.”

Armstrong (1990:89-90) believes that a good leader in order to inspire and serve his staff members, he must possess a high quality of leadership skills that may come from the knowledge,

experience and understanding of people and human relationships. Such a leader encourages his subordinates to participate in different activities and to generate commitment. He also, as a controller of relationship in the group, decides how the group should be organized and influenced to work together.

Regarding the scope of leadership behavior, Bell (1992:40) writes: "Concern for defining and achieving tasks, concern for the interpersonal relationships within the group, choices about appropriate methods of involving colleagues in the work of the group is all of leadership behavior."

Research has demonstrated that, school principals can highly influence teachers if they on such strategies like staff development, communication about norms/ values, power sharing, and manipulation of symbols to foster cooperative relationships with teachers (Bales, 1993:143). Johnson in Bales (1993:143) points out that equitable distribution of resources, assignment of administrative responsibility, expertise, personal example, and expressed personal interest are some of the principals' actions and behaviors that have favorable impacts on teachers.

On the other hand, studies have focused narrowly on those aspects of leadership that tend to produce negative impact on teachers. For example, Anderson in Bales (1993:144) observes that practices of ideological control by school principals negatively affect teachers' participation in organizational processes. Bales (1993:144) extend by saying that blatant control and protectionist strategies used by school principals severely affects aspects of teachers' classroom and school wide performance.

On the whole, studies made on this area have stressed the existence of strong relationship between leadership behavior and activities of the subordinates. Therefore, in analogy, it is assumed that teachers' participation in school administration can be principals' behavior.

### **2.3.1.2 Styles of leadership**

Different authorities have different approaches in classifying leadership styles. Holt (1993:455), for instance, suggests four major categories of leadership styles. Briefly summarized, these are: Supportive leadership: the leaders are friendly and approachable and show a genuine concern for subordinates.

Directive leadership: the leader does not let the subordinates participate. The leader reflects authority, rules, policies, and formal Organization subordinates follow specific guidelines and traditional patterns of decision making Participative leadership the leader asks for and use suggestion from subordinates. Achievement oriented leadership: the leader sets challenging Encourages innovation, and emphasizes confidence in subordinates.

In an analysis of the effectiveness of various administrative styles liker in Hunter (1982.89) concludes that:“The participative style, which maximizes the Degree of participation by employees in organizational decision making processes, is satisfaction and productivity.”

Mamba (1992.143), Griffith (1979.139) and many others have classified leadership styles into three, Autocratic, Lessen-Faire and democratic.

These are described as follows:

1. Autocratic leadership was a style of leadership where the leader determines the policies and assigns tasks to followers without their participation.
2. Lassies –faire was a style of leadership that lets the people do what they like to do .It is where there are practically no rules in the institution .it gives complete freedom to groups or individuals to make decision.
3. Democratic leadership gives consideration to both group and leader participation in decision making and policy formulation that serves as a guideline for organizational operation.

Many people used to perceive that democratic style of leadership was fertile than the other two because leaders who are categorized under this leadership allows members to take part in the affairs of the organization moreover dermatoid style of leadership prepares situations for cooperation and involvement of theta members in organizational activities.

In many organizations it is the style of leadership that the administers follow which is taken to be the most determining factor for the successes or fore (praise or blame) of the designed goals.

Particularly in schools the style of leadership becomes more important because, it is the schools that grooming the youngsters to an advanced word of science and technology is possible .school principals need to have a necessary knowledge about leadership styles as the best depending on the situation and actively involve teachers in school administration.

### **2.3.2 Delegation**

Stoner and Freeman (1989:310) define delegation as: "the act of assigning formal authority and responsibility for completion of activities to a subordinate."

According to Gray in Paisley (1992:141) no head can exercise leadership without delegating his responsibilities. Unless responsibilities and power are shared among the members, the organization will lack creativity and adaptability. This means that one must divide and share the work and responsibilities with others. When tasks and responsibilities are delegated, sufficient authority must also be delegated to do what is required. In fact a manager's success depends to a very great extent on how far and how effectively his delegate's skills and knowledge of how to delegate are important in relation to his. Gull (1981:63) says: One of the qualities of a successful leader is to know how to delegate responsibilities properly to subordinates. Leaders fail because they are not successful in rallying people to work energetically and cooperatively with them."

In schools, it is difficult to function without delegating. Since school principals have personal and time limits, they cannot effectively accomplish school activities unless they delegate to their associates in areas that the latter can manage. When they delegate principals will get a chance to lighten their work loads, though they will remain accountable. This will enable them to acquire ample time to think ahead and to plan to make decisions and to supervise school activities.

Delegation enables schools to take full advantage of employees for their goal attainment; this is to say that if staff members are delegated they will be developing the intention of full participation in school affairs. In other words teachers will be developing the attitude that they are useful for the existence of the school so that they will be motivated to work as much as they can. In relation to this Batley (1989:27) states that delegation builds morale, develops and uncovers potential and hence increases the quality of work done.

Adair (1988:14) also makes his argument more or less from the same standpoint. He maintains that delegation motivates employees to be more involved and committed to their work and derive satisfaction from them. Kemp and Nathan (1994:164) have also cited the advantages of delegation in schools in the following way. It (1) helps to build the staff morale (2) allows the staff to do more effective jobs (3) develops the skills and confidence of the staff members and (4) allows principals to retain their sanity.

Despite the importance of delegation .some administrators fail to delegate because they like constant flattery of the staff members And still others fail to delegate because they fear that if subordinates are allowed to grow professionally they may become capable and challenge the power of their superior (Dull1981.63).

When delegation is made, the amount of authority is expected to be co-equal to the responsibility given to the individual to enable him/her act effectively Reinforcing this argument terry (1982.233) notes that the sphere of delegated authority should be as close as the point of action as possible According to stoner and freeman (1989.311) delegation (1) is not abdication (2) is not abandonment of the manager's responsibility (3) does not mean that the manger loses control and (4) does not mean that the manager avoids making decisions.

Once they have delegated principals should not continue supervising delegates now and then to ensure to ensure that no mistakes are ever made. Instead they need give responsible freedom to effectively exercise the authority delegated even up to the making of certain mistakes According to Kountze and Weihrich (1988.223) continuous checking on employees to ascertain that no mistakes are made never permitted to make some and their cost have to be seen as an investment in personal development.

On the whole the ability to delegate was one of the most important skills a manager can have Appropriate selection of delegates by considering the practical experience talent and ability of each staff member is also very important to enhance group and individual participation school principals must therefore delegate and they have to delegate wisely so that teachers develop a positive attitude toward their profession and willingly participate in school administrative functions.

### **2.3.3 Communication**

Several definitions exist for the term communication occurs in various from ranging from face-to-face conversation to written messages to the more subtle forms involving facial expressions and body movements Ruelaw and Byares 1990.116) these authors further define communication as “the process by which information was transferred from one source to another source and is made meaningful to the involved sources.”

In order to achieve their goals formal organizations need a team work that initiates and promotes cooperation and coordination for effective participation of members of the organization. To maintain effective participation through coordination and cooperation there should be effective communication regarding this Griffith (1979.291) says: “If an organization is to accomplish its goals cooperation and coordination are essential but there can no cooperation and coordination without communication is the heart Beat of an organization communication is essential for its existence.”

Communication is purposive and full of objective .memorial in chandan (1995.261) identifies the following objectives of communication.

- To develop information and understanding among all workers.
- To foster any attitude which is necessary for motivation cooperation and satisfaction?
- To discourage misinformation ambiguity and rum ours.
- To prepare workers for a change in methods or environment by giving them the necessary information in advance.
- To encourage subordinates to supply ideas and suggestion for improving upon the product or work environment and taking these suggestions seriously.
- To improve labour management relations by keeping the communication channels open.
- To encourage social relations among workers by encouraging inter communication.

Communication was vital force for managing any organization to ascertain its survival and growth If communication was missing the relationships between organizational leaders and subordinates had been cut-off besides ,failure to inform the staff members can lead to misunderstanding false rumors and confusion .If the staff members are not informed by their leaders about matters which affect their work they make their own assumptions or look for outside sources for information However if communication is at its best all these problems are non –existence and thus the organization was find itself at ease and was function effectively.

In schools principals need to create a feeling and atmosphere of trust and respect on the part of the staff he/she is encouraging to communicate more unless the staff members feel secure in communicating certain information and feel that what they were communicating will be taken seriously .they were not likely to increase their communication ( Gorton 1987.48).

Principals and teachers in school system was expected to share ideas feelings and knowledge both of them tend to communicate on the job but how well communication takes place is more dependent upon the communication skills of the administrators. Thus their mode and manner of communication may deter or promotes staff participation in different activities of the schools.

Both teachers as well as school principals, therefore, should make all the necessary efforts to improve the channels and means of communication in promoting good participation it is also important for school principals to be operative and effective communication systems therefore brings staff members to work more closely with the administration of the school and thereby initiates and promotes individual and group participation in school administration.

