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TEACHERS' PARTICIPATION IN DECISION MAKING IN
GOVERNMENT SECONDARY SCHOOLS OF WEST SHEWA
ZONE OF OROMIA REGIONAL STATE

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SECONDARY SCHOOLS OF WEST SHEWA ZONE OF
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Declaration

I, the undersigned, declared that the thesis on the title, Teachers' Participation in Decision Making in Government Secondary Schools in West Shewa is her work and that all sources that have been dully indicated and acknowledged.

Name _____

Sign. _____

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Table of Contents

Contents	Pages
Acknowledgments.....	i
Table of Contents.....	ii
Acronyms.....	v
Abstract.....	vi
CHAPTER ONE.....	1
1. INTRODUCTION.....	1
1.1 Back ground of the study.....	1
1.2 Statement of the Problem.....	3
1.3 Objective of the study.....	4
1.3.1 General Objective.....	4
1.3.2 Specific Objectives.....	4
1.4 Significances of the study.....	5
1.5. Delimitations of the study.....	5
1.6 Limitation of the Study.....	5
1.7 Operational Definition of Key Terms.....	6
1.8 Organization of the study.....	6
Organization of the study.....	6
CHAPTER TWO REVIEW OF THE RELATED LITERATURE.....	7
2.1 Definitions and Concepts of Decision Making.....	7
2.2 Nature of Decision making.....	8
2.3 Types of decision.....	9
2.3.1 Individual Vs Group decision.....	9
2.3.2 Program and Non-Program Decisions.....	10
2.4 Rationale for involve Teachers participation in Decision Making.....	11
2.5. Some Areas of Teachers' participation in Decision–Making.....	12
2.5.1 School planning.....	13
2.5.2 Curriculum and Instruction.....	14
2.5.3 School Policies, Rules and Regulations.....	14
2.5.4 School Budget and Income Generation.....	15

2.5.5 School building.....	15
2.5.6 Student affair and school discipline.....	15
2.6 Extent of Teachers participation in Decision Making.....	16
2.7 Factors that Influence Teachers Participation in Decision Making	17
CHAPTER THREE	22
RESEARCH DESIGN AND METHODOLOGY	22
3.1 Research Design.....	22
3.2. Sources of Data	22
3.3 Population, Sample and Sampling Techniques.....	22
3.4 Instruments of Data Collection	25
3.4.1 Questionnaire.....	25
3.4.2. Interview	26
3.4.3. Document Analysis Guide.....	26
3.5. Procedures of data collection	26
3.6. Method of Data Analysis.....	26
3.7. Ethical Consideration	27
CHAPTER FOUR ANALYSIS AND INTERPRETATION OF DATA	28
4.1. Demographic Characteristics of Respondents.....	28
4.2 Some Areas of Teachers' participation in Decision Making	32
CHAPTER FIVE	50
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	50
5.1. Summary	50
5.2. Conclusions	52
5.3. Recommendations	53
APPENDIX.....	58
Appendix A.....	58
Appendix B	64
Appendix C	68
Appendix D.....	69

List of tables

	Pages
Table 1. Populations and Sample.....	25
Table 2. Respondent information by sex, age, academic qualification, and specialization and service year	29
Table 3. Teacher participation in school work related.....	33
Table 4. Teachers' participation in curriculum and instruction activities	35
Table 5. Participation in School Policy, Rules and Regulation	37
Table.6. Teachers participation in decision making student affair and disciplinary problem	40
Table.7 Teachers participation in decisions concerning school building	41
Table 8. Factors affecting school decision making.....	43
Table 9. School head in Facilitating Teachers' Participation in Decision making	47

Acronyms

AAU: Addis Ababa University

EdPM: Educational Planning and Management

ESDP: Educational Sector Development Program

MoE: Ministry of Education

PTA: Parents and Teachers Association

SPSS: Statistical Package for the Social Sciences

Abstract

The main purpose of this study was to investigate the practices of teachers' participation in decision making in secondary schools in West Shewa. To conduct this study, a descriptive survey method was employed. A total of 247 respondents (197 teachers, 15 principals, 35 PTAs, were included in the study. The teacher respondents were selected by systematic random sampling design while educational office officials and teachers representatives were selected by purposive sampling method. The data were gathered through questionnaire, interview and observation. Data gathered through questionnaire were analyzed using percentage, weighted mean and independent sample t-test. Data obtained through interview and document analysis were qualitatively analyzed. School leaders in encouraging teachers' participation in school decision-making were found to be ineffective. It was thus concluded that teachers role in school decision-making not have been given due attention in this study, This is likely to affect the holistic activities of school in general and teaching learning process in particular. Finally, the study called for the need to facilitate condition in which trained principals in school administrative will be assigned, providing extrinsic reward to teachers with exemplary performance in their profession, establishing a collaborative relationship among teachers, treating and motivating all teachers equally and the school leaders Should communicate and give clear information on the issues related with school planning to develop the sense of transparency in between teachers and school leaders were also some of the major recommendations forwarded in order to improve teachers' participation in school decision-making.