#### **2.3.4 Motivation**

Numerous definitions are given for the term motivation. The definitions vary partly because authors tend to formulate definitions in terms of specific theories and partly because motivation is itself extremely complex (Williams, Durbin and Sisk, 1985:355).

Hoy and Mc. call (1987:176) begin by stating that motivation consists of three basic components which activate, direct and sustain human behavior. To these authorities, activating forces exist within individuals and lead them to behave the way they do.

Robbins (1989:132) defines motivation in terms of some outward behavior people who are motivated exert greater effort to perform than those who are not motivated. Motivation is the willingness to do something, and is conditioned by this action`s ability to satisfy some need for the individual. A need, here, is some internal state that makes certain outcomes appearing attractive.

According to Dean (1986:110) teachers may be motivated by :“Pupils developing and learning, enthusiasm for subject matter, recognition, interest, praise, encouragement, a chance to contribute and to shine, a chance to take responsibility, a challenge to professional skill, the inspiration of others, and Career prospects.”

In schools, in order to realize the objectives of teaching-learning process through the participation of the motivated staff, principals need to have the knowledge of human motives (especially those related to work) like the need for achievement, recognition, advancement, and others, for motives are the sources of motivation. School administrators should be aware that

motivation always begins with an attempt of satisfying the needs of each staff member. In fact what motivate one may not necessarily motivate the other. To do away with individual differences school principals have to motivate their staff to increase efficiency in achieving educational goals.

Sergiovanni and Staratt (1993:67) have noted that ``in successful schools teachers tend to be more committed, hardworking, loyal to their schools, and satisfied with their jobs.`` to these authorities, if teachers are motivated. They find their work lives to be meaningful, purposeful, sensible, and significant; have reasonable control over their work activities and affairs and were able to exert reasonable influence over work events and circumstances; and experience personal responsibility for work and are personally accountable for outcomes (Sergiovanni and Staratt, 1993:68). To this end, motivation helps to maintain the morale of the staff.

To make the staff member's active participants in school administration, it is necessary among others to raise the morale of others. It is, then, up to the school principal to study the needs of their co-workers and motivate them accordingly. Although needs are numerous, diversified and changing in nature, and are difficult to identify them specifically, principals are responsible to know at least the common and recurring needs of their fellow workers. After they have noticed the area of motivation, principals must devise ways and means of motivations. Of course one may think that salaries and fringe benefits are the most ceaseless motivates for teachers to action and participation. However, Griffith (1979:71-72) has this to say; "Salaries and fringe benefits cease to be primary Motivators once they have reached a level benefiting Professional workers--- Achievement, recon The work itself, and acceptance of responsibility are More powerful than economic rewards."

Johnson (1986:55) has also realized that, "financial incentives are less promising as tools to improve general teaching performance." For this author, "teachers regard professional efficacy, not money as a primary motivator in their work."

In an attempt to motivate workers, organizational leaders must not strictly depend on monetary and material rewards, for their motivational power is transient. Relying on things that are intrinsically related to the work (as promotion, giving praise and recognition for good achievement, etc.), is rather much more important to get things done through workers (Armstrong, 1990:148-149); silver, 1983:293; megginsonet.al 1985:261).

Since school is essentially similar with other institutions or organizations, school principals should not expect more work to be done using economic rewards. The reasoning is that besides the justification given above, school principle for one, they do not have the opportunity to give monetary or material rewards to teachers, for another, there is acute shortage of money in schools, for schools are not income generating institutions. School principals, therefore, need to depend on intrinsic rewards to succeed in the attainment of the school objectives.

School principals should not, however, restrict their sphere of influence on motivating the staff only to conditions that have direct and immediate impact on the objectives of their respective schools. They must also be concerned with situations related to personal problems of teachers. They need to show willingness (empathy) to solve teachers` personal problems from the point of view of humanity on the one hand and schools` long-run objectives on the other. Moreover, they should recognize achievements, relate the efforts of teachers to the wider purposes of the school and establish criteria for determining the level of morale of teachers. They should not be naïve about status and rewards (Holmes, 1993:74).

In general, work motivation can hinder or promote teachers` participation in school administration. Therefore, school principals should develop loyalty among teachers to be in a position to motivate and involve them in school administrative work.

## **2.4. Other variables that affect teachers' participation**

Participation many contribute to favorable responses for workers whose needs, expectation, background, and values predispose them to desire higher order need fulfillment from their jobs. Therefore, here, it seems that the most fruitful direction for theory and research about the effects of participation in school administrative affairs would be to emphasize on relationships between participation and individual differences in sex, number of years of teaching experiences and academic qualifications

### **2.4.1. Gender**

Gender is one variable in determining teachers` participation in school administrative functions. Indic, seashore and Slazenger in Riley (1984:41) have theorized that ``because of societal expectations women are more passive and less inclined to participate in organizational decisions making. `` Similarly, Belasco and Alto in Riley (1984:41) have pointed out that females

participate less than males and desire lower level of participation. Malik (1969), on this part, has indicated that male academic staff members advocate considerably more staff participation.

Researchers in the field show that men are more militant than females, and would therefore be more inclined to utilize ways for participation (Riley, 1984:41). In addition it is noted that men show more willingness and activity in collective negotiations (Riley, 1984:43).

Yet, according to walker (1993:16) women in management and managerial positions are subject to pressures and experiences which are not experienced by men and they share some of the same work-related activities as their male counterparts. This author adds that, ``women are more understanding and can find ways of working with other people. `` Women are also reported as better planners than men (Shake shaft, 1989:188). Shake shaft (1989:187) father has revealed that women are perceived as more democratic and participatory than men in their styles of making decisions. Furthermore, researchers like Griffith (1979), Conway (1980) and Riley (1984) believe that females attend more frequently association meetings than their male counterparts.

#### **2.4.2 Teaching experience**

Concerning the association between participation and years of experience malik (1969:151) states that, as years of experience increases, the need for participation also increases. According to the findings of Alutto and Belasco (1972), Conway (1976, 1980) and Sergivanni in Riley (1984) there is a positive relationship between teaching experience and degree of teachers` participation. In addition comp bell et.al (1962:311) points out that the greater the number of years of experience, the more ability an individual may have to understand and to work with others in variety of situations.

However, a study made by Riley (1984:40) provides contrary findings to the earlier findings. Accordingly, “teaching experience was not identified as an accurate indicator of a teacher`s actual and desired participation.”

#### **2.4.3 Academic qualification**

Academic qualification is another independent variable in determining the expend of teachers` participation in school administrative duties. According to the findings of limber and Duke

(1984) and Mali (1968) there is positive relationship between academic qualification and teachers' participation.

Hrebiniak and Alto in Riley (1984.40.41) indicate that highly qualified workers were desire greater participation due to a higher level of intrinsic need that is highly qualified teachers seek more participation due to a desire to use their technical expertise.

Furthermore a study conducted by malik (1969.136) revealed that as education level of staff members increase the desire for staff participation in school decision making increases.

However the findings of Riley (1984.41) were not completely supportive of the above findings according to this author. The relationships existed between academic qualification and desired Participation but no relationships are identified between academic qualification and actual teachers' participation in certain decision or administrative areas.

On the whole there was an assumption and a common understanding between researchers that teachers with bachelor degree and above desire significantly more participation than those with lower academic qualification.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 Research design

This study is aimed at examining and describing the level of teachers' participation in decision making as well as assessing the present practices of school leadership in encouraging teachers' participation. To this end, descriptive research design is employed. This design has the advantage that captures the best of both quantitative and qualitative data to obtain quantitative results from a population in the first phase, and then refine or elaborate these findings through an in-depth qualitative exploration in the second phase (Cress well, 2012).

**Table 1: Target population and sample size**

Types of respondents	Target population	Sample population	Sample population in percent (%)	Sampling techniques	Data gathering instruments
Teachers	207	62	30%	Simple Random sampling	Questionnaires
Principals	5	3	60%	Simple Random sampling	Interview
Total	212	65	100%	---	--

#### 3.2. Source of data

The data is collected from primary and secondary sources. Primary data is gathered from teachers and school principal in the form of questionnaire and interview. And secondary data are documents and observation.

#### 3.3 Sample size and sampling techniques

Out of 5 government secondary and preparatory schools in Wolkite Town, three are selected as a sample. The sampling technique taken for this study was simple random sampling among the probability sampling techniques i.e by writing the names of the schools then putting in a hat and

drawing out three as a sample .The sample schools are Abafransua, Yaberus and Yehidase fire secondary and preparatory schools.

Information is solicited from tow groups of staff personnel working in these schools. There are a total of 3 principals and 62 teachers in mentioned schools. Thus all 3(100%) principals and 62(100%) of teachers are selected as respondents of the study.

### **3.4. Data gathering instruments**

The main data gathering instrument for this study is questionnaire. Besides, interview and school document analysis are made to complement the questionnaire and to illuminate, deepen and extend the quantitative finding. The questionnaires involved are close-ended and open-ended items. They focus on the following nine major areas in which teachers can identify their involvement in school administration.

- The participation of teachers in planning and school policy making, decision making of personal affairs, the practices of curriculum and instruction, co-curricular activity, solve student behaviour in guidance and counselling services, decision making in, preparation of school or department budgets, work in resolution of staff grievances social interaction, particpate decision making of school building facilities, and creating for solving solution to the problem in the community.

For each of the nine administrative areas the questions are prepared mainly in the form of a liker-type's attitude scale and the level of agreement is indicated on five-point rating scales:

Very Low, Low, Medium, High and Very High. Each score has an assigned value of 1,2,3,4, and 5 respectively. Any item-score below an average point of 3 had been seen as unsatisfactory, and any item- score above an average point of 3 was regarded as satisfactory level of participation.

### **3.5. Methods of data analysis**

Depending on the nature of the basic questions and the data collected, the following statistical tools are employed. In order to analyze the level of teachers' participation and principals' encouragement of teachers' participation in decision making, descriptive statistics like frequency, percentage and mean are computed. The data obtained through document analysis and interview are analyzed qualitatively through word narrations.

### **3.6 Procedure of the study**

After having adequate reading on available literature on teachers' participation in school administration and related issues, the researcher has established the basic questions of the study on which the design, adaptation and development of the questionnaire is based. The draft of questionnaire is modified in accordance with relevant inputs. Comments by experienced authorities in education system are also consulted before the final administration of the questionnaire. Questionnaire distributed and collected. Then with the principals' help, some interview and observation of documents is made to complete data gathering for later organizing and analysis.

### **3.7. Ethical consideration**

Efforts were made to make the research process professional and ethical. To this end, the researcher tried to clearly inform to the respondents about the purpose of the study. As the researcher introduces its purpose in the introduction part of the questionnaire and interview guide to the respondents, he shall confirm to participants, confidentiality is protected. The participants made to understand what are explained and be given the opportunity to ask questions and have them answered by the researcher. The researcher obtained the participants make sure that they enter the research of their free will and with understanding of the nature of the study.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

This chapter deals with presentation, analysis and interpretation of data obtained from teachers and principals. The study employed questionnaires for teachers and principals and additional information is gathered through document analysis. Thus, the quantitative as well as qualitative analysis of data is incorporated in to this chapter. The qualitative part is supposed to be complementary to the quantitative analysis.

A total of 62 questionnaires are prepared and distributed for 62 teachers. All the questionnaires (100%) that were distributed to the teachers are filled and returned to the researcher. And also information from document analysis is used to triangulate the data obtained. In analyzing the data of the study, different statistical techniques and procedures were used. Initially, the data collected through questionnaire are coded and analyzed. Then the means for the two groups of respondents (school principals and teachers) are identified and analysis is done using the percentage and average means of the two group respondents. To determine the implementation of the different of teachers' participation in administrative work in Abafransua secondary school.

Items involved in the questionnaires are classified in to two major categories. The first category dealt with general background information of the respondents, while the second part has treated specific issues of the study. Hence, this leads to use different approaches in treating or analyzing the data from the two categories of questions. Therefore, frequency and percentages are used for the analysis of characteristics of respondents. On the other hand, mean is used for the analysis of specific items. Therefore, in the first part of the analysis, the characteristics of the respondents in relation to their age, sex, education level, qualification, work experience and the position they hold currently are tabulated and analyzed as indicated under table 2. In the second part of the analysis the views of the two groups (school principals and teachers) respondents are analyzed and interpretations are made.

#### **4.1. Characteristics of the respondents**

The questionnaires are distributed to 62 teachers. Of the total number of questionnaires 62 are distributed .All 62 teachers are appropriately filled & returned. Based on the responses obtained from teachers. The characteristics of the respondents are analyzed in terms of age, sex, years of services, academic qualification & field of study & these are presented in table2.As shown in

table 2 item 1, 48(77.42%) of the teacher respondents are male&14(22.58%) are female, 2(66.7%) of principal respondents are male and 1(33.3%)of principal respondents are female. According to this data 76.12% of the respondents are male and 23.88% are female in all positions. With regard to the age distribution of respondents as indicated under item 2 of the same table, 26(41.94%) of teachers ‘age is in ranges of 26-35 years and 25(40.32%) of teachers’ age is in ranges of 36-45 years .The remaining 11(17.74%) of teachers’ age is in ranges of 46-55years. Regarding to the school principals, 3(100%) of principal respondents’ age is in ranges of 36-45 years. This figure indicates that the majority of respondents are matured enough to provide reliable information about the issue.

**Table2 Characteristics of respondents**

No	Item	Category of Items	Respondents					
			Teachers		School principals		Total	
			N <sup>o</sup>	%	N <sup>o</sup>	%	N <sup>o</sup>	%
1	Sex	Male	48	77.42	2	66.7	50	76.9
		Female	14	22.58	1	33.3	15	23.1
		Total	62	100	3	100	65	100
2	Age	<25 years	-	-	-	-	-	-
		26-35years	26	41.94	-	-	26	38.81
		36-45years	25	40.32	3	100	28	43.07
		46-55years	11	17.74	-	-	11	18.12
		55 and above years	--	-	-	-	-	-
3	Level of education	Diploma						
		B.A/BED/BSc Degree	58	93.55	3	100	61	93.85
		M.A/MSc Degree	4	6.45	-	-	4	6.15
4	Total work experience	<5 years	5	8.07	-	-	5	7.46
		6-10	18	29.03	1	33.3	19	29.23
		11-15	32	51.6	2	66.7	34	52.3
		16-20	2	3.23	-	-	2	2.99
		21 years above	5	8.07	-	-	5	7.46
5	Area of specialization	Subject matter	62	100	1	33.3	63	96.92
		EDPM/Pedagogical Science	-	-	2	66.7	2	3.08
		Other	-	-	-	-		

In terms of level of education as shown in item3 of table2.58(93.55%) of teachers are BA/BSC degree level and 4(6.45%) of them are MA level. Regarding to school principals 5(100%) of

them are BA/BSC/ degree level. This data implies that most teachers are BA/BSC/degree level as principals. The significant number of under qualified teachers and principals are existed in Abafransua secondary and preparatory school. That means, the greatest number of teachers and whole number of principal are below the standard set.

Item 4 of table 2 shows that 5(8.07%) of teachers are below 5years of work experience in teaching, 18(29.03%) of them have teaching experiences of 6-10years. 32(51.6%) of teachers have teaching experiences of 11-15 years and 2(3.23%) of teachers have experience of 16-20years. The rest 5(8.07%) of teachers have teaching experience of above 21 years. Regarding to principals, 2(40%) of them have an experience of 6-10years on being of school leader. The others 3(60%) of them have an experience of 11-15 years.

The above data implies that majority of teacher are experienced enough to participate on different administrative work of the school. The greatest numbers of school principals are also experienced to motivate encourage teachers to participate in administrative works.

Item5 of table 2 shows that 62(100%) of teacher respondents are subject matter graduates. Regarding to school principals 2(40%) of them are graduated on subject matter and 3(60%) of them are EDPM graduates. This might have its own negative impact on the overall success of leaders in the implementation of their roles.

#### **4.2 Teachers' participation in school administration works**

This part of the analysis was based on part two of the questionnaire which covers the large part of this study. In this section of the questionnaire, respondents are asked to express their opinion about teachers participation in school administration in a closed form i.e. planning and school policy making, Personal affairs (staff meeting) , curriculum program., Co-curricular program (activities), guidance and counseling, preparation of school or department budgets ,resolution of staff grievances ,school buildings and resolution of problems involving community groups (as parents or citizen groups),Accordingly, they put a tick mark in the space provided to show the level of a particular item which could be correlated to one of the five –point rating scale: Very Low = 1, Low = 2, Medium= 3, High= 4, and Very High =5. Table3 refers to the weighted mean scores of the responses computed against each item of teachers' participation. The item numbers are listed as per the sub divisions of the items in the questionnaire.

##### **4.2.1. Teacher participation in planning and school policy**

Teacher participation in planning and school policy, five items that describe the extent of implementation of the dimension are presented to the group of teachers and school principals and analyzed under table3. Both groups of respondents are asked to rate from strongly agree to strongly disagree depending on the degree of implementation of the items in their schools. In the process of data analysis, the scales strongly agree and agree indicate effective implementation of each item in the dimension; whereas undecided presents neither positive nor negative agreement. On the other hand, the scales disagree and strongly disagree indicate low implementation of the items in the school.

**Table 3: Teachers’ participation in planning and school policy**

No	Items	Respondent		Response					Mean
				SA (5)	A (4)	UD (3)	DA (2)	SDA (1)	
1	Participation on school purpose and objective	T	f	10	16	5	21	10	2.92
			%	16	26	8	34	16	
2	Participation on establishing disciplinary policy	T	f	10	17	10	16	9	3.04
			%	16	27	16	26	15	
3	Participation on determining teaching load	T	f	19	18	9	8	8	3.52
			%	31	29	14	13	13	
4	Participation on evaluating supervisory practices	T	f	20	15	5	18	4	3.46
			%	32	24	8	29	7	
5	Participation on adoption of student promotion policy	T	f	11	20	7	13	11	3.11
			%	18	32	11	21	18	
<b>Average mean value</b>		<b>T=3.21</b>							

Mean scores 0- 0.99=Strongly Disagree, 1-1.99 = Disagree, 2 -2.99=Undecided, 3- 3.99=Agree and 4-4.99 =Strongly Agree. T=Teacher

As indicated in item1 the weighted mean value 2.92 show that teacher’s participation on school purpose and objective is not as much enough.

In item 2 of table3, the mean value 3.04 shows that there is high participation of teachers on establishing school disciplinary policy.

In item3 of table3, the mean value 3.52 shows that there is high participation of teachers on determining teaching load.

In item 4 of table3, the mean value 3.46 shows that teachers' participation on supervisory practices is high in the school.

In item 5 of table 3, the mean 3.11 of this item implies that teachers participate on adoption of students' promotion policy.

As indicated in table 3, teachers' participation in planning and school policy is found at agree scale in average mean 3.21. This implies that teachers have participation in this issue. The researcher checked the written documents shows that many teachers participate on planning and school policy making.

#### **4.2.2 Teachers' participation in Personnel roles**

Teachers' participation in Personnel roles 9(nine) items that describe the extent of implementation of the dimension are presented to the group of teachers and school principals and analyzed under table 4. Both groups of respondents are asked to rate from strongly agree to strongly disagree depending on the degree of implementation of the items in the school. In the process of data analysis, the scales strongly agree and agree indicate effective implementation of each item in the dimension; whereas undecided presents neither positive nor negative agreement. On the other hand, the scales disagree and strongly disagree indicate low implementation of the items in the sample schools.

**Table 4 Teachers' participation in personnel roles**

No	Items	Respondent		Response					Mean
				SA (5)	A (4)	UD (3)	DA (2)	SDA (1)	
1	Participation on hiring staff members	T	f	12	13	10	14	13	2.95
			%	19	21	16	23	21	
2	Participation on selection of department heads and unit leaders	T	f	8	5	7	25	17	2.39
			%	13	8	11	40	28	
3	Participation on giving orientation for new teachers	T	f	6	6	11	21	18	2.37
			%	10	10	17	34	29	
4	Participation on assigning teachers to different committees	T	f	4	5	12	21	20	2.22
			%	7	8	19	34	32	
5	Participation on establishing relationship between the principals and teachers	T	f	10	12	6	18	16	2.7
			%	16	19	10	29	26	
6	Participation on preparing agendas	T	f	3	5	12	18	24	2.11
			%	5	8	19	29	39	
7	Participation on establishing teachers evaluation criteria's	T	f	6	15	9	18	14	2.69
			%	10	24	14	29	23	
8	Participation on assessing the performance	T	f	8	7	15	17	15	2.61
			%	13	11	24	28	24	
9	Participation on securing teachers welfare	T	f	18	20	11	7	6	3.59
			%	29	32	18	11	10	
<b>Aggregate mean value</b>				<b>2.63</b>					2.65

Mean scores 0- 0.99=Strongly Disagree, 1-1.99 = Disagree, 2 -2.99=Undecided, 3- 3.99=Agree and 4-4.99 =Strongly Agree. T=Teacher

From the above data average mean value 2.63 shows that teachers' participation in personnel roles is at moderate scale.

### 4.2.3 Teachers' participation in curriculum and instruction

Teacher participation in curriculum and instruction is among the major functions of principal who involved in to educational issues. It basically refers to the instructional leaders (school principals) activities of providing opportunity for staff to collaborate for the alignment of curriculum contents and achievement. It also refers to a principal works with teachers to coordinate curriculum and provide the necessary assistance for teachers for instructional issues. In this regard, five questions were administered to gather the opinions of school principals and teachers concerning the role of teacher participation in curriculum and instruction of their respective schools. The data collected through the five point scales are interpreted as indicated in table 5.

**Table 5: Teachers' participation in curriculum and instruction**

	Items	Respondent		Response					Mean
				SA (5)	A (4)	UD (3)	DA (2)	SDA (1)	
1	participation on determining methods of instruction	T	F	21	26	3	7	5	3.8
			%	34	42	5	11	8	
2	participation on how to evaluate the syllabus	T	F	10	8	8	22	14	2.65
			%	16	13	13	35	23	
3	participation on evaluation of teaching performances	T	F	10	10	5	22	15	2.65
			%	16	16	8	36	24	
4	<b>Average mean value</b>	3.03							

Mean scores 0- 0.99=Strongly Disagree, 1-1.99 = Disagree, 2 -2.99=Undecided, 3- 3.99=Agree and 4-4.99 =Strongly Agree. T=Teacher

As depicted in item 1 of table 5, teachers' participation on text book selection and adoption is low performance.

From the above data, average mean value 3.03 shows that teachers' participation in curriculum and instruction is high.

In general, Teacher participation in curriculum and instruction in order to ensure the effective participation on determining methods of instruction. However, in the remaining activities of Teacher participation in curriculum and instruction their effective implementation were weak these are participation on text book selection and adoption, participation on evaluating the syllabus and participation on syllabus change or innovation. Average mean 2.75 shows that teachers' participation in curriculum and instruction is low.

#### 4.2.4 Teachers' participation in co-curricular program

Questionnaires with five point scales are distributed to judge the extent to which teachers participate on planning and organizing co-curricular activities.

**Table 6: Teachers' participation in co-curricular program**

No	Item	Respondent	Response						
			5 (very high)	4 (high)	3 (moderate)	2 (low)	1 (very low)	Mean	
1	Teachers' participation on planning and organizing Participation co-curricular activities	T	f	18	17	7	10	10	3.37
			%	29	28	11	16	16	
<b>Average mean value</b>			3.37						

Mean scores 0- 0.99=Strongly Disagree, 1-1.99 = Disagree, 2 -2.99=Undecided, 3- 3.99=Agree and 4-4.99 =Strongly Agree. T=Teacher

As depicted in item 1 of table 6, participation of teachers in co-curricular program in the case of planning and organizing are effective. And average mean value 3.37 shows that effective implementation of teachers' participation in co-curricular program in the case of planning and organizing.

#### 4.2.5 Teachers' participation in guidance and counseling

Teachers should participate in guidance and counseling to change the behavior of the student positively. So, questionnaires with five point scales are distributed to judge their participation in guidance and counseling.

**Table 7: Teachers' participation in guidance and counseling**

No	Items	Respondent	Response					Mean	
			5 (very high)	4 (high)	3 (moderate)	2 (low)	1 (very low)		
1	Participation on determining objectives of students counseling and guidance	T	f	18	17	5	10	12	3.31
			%	29	28	8	16	19	
2	Participation on resolution of students' academic or personal problem	T	f	6	15	9	18	14	2.69
			%	10	24	15	29	23	
3	Participation on setting standards of student conduct	T	f	8	8	10	19	17	2.53
			%	13	13	16	31	27	
4	Participation on establishing rules and regulation governing student activities	T	f	7	14	10	17	14	2.73
			%	11	23	16	27	23	
<b>Average mean value</b>		2.82							

Mean scores 0- 0.99=Strongly Disagree, 1-1.99 = Disagree, 2 -2.99=Undecided, 3- 3.99=Agree and 4-4.99 =Strongly Agree. T=Teacher

From the above data, average mean value 2.82 shows that teacher's participation in guidance and counseling is at moderate level.

In general, teachers' participate in guidance and counseling; establishing rules and regulation governing student activities, But the principals replied that is participation on determining objectives of students counseling and guidance is weak. Participation on setting standards of students' conduct is low in both cases.

#### **4.2.6 Teachers' participation in preparation of school budgets or department budget**

Teachers' participation in preparation of school budgets or department budget describes participation on allocation of budget. Questionnaire with five point scale are distributed to judge the extent to which teachers participate in budget preparation.

**Table8: Teachers' participation in preparation of school budget or department budget**

No	Items	Respondent		Response					Mean
				5 (very high)	4 (high)	3 (moderate)	2 (low)	1 (very low)	
1	Participation in the formulation of the school budgets	T	f	12	13	11	14	12	2.98
			%	19	21	18	23	19	
2	Participation on determining means of income generating sector.	T	f	8	7	15	17	15	2.61
			%	13	11	24	28	24	
<b>Average mean value</b>				2.79					

Mean scores 0- 0.99=Strongly Disagree, 1-1.99 = Disagree, 2 -2.99=Undecided, 3- 3.99=Agree and 4-4.99 =Strongly Agree. T=Teacher

It can be seen in item number 1 of Table 8, the average mean value 2.98 shows that teachers' participation on allocation of school budget is moderate.

As in item 2 of table 8, Average mean value 2.61 shows that the respondents are undecided about their participation.

#### **4.2.7. Teachers' participation in resolution of staff grievances**

Teachers' participation in resolution of staff grievances is necessary to create positive atmosphere. So, questionnaires with five point scale are distributed to judge the extent to which each teachers participate.

**Table 9: Teachers’ participation in resolution of staff grievances**

No	Item	Respondent		Response					Mean
				5(very high)	4 (high)	3(moderate)	2 (low)	1 (very low)	
1	Participation on resolving grievances	T	F	18	17	5	11	11	3.32
			%	29	27	8	18	18	
2	Participation solving administrative problems.	T	F	10	10	5	22	15	2.65
			%	16	16	8	36	24	
<b>Average mean value</b>				2.99					

Mean scores 0- 0.99=Strongly Disagree, 1-1.99 = Disagree, 2 -2.99=Undecided, 3- 3.99=Agree and 4-4.99 =Strongly Agree. T=Teacher

As it can be seen in item number 1 of table9, the average mean value 3.32 shows that teachers have high participation on resolution on staff grievances.

As in item 2 of table9, there is weak participation on solving administrative problems. Average mean value 2.65 show that teachers’ participation in resolution of staff grievances is moderate.

**4.2.8 Teachers’ Participation in School Building**

Teachers should participate in school building. So, questionnaire with five point scale are distributed to judge the extent to which principals and teachers participate.

**Table 10:Teachers’ participation in school building**

No	Items	Respondent		Response					Mean
				5(very high)	4 (high)	3(moderate)	2 (low)	1 (very low)	
1	Participation on decision for expansion of school building.	T	f	11	20	7	13	11	3.29
			%	18	32	11	21	18	
2	Participation on decision for maintenances of school building.	T	f	8	7	15	17	15	2.61
			%	13	11	24	28	24	
<b>Average mean value</b>				2.95					

Mean scores 0- 0.99=Strongly Disagree, 1-1.99 = Disagree, 2 -2.99=Undecided, 3- 3.99=Agree and 4-4.99 =Strongly Agree. T=Teacher

As it can be seen in item number 1 of table10, the average mean value **3.11** shows that there is moderate participation on decision for expansion of school building.

As in item 2 of table 10, the respondents are undecided about their participation on decision for maintenances of school building. In general teachers’ participation in school building is weak due to that average mean value 2.95.

#### 4.2.9 Teachers’ participation in resolution of problems involving community groups

Participation in resolution of problems in community is another responsibility of teachers. So, questionnaires with five point scale are distributed to judge the extent to which principals and teachers participate in solving community problems.

**Table 11: Teachers’ participation in resolution of problems involving community groups**

No	Items	Respondent		Response					Mean
				5 (very high)	4 (high)	3 (moderate)	2 (low)	1 (very low)	
1	Participation on the establishing of favorable condition for the school community.	T	f	18	17	4	11	12	3.29
			%	29	27	7	18	19	
2	Participation on decision on how community can participate in school activities	T	f	10	10	5	22	15	2.65
			%	16	16	8	36	24	
3	Participation on establishing program for the community service.	T	f	8	8	10	19	17	2.53
			%	13	13	16	31	27	
<b>Average mean value</b>				2.82					

Mean scores 0- 0.99=Strongly Disagree, 1-1.99 = Disagree, 2 -2.99=Undecided, 3- 3.99=Agree and 4-4.99 =Strongly Agree. T=Teacher

As it can be seen in item number 1 of table11, the average mean value 3.29 shows that teachers have more participation on the establishing of favorable condition for the school community.

As in item 2 of table11, teachers’ participation on decision on how community can participate in school activities is weak.

As depicted in item 3 of table 11, data conclude that there is weak participation of teachers on establishing program for the community service.

#### 4.3 Assessment of teachers’ most or least participating areas

The second purpose of study was to assess the judgments of the respondents concerning the areas of teachers’ most or least participation. To achieve this, respondents are instructed to give their assessment regarding the nine major administrative areas in the order of their involvement with 1 for relatively most participating and number 9 for the least participating. Different ranks respondents were computed in order to compare their relative involvement in each area. The following table presents the data.

**Table12:Rank order of teachers’ most or least participation areas**

No.	Item	Teachers(N=62)	
		Mean rate	Rank
1	Planning and School Policy	2.2	2
2	Personnel Affairs	1.91	1
3	Curriculum and instruction	2.9	3
4	Co-curricular Programs	3.33	4
5	Guidance and Counseling Services	3.4	5
6	Preparation of School or Department Budgets	3.45	7
7	Resolution of Staff Grievances	3.43	6
8	School Buildings	3.5	9
9	Resolution of Community Group Problems	3.47	8
<b>Aggregate mean</b>		<b>3.45</b>	

Table 12 imparts the rank order of nine possible administrative areas in which teachers most or least participate in government secondary and preparatory school. Due to characteristics of the ranking techniques, the figures presented in the rank order column denote the value assembled in the mean rate column, where the smallest mean rate assumes in the order of precedence. Accordingly, the participation in “personnel affairs “and “planning and school policy making were ranked first and second respectively This could be due to the fact that these activities were considered as one of the most crucial activity that requires staff involvement for maintaining

discipline, utilizing resources, and so on. In these processes, of group participation teachers may learn to live together, acquire various techniques, get greater pleasure in their work, be committed and competent professionally. Thus, these two areas were relatively better regarded in the sample school.

The area “curriculum and instruction” was ranked at the third order. It appears that teachers because of their special knowledge and responsibilities experience more control over curriculum and instruction. Hence, the concern shown to the teachers: participation in the area seems satisfactory. Moreover preparation of budget and resolution of staff grievance were set in rank as seventh and sixth, respectively. On the other hand, the remaining administrative areas for which respondents responded relatively less favorable included co-curricular programs, guidance and counseling services, school buildings and community group problem resolution. The researcher has visited the schools during the field work and was informed and observed that teachers were not participating mostly on decisions concerning financial affairs, school physical plant, co-curricular activities and the like. In most cases, it is commonly observed that these tasks were usually performed by the administration of the school. Nevertheless the implementation falls upon teachers.

#### **4.4 Principals’ practice to encourage teachers’ participation**

Teachers can bring more ideas, information and view point than a single leader (principal) do. If these resources are used effectively, the group decision become better than individual decision. Group discussion can also increase the creativity of decision.

**Table 13: Principals’ practice to encourage teachers’ participation**

No .	Principals’ encouragement of teachers’ participation	Res pon dent		1	2	3	4	5	Mean
1	To group activities and teamwork	T	f	11	13	7	20	11	3.11
			%	18	21	11	32	18	
2	To involve teachers in different school administrative duties	T	f	18	21	11	6	6	2.37
			%	29	34	17	10	10	
3	For delegating authority and responsibility	T	f	15	17	15	7	8	2.61
			%	24	28	24	11	13	
4	Of sharing ideas with teachers on how to improve the school activities	T	f	12	10	5	17	18	3.24
			%	19	16	8	28	29	
5	For solving administrative problems with teachers	T	f	17	25	7	5	8	2.39
			%	28	40	11	8	13	
6	To communicate important issues to teachers using all methods/means of communication	T	f	20	21	12	5	4	2.22
			%	32	34	19	8	7	
7	Of putting teachers ‘ideas and suggestions into operation	T	f	14	17	10	14	7	2.73
			%	23	27	16	23	11	
8	For motivation hard working teachers	T	f	10	10	7	17	18	3.37
			%	16	16	11	28	29	
9	In giving adequate teaching materials (facilities) to build/raise teachers’ morale	T	f	12	10	5	17	18	3.31
			%	19	16	8	28	29	
10	In showing concern for personal welfare and individual contribution	T	f	11	11	5	17	18	3.32
			%	18	18	8	27	29	
11	In providing clear direction for staff.	T	f	11	11	5	17	18	3.32
			%	18	18	8	27	29	
12	In changing their leadership styles according to teacher’s experiences and maturity level.	T	f	6	7	11	20	18	3.59
			%	10	11	18	32	29	

**Grand mean 2.96**

Twelve variables of administrative functions which should be practiced by school administrators are listed in table 13. Out of these, only seven items bear weighted mean scores that are above the minimum satisfactory point of the rating scale. The remaining five items hold values below the

described average point of the scale. The items described as principals 'practice in providing clear direction for staff, in changing their leadership styles according to teachers' experiences and maturity level, exhibited the biggest average points in the distribution, i.e., 3.37 and 3.59 respectively. This means that teachers have a feeling of satisfaction with the school leadership role concerning the stated variables. Furthermore, respondents reported that they are reasonably satisfied with the school leadership functions concerning the items of delegating authority and responsibility, communicating important issues to teachers, of putting teachers' idea and suggestion into operation, for solving administrative problems with teachers and, to involve teachers in different school administrative duties. The weighted mean values for these items were 2.61, 2.22, 2.37, 2.73, and 2.39 respectively. Nevertheless, they are relatively dissatisfied with the concern given to the items of solving administrative problems with teachers, putting teachers' suggestions into operation, motivating hard working teachers, giving adequate teaching facilities to raise teachers' morale, showing concern for personal welfare and individual contribution, and providing a clear direction for the staff. In the final analysis, however, the overall degree of school leadership practice to encourage participation should be determined by the combined or grand mean rate of items (variables). The grand mean computed for all the variables (2.96) reveal unsatisfactory state of the leadership practice for encouraging teachers' participation.

#### 4.5 Factors that inhibit teachers' participations

**Table14 Factors to inhibit teachers' participation**

No.	Factors	Respon dent		1	2	3	4	5	Mean
1	Acceptance of teachers' ideas and views	T	f	12	10	5	17	18	3.31
			%	19	16	8	28	29	
2	Presence of material and financial incentives	T	f	10	10	7	17	18	3.37
			%	16	16	11	28	29	
3	Presence of conducive working conditions	T	f	14	17	10	14	7	2.73
			%	23	27	16	23	11	
4	Availability of trust and strong relationship between principals and teachers	T	f	10	10	7	17	18	3.37
			%	16	16	11	28	29	
5	Presence of democratic leadership in schools	T	f	11	13	7	20	11	3.11
			%	18	21	11	32	18	

Grand mean 3.18

The data in table 14 show the rank order of the major factors that inhibit teachers' participation in school administration. Respondents are requested to rank these factors in the degree of priority they felt that they may inhibit teachers' participation. As reported by teachers, presence of material incentive, presence of democratic leadership and availability of trust are ranked 1 to 3 in that order. Furthermore, respondents are requested to forward other factors, if any, which inhibit teachers' participation that are not mentioned in the questionnaire. As such they have come up with some interesting factors. These are the major ones: Presence of opportunities of teachers to attend educational seminars, workshop, reorientation or refresher courses, and so on. These activities are important in upgrading the professional competence and motivation of teachers. The absence of these opportunities, however, could have undesirable effects upon both participation and satisfaction of teacher. Avoiding unfair external (political) influence on school administration. That is, appointing untrained principals in schools on the basis of political affiliation of the individual but not on personal merits. This undesirable appointment may expose unfair influence of political hands in the domain of academic and administrative activities. Presence of clear and fair teacher appraisal system in schools and creating line of promotion due to participation in school administration.

In general

- Availability of trust and relationship between teachers and school principal
- Presence of democratic leadership
- Presence of conducive working condition
- Acceptance of teachers' idea and view
- Presence of material and financial are factors that inhibit teachers' participation

Principals' interview questions

1. Are teachers interested to participate in decision making?

P<sub>1</sub>: "yes, when I give a chance to participate in making decision, It is very simple to change the decision to action."

P<sub>2</sub> " yes, They want to participate in each decision and need to discussion group but some times, this kind of decision has disadvantage. It create group thinking."

P<sub>3</sub> " yes, when they participate in decision making, they are motivated to implement

2. To what extent do you encourage teachers to participate when you make decision? How?

P<sub>1</sub> “ I don’t invite teachers to participate in all decisions. But in some cases when the issue concerned them, I call their representatives to participate in decision making”

Researcher: “ why you do not participate teachers in all cases?”

P<sub>1</sub> :“Because some problems want individual decision. In this case I don’t participate teachers.

P<sub>2</sub> :“I encourage teachers to participate in decision making when they made discussion we share idea, we debate in each point and then we agree.

P<sub>3</sub>: “ I make decision with vice principals and unit leaders. Then, I write the notice and told them to read and understand what we decide.

Q3 what factors do inhibit teachers to participate in decision making?

P<sub>1</sub>: “ If there is a good relationship between teachers and school principals., they participate in issues in the school .In addition, when the principal is participatory and transparent, they are motivated to make decision and implement

P<sub>2</sub>: “ teachers are motivated when there are some incentives

Researcher: “ what kind of incentives they want?”

P<sub>2</sub> : “ Material and financial incentives” and when we accept their ideas and comments they are encouraged to decide in any issue

P<sub>3</sub>: ” presence of democratic leadership encourage teachers to make decision In addition, If the school atmosphere is safe and conducive, they are motivated to participate in decision and to implement it Generally if there is trust and positive relationship between teachers and Us, they become interested to make decision

The responses obtained from principals show that teachers are interested to make decision when the school principals are transparent and democratic. In addition they are interested when the school principals give chance to discuss each issues with their colleagues.

Besides, principals’ encouragement to participate in decision making its impact on their participation school principals do not invite teachers in all cases to decide with them. This is because of fear of group thinking. some school principals make decision with vice principals and unit leaders if teachers do not participate in decision, they become careless to implement

There are some factors that inhibit factors to teachers’ participation from principals answer, the researcher conclude that

- Democratic and transparent leadership
- Conducive working condition
- Acceptance of teachers; idea and view
- Presence of material and financial incentives are motivators of teachers' participation.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary of major findings, the conclusion drawn from the findings and recommendations that the researcher suggests and teacher's participation in decision making at secondary and preparatory schools of Wolkite Town of Gurage zone, SNNPR

#### 5.1. Summary

The main objective of this study was to assess teachers' participation in decision making and barriers of their participation in decision making in five government secondary and preparatory schools in wolkite Town. The study made an effort to come up with suggestions and forwarded recommendations. In order to achieve the objective of the study, the following research questions were formulated.

1. To what extent do principals encourage teachers to participate in decision making?
2. To what extent do secondary and preparatory school teachers in Wolkite Town participate in decision making?
3. What are the major factors that inhibit teachers' participation in decision making at secondary and preparatory schools of Wolkite Town?
4. What challenges do teachers face when they engage in decision making?

In order to get answers for the above research questions, among five of secondary schools found in Wolkite Town of Gurage zone, the study was carried out in three secondary schools that are selected by simple random sampling techniques to the study. The study incorporated a total of 65 respondents. 3 school principals and 62 teachers were incorporated in the study. All the questionnaires distributed to the teachers were completed and returned to the researcher. In addition, to supplement the information gathered from document and interview for principals analysis were used as supplementary as planned. Finally, the data were carefully collected, coded, and presented for analysis. In the study, different data analysis tools such as mean values,

average mean values, and percentage were used. Then, the analysis justifies the following major findings.

#### **5.1.1. Teachers' participation in planning and school policy.**

The data gathered from respondents revealed that teachers' participation in planning and school policy is high with the average mean 3.21. In adoption of students' promotion and establishing disciplinary policy. In contrast participation on school purpose and objective lays undecided .In addition, the documents such as strategic plan minutes and checklists show that teachers participate in planning and school policy.

#### **5.1.2. Teachers' participation in personnel roles.**

The data obtained from respondents shows that teachers' participation in personnel roles is moderate. In contrast , teachers' participation is high in securing their welfare with mean value of 3.59.

#### **5.1.3 Teachers' participation in curriculum and instruction.**

Respondents have perceived that teachers' participation in curriculum and instructional activities had been moderate in sampled schools with average mean value 2.78.

Concerning on the overall judgment on the practices of teachers' participation in decision making in curriculum and instruction is undecided. Only teachers' participation on determining method of instruction is high with the average mean value of 3.8

#### **5.1.4. Teachers' participation in co –curricular program.**

Teachers' participation in co –curricular program is high with the average mean value 3.37. This shows teachers highly participate on planning, organizing and facilitating co –curricular programs.

#### **5.1.5. Teachers' participation in guidance and counseling.**

The data obtained from respondents show that they are undecided about their participation with the average mean value 2.82. In general ,teachers' participation guidance and counseling is undecided. Except determination of objective of guidance and counseling.

#### **5.1.6. Teachers' participation on preparation of school budget.**

The obtained from respondents , concerning participation of teachers in budget preparation is moderate with the average mean 2.79. This shows that teachers participate in some of issues which concern budget . documents show that teachers are not participators in financial activities.

#### **5.1.7. participation in resolution of staff grievances.**

The data show that teachers' participation in resolution of staff grievance is high with the average mean value 3.32. But in most cases teachers do not participate effectively.

#### **5.1.8. Teachers participation in school building.**

The data from respondents shows that teachers participation in school building is moderate with the average mean value 2.86. Teachers do not participate in school building.

#### **5.1.9. Teachers' participation in resolution of problems involving in community groups.**

Teachers' are undecided about their participation in decision making in community problems. They think that teachers' responsibility is become active participants on issues which concern community.

#### **5.1.11 Principals' encouragement**

The data shows that principals encourage group activities and team work, motivate hard working teachers. In contrast they do not delegate authority and responsibility, discuss problems test in administration and they do not put teachers' ideas in to action.

#### **5.12 Factors inhibit teachers' participation**

About five selected items of possible factors which maximize the degree of teachers' were suggested of those possible factors, respondents have ranked three major factors that maximize teachers' participation in the following order.

1. Trust and strong work relationships between principals and teachers.
2. Presence of democratic or participative leadership in schools.
3. Presences of conducive working conditions in schools, such as collaboration and collegiality, active support or encouragement recognition, and opportunity for teachers to see the kind of work being done other classes, and so on.

## **5.2 Conclusions**

Based on the findings of the study the following major conclusion is derived.

1. In principle, administration is join responsibility and there is no any area that teachers do not participate in administering schools. However, the discrepancies of participation of teachers indicate the fact that in schools contributions that teachers can make in administration were considered to be insignificant. Moreover, the role and importance of teachers' participation in decision making was not recognized as an essential policy concern. This might be attributed to the following two major assumptions. On one hand, teachers think that teaching is the only responsibility for which they are charged. On the other hand school administrators make a democratic in the areas in which teachers participate. These assumptions might be the result of school administrators' lack of training or minimum exposures to the current management concepts and principle.
2. From all the findings, it can be concluded that effective teachers' participation in the administration of secondary schools is a function of the presence of effective democratic or participative style of leadership.
3. It is noted that the gender of teachers was positively correlated with specific areas of participation in school administration. Females have actually showed more participation and desire more to participate at the instruction or classroom level than males. However, males have actually showed more participation and desire more to participate at the areas which are not directly related to teaching learning process, but related to planning policy making as well as physical resource utilization.

### 5.3 Recommendations

In view of the findings of the study and conclusions the following recommendations were drawn.

In order to ensure plan implementation, together constructive information, to develop interests and positive feelings toward school goal attainment and to improve the quality of education, there needs to be a culture of teamwork and participation in schools.

School administrators have been identified as key leadership figures to shoulder all the schools' responsibilities. They were not only support instruction activities but also match the desire for participation of the individual teacher with the opportunities to realize those desires. Hence greater attention should be given by the policy makers and concerned education authorities to the training of education administrators who can not only be charged with the sole responsibility of effective management of human and other resources, but also with the responsibility of developing appreciation for teamwork participation.

In one way or another, the future principals are recruited from among teachers. Thus the ministry of education should strive to organize intensive and compulsory training programs like educational seminars, workshops, refresher courses and so on for teachers' in order to provide them insights into their rights and duties, and for understanding the current management concepts and principles as well as to equip them with basic knowledge and skills needed for their career development and effective participation.

Teachers participate and work better, not in obedience to compulsion, but on the basis of cooperation. Hence it is necessary for school administrators to facilitate beneficial and satisfying participation by teachers through consultation, stimulation and affection, in order that they may release their potential to the mutual benefits of both themselves and the school.

Practically it is impossible to maximize the degree of participation and achieve positive results through unfair and negative approaches or influences on teacher's .Therefore school administrators and other concerned education authorities ought to:

- Foster a democratic, cooperative and collegial climate within school system:
- Provide motivators such as recognition, encouragement or active support, trust and respect, and so on by acknowledging particular endeavour.

- Establishes a reward system and provides financial incentives as much as possible for those who participate actively. In order to realize this schools should:
  - ✓ Encourage income generating activities by taking into account the available school facilities and technical expertise,
  - ✓ Make a great effort to the cooperation and support of parents and the surrounding community, and
  - ✓ Develop a close relationship with government and non-government organization to get financial, material and technical support. These may serve as a source of income for establishing a reward system and providing incentives to teachers.
- Schools try to appraise teachers fairly on the basis of personal merits and create a chance of promotion to those teachers who participate actively in school administrative duties.
- The general objectives of this study were identifying if teachers wanted to participate in school administration and if they perceive themselves participating at present. As has been revealed, while teachers do want greater participation, the present level of participation was identified unsatisfactory. It is recommended that additional studies should be undertaken to provide a sound basis for probable effect of various patterns of teachers' participation on different programs and productivity schools.

## **APPENDIX I**

### **ADDIS ABABA UNIVERSITY**

#### **Department of educational planning and management**

#### **Questionnaire to be filled by teachers**

Dear respondent, I am a postgraduate student of school leadership in Addis Ababa University .I am conducting thesis research on the title “Factors that determine teachers’ participation in decision making at secondary and preparatory schools of Wokite Town.”

The purpose of this questionnaire is to collect data on the existing and desired degree of teachers’ participation in decision making

Since the success of the study relies on your genuine response, be honest toward all items provided in the questionnaires. All the information you provide will be treated in the strictest confidence. You are not required to write your name in any part of the questionnaires. Please, take time to read each statement and select the response that most appropriately describes your school situations in each item.

Thank you in advance for your cooperation.

## Part one: - personal profile/background/

**Instruction one:** - please make a circle on this part of questionnaire by selecting appropriate option that represent yourself.

1. Sex    A) Male                      B) Female
2. Age: A)  $\leq 25$  Years              B) 26-35 Years    C) 36-45 Years    D) 46-55 Years  
E)  $\geq 56$  Years
3. Academic Qualification  
A) Diploma   B) BA/BSC Degree   C) M.A/M.SC
4. Total Years of service in Ministry of education?  
A)  $\leq 5$  Years    B) 6-10 Years    C) 11-15 Years    D) 16-20 Years    E)  $\geq 21$  Years
5. Your Field of study( Training )  
A) Educational administration (for principals ) B) Subject matter    C) others

## 6. Part Two: - Principals` practice to encourage Teachers participation

**Instruction one:** -The following items are prepared to measure the extent of principals` encouragement of teachers` participation in school administrative works. Against each statement or items, please indicate your agreement in the right hand column the degree to which principals encourage teachers to participate in school.

Please, answer each item by putting a tick mark (✓) in the box below choices which most closely represents your opinion about the statements using the following five point rating scale, i.e. 1=very low 2=low 3= medium 4. = High    5. = very high

No	principals` encouragement of teachers` participation	1	2	3	4	5
1	To group activities and teamwork					
2	To involve teachers in different school administrative duties					
3	To delegate authority and responsibility					
4	To Share ideas with teachers on how to improve the school activities					
5	To solve administrative problems with teachers					
6	To communicate important issues to teachers using all methods/means of communication					

7	To put teachers ideas and suggestions into operations					
8	To motivate hard working teachers					
9	To give adequate teaching materials(facilities ) to build/raise teachers morals					
10	To solve clear personal welfare and individual contribution					
11	To provide clear direction for staff					
12	To change their leadership styles according to teachers experience and maturity level					

### Part Three: - Teachers' participation

**Instruction one:** - The following 35 items are prepared to measure the extent of teachers' participation in school administrative work and statements are grouped into nine categories. Against each statement or items please indicate your agreement in the right hand column the degree to which you think teachers, either individually or as a group participate in school administrative work please answer each item by putting a tick mark (√) in the box below. The choices which most closely represents your opinion about the statements using the following five point rating scale i.e. 1=very low 2=low 3= medium 4 = high 5= very high

No	Teachers participation areas	1	2	3	4	5
A	<b>Planning and school policy</b>					
1	Participation on school purpose and objectives.					
2	Participation on establishing disciplinary policy.					
3	Participation on determining disciplinary policy.					
4	Participation on evaluating supervisory practices.					
5	Participation on adoption of student promotion policy.					
B	<b>personnel roles</b>					
6	Participation on hiring new staff members.					
7	Participation on selection of department heads and unit leaders.					
8	Participation on giving orientation for teachers.					
9	Participation on assigning teachers to different committees.					
10	Participation on establishing relationships between the principals and teachers.					

11	Participation on preparing agendas.					
12	Participation on establishing teachers' evaluation criteria.					
13	Participation on establishing the school performance.					
14	Participation on securing teachers welfare.					
<b>C</b>	<b>Curriculum and instruction</b>					
15	Participation on textbook selection and adoption.					
16	Participation on determining methods of instruction.					
17	Participation on how to evaluate the syllabus.					
18	Participation on syllabus change or innovation.					
19	Participation on evolution of teaching performances.					
<b>D</b>	<b>Co-curricular program</b>					
20	Participation on approval of student clubs.					
22	Participation on implementing co-curricular activities.					
<b>E</b>	<b>Guidance and Counseling</b>					
23	Participation on determining objectives of students counseling guidance.					
24	Participation on resolution of student ` academic or personal problems.					
25	Participation on setting standards of student conduct.					
26	Participation on establishing rules and regulation governing student activities.					
<b>F</b>	<b>Preparation of school budgets</b>					
27	Participation in the formulation of the school budgets.					
28	Participation on determining means of income generating sector.					
<b>G</b>	<b>Resolution of staff Grievances</b>					
29	Participation on resolving staff grievances.					
30	Participation on solving administrative problems.					
<b>H</b>	<b>School building</b>					
31	Participation on decision for expansion of school building.					
32	Participation on the establishing of favorable condition for the school community.					
<b>I</b>	<b>Resolution of problems involving community group (citizens group)</b>					
33	Participation on establishing of favorable condition for the school community.					
34	Participation on decision on how community can participate in school					

	activities.					
35	Participation on establishing program for the community service.					

Specify here if you have additional areas about teachers’ participation in school administrative work not included above.

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**Instruction two:** -Below there are nine categories of administrative areas. The aim is assess your judgment of teachers most or least participation in each of the nine categories **by ranking them** on the scale from 1 to 9.

N.B. The area which teachers participate most should receive the 1<sup>st</sup> rank, the area which teachers least participates should receive the 9<sup>th</sup> rank in the space provided in front of each administrative area.

- Planning and school policy making-----
- Personal affairs (staff meeting)-----
- Curriculum program.-----
- Co-curricular program (activities).-----.
- Guidance and Counselling.-----.
- Preparation of school or department budgets.-----
- Resolution of staff grievances-----
- School buildings.-----
- Resolution of problem involving community groups (as citizen groups) -----

**Part Four: -Factors that inhibit teachers’ participation**

1. Which of the following factors do you think will inhibit teachers participation in school administration ?Please put them numerically in rank in the space provided

Acceptance of teachers’ ideas and views-----

Presence of financial and materials incentives.-----

Presence of conducive working conditions.-----

Availability of trust and relationship between principals and teachers-----

Presence of democratic leadership in school others, if any (please specify).-----

2. Please, list down any further suggestion which can inhibit or hinder teachers’ participation in school administrative work.

A. -----

B. -----

C. -----

D. -----

E. -----

## **Appendix II**

**ADDIS ABABA UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

**DEPARTEMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**Interview questions addressed to principals of secondary and preparatory schools in Wolkite Town**

1. Are teachers interested to participate in decision making?
2. To what extent do you encourage teachers to participate when you make decision? How?
3. What factors do inhibit teachers to participate in decision making?

### Appendix III

#### ADDIS ABABA UNIVERSITY

#### COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

#### DEPARTEMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Documents reviewed to assess participation of secondary and preparatory school teachers in decision making

R No	Reviewed document	Members		
		teachers	others	Total
1	Strategic planning (steering committee			
2	Human resource management Department (Minute)			
3	Curriculum committee (Minute)			
4	Clubs & committee facilitators file			
5	Finance Administration (Minute)			
6	Kebele Education and Training Boards			

## Appendix IV (pilot test)

### Table 1 Teachers Participation

No	Teachers Participation	Respondent		Response					
				1	2	3	4	5	mean
1	Participation on school purpose and objectives.	T	f	6	8	4	1	-	2
			%	31.6	42	21	5.2	-	
2	Participation on establishing disciplinary policy.	T	f	7	9	3	-	-	1.78
			%	36.8	47.4	15.7	-	-	
3	Participation on determining teaching load.	T	f	6	10	3	-	-	1.84
			%	31.6	52.6	15.7	-	-	
4	Participation on evaluating supervisory practices.	T	f	7	9	2	1	-	1.84
			%	36.8	47.4	10.5	5.25	-	
5	Participation on adoption of student promotion policy.	T	f	8	8	3	-	-	1.7
			%	42	42	15.7	-	-	
	Personnel Affairs	T	f	7	9	2	1	-	1.84
			%	36.8	47.4	10.5	5.25	-	
6	Participation on hiring new staff members.	T	f	11	7	1	-	-	1.63
			%	57.9	36.8	5.25	-	-	
7	Participation on selection of department heads and unit leaders.	T	f	10	7	2	-	-	1.58
			%	52.6	36.8	10.5	-	-	
8	Participation on giving orientation for new teachers.	T	f	9	9			-	1.58
			%	47.4	47.4	5.25	-	-	
9	Participation on assigning teachers to different committees.	T	f	7	11	2	-	-	1.84
			%	36.8	57.9	10.5	-	-	
10	Participation on establishing relationships between the principals and teachers.	T	f	7	7	5	-	-	1.89
			%	36.8	36.8	26.3	-	-	
11	Participation on preparing agendas.	T	f	8	10	1	-	-	1.63
			%	42	52.6	5.25	-	-	
12	Participation on establishing teachers' evaluation criteria.	T	f	9	9	1	-	-	1.57
			%	47.4	47.4	5.25	-	-	
13	Participation on assessing the school performance.	T	f	6	9	3	1	-	1.94
			%	31.5	47.4	15.7	5.25	-	
14	Participation on securing teachers welfare.	T	f	7	8	3	1	-	1.89
			%	36.8	42	15.7	5.25	-	

15	Participation on textbook selection and adoption.	T	f	8	7	4	-	-	1.79
			%	42	36.8	21	-	-	
16	Participation on determining methods of instruction.	T	f	3	5	7	3	1	2.68
			%	15.7	26.3	36.8	15.7	5.25	
17	Participation on how to evaluate the syllabus.	T	f	6	8	3	2	-	2.05
			%	31.4	42	15.7	10.5	-	
18	Participation on syllabus change or innovation.	T	f	12	7	-	-	-	1.36
			%	63.1	36.8	-	-	-	
19	Participation on evaluation of teaching performances.	T	f	5	8	4	2	-	2.15
			%	26.3	42	21	10.5	-	
20	Participation on approval of student clubs	T	f	2	1	2	7	7	3.84
			%	10.5	5.25	10.5	36.8	36.8	
21	Participation on planning and organizing co-curricular activities.	T	f	4	9	4	2	-	1.84
			%	21	47.4	21	10.5	-	
22	Participation on implementing Co-Curricular activities	T	f	-	-	3	11	5	1.89
			%	-	-	15.7	57.9	26.3	
23.	Participation on determining objectives of students counseling and guidance.	T	f	6	9	3	1	-	1.94
			%	31.4	47.4	15.7	5.25	-	
24.	Participation on resolution of students' academic or personal problems.	T	f	5	7	6	1	-	2.15
			%	%	26.3.	36.8	31.5.	2.25	
25.	Participation on setting standards of student conduct	T	f	10	7	2	-	-	1.57
			%	52.6	36.8	10.5	-	-	
26.	Participation on establishing rules and regulation governing student activities	T	f	7	7	5	-	-	1.89
			%	36.8	36.8.	26.3	-	-	
27.	Participation in the formulation of the school budgets.	T	f	7	11	2	-	-	1.84
			%	36.8	57.8	10.5	-	-	
28	Participation on determining means of income generating sector.	T	f	6	9	3	1	-	1.94
			%	31.4	47.4	15.7	5.25	-	
29	Participation on resolving staff grievances.	T	f	6	9	3	1	-	1.94
			%	31.2	47.4	15.7	5.25	-	
30	Participation on solving administrative problems.	T	f	7	8	4	-	-	1.84
			%	36.8	42.1	21	-	-	
			f	11	8	-	-	-	1.42

31	Participation on decision for expansion of school building.	T	%	57.8	42.1	-	-	-	
32	Participation on decision for maintenances of school building.	T	f	10	9	-	-	-	1.47
			%	52.3	47.4	-	-	-	
33	Participation on the establishing of favorable condition for the school community.	T	f	8	8	3	-	-	1.73
			%	42.1	42.1	15.7	-	-	
34	Participation on decision on how community can participate in school activities.	T	f	8	8	3	-	-	1.73
			%	42.1	42.1	15.7	-	-	
35	Participation on establishing program for the community service	T	f	7	9	2	-	-	1.63
			%	36.8	47.4	10.5	-	-	

**Table 2 Principals’ practice to encourage Teachers participation**

No.	In your school, Principals’ practice to encourage teachers participation	Respondent		1	2	3	4	5	Mean
1	To encourage group activities and teamwork	T	f	8	7	4	-	-	1.79
			%	42.1	36.8	21	-	-	
2	To involve teachers in different school administrative duties	T	f	9	7	3	-	-	1.68
			%	47.4	36.8	15.7	-	-	
3	For delegating authority and responsibility	T	f	7	8	3	1	-	2.16
			%	36.8	42.1	15.7	5.25	-	1.89
4	Of sharing ideas with teachers on how to improve the school activities	T	f	10	7	2	--	--	1.58
			%	52.9	36.8	10.5	--	--	
5	For solving administrative problems with teachers	T	f	9	9	1	--	--	1.58
			%	47.4	47.4	5.25	--	--	
6	To communicate important issues to teachers using all methods/means of communication	T	f	7	7	4	1	-	1.95
			%	36.8	36.8	21	5.25	-	
7	Of putting teachers ‘ideas and suggestions into operation	T	f	6	11	3	-	-	1.95
			%	31.25	57.9	15.7	-	-	
8	Motivate hard working teachers	T	f	5	8	4	2	--	2.15
			%	24.25	42.1	21	10.5	--	
9	Giving adequate teaching materials (facilities) to build/raise teachers’ morale	T	f	9	8	2	--	--	1.63
			%	47.4	42.1	10.5	---	-	
10	Showing concern for personal welfare and individual contribution	T	f	7	7	3	2	--	2
			%	36.8	36.8	15.7	10.5	--	
11	Providing clear direction for staff.	T	f	11	7	2	-	-	1.79
			%	57.9	36.8	10.5	-	-	
12.	In changing their leadership styles according to teacher’s experiences and maturity level	T	f	6	11	2	-	-	1.79
			%	31.5	57.9	10.5	-	-	

Table 3 Factors to Inhibit Teachers' participation

No.	Factors	Respondent		1	2	3	4	5	Mean
1	Acceptance of teachers' ideas and views	T	f	8	10	1	-	-	1.63
			%	42.1	52.6	5.26	-	-	
2	Presence of material and financial incentives	T	f	9	7	3	-	-	1.68
			%	47.4	36.8	15.7	-	-	
3	Presence of conducive working conditions	T	f	8	8	3	-	-	1.74
			%	42.1	42.1	15.7	-	-	
4	Availability of trust and strong relationship between principal and teachers	T	f	10	9	-	--	--	1.47
			%	52.9	47.4	-	--	--	
5	Presence of democratic leadership in schools	T	f	9	8	2	--	--	1.58
			%	47.4	42.1	10.5	--	--	
				1.64					

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