Key Words: Decision Making Principals Secondary School Teachers' participation

CHAPTER ONE

1. INTRODUCTION

This chapter deals with the problem and the way it was approached. It enclosed a brief formulation of background of the study, statement of the problem, objective of the study, significance of the study delimitation of the study, limitation of the study, Operational definition of key terms and organization of the paper.

1.1 Back ground of the study

The decision making is thought of as management function by itself. But now days, researchers and management authority relate decision-making with a collaborative work. This is because the changes in the educational system call for rethinking, reformulating and restructuring of educational policies both at national and school levels (MOE, 1994).

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

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

enhance a sense of democratic involvement. With regard to this Dachler and Wilpert (1978) state that democratic participation reflects the belief that offering the opportunity to participate in the governance of an organization is a moral imperative because individuals have the right to exercise some control over their work and their lives. Imber and Nedit (cited in Desalegn, 2014) write that greater participation in school was in tune with democratic society and led to enhance commitment, improve performance and better productivity in the school.

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

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

Therefore, this study tries to investigate the extent of teacher's participation in decision making process and areas of decision making teachers often take part. It also attempts to investigate the extent to which school leaders facilitate conditions for more teachers' participation in decision making and factors that affect teacher's participation in decision making in secondary schools of west shewa.

1.2 Statement of the Problem

Education is a complex attempt. It encompasses various decision-making processes concerning different issues and educational problems. The decision made could also be categorized as the collection of scarce teaching and learning resources, the enrolment of students, employment of teaching and non-teaching staff, introduction of the new curriculum, student and staff discipline, staff training and methods of improving pedagogy and educational research etc (Okumbe, 1998). Schools today face intense pressure from rapidly changing external environments and the needs of an ever-evolving global economy. These pressures are creating new demands on schools to produce effective students with skill to compete (Moran, 2009). To cope with these objectives, improving the quality of school effectiveness through the mobilization of teachers and providing them opportunities to participate in school decision making roles is very crucial.

In the same token, few local studies for example, (Assefa, 1995; Legesse, 2008; Wondesen, 2011; Desalegn, 2014; Leta 2018) have been conducted in Ethiopia.

The studies, however, did not include the role of schools in facilitating the environment for more teachers' participation in decision making. Assefa (1995), for instance did his study on teachers participation in decision making. His study, however, simply showed that teachers desire to participate in decision making was low and even failed to tell the reason for low desire. A more recent study in the area was done by Wondesen (2011). He tried to assess the practice and problems of decision making in secondary school of Nekemt Town in which he examined the assessment of decision making in schools. He, however, did not take care of teachers' participation in decision making in school. As mentioned earlier, the literature suggests that school principals are responsible for fostering teachers' participation in different areas of school decision-making. As the review of the Ethiopian Education and Training Policy and Implementation reveals, leadership in secondary education is found to be less satisfactory in performing technical management, ensuring participatory decision and decision making for teachers' (MoE, 2008:24). Consequently, it is argued that school systems must be restructured in a way they give teachers more space to participate in school based decision-making. School principals are also responsible for encouraging teachers' participation in different areas of school decision making. In a situation where decision is made independently by principals, teachers' commitment and initiation for effective implementation as well as proper utilization of resource in decision making could be questionable.

However, there are difference between what the literature suggests and what actually is observed in the secondary schools under study. Moreover, personal observation of the researcher reveals, that there is a serious problem in participating teachers in school decision making in the areas of the study. The school leaders are trying to make decisions almost by themselves rather than participating teachers. For instance, the Oromia Educational Festival and Training Manual (cited in Wondesen, 2011) report indicates the shortage of professionally committed educational leaders in preparing participatory decision in the region. Consequently, teachers' limited participation in school decision-making has become the great concern in secondary schools of West Shewa Zone. These, thus triggered the researcher to carry out research the area which is guided by the following basic research questions:

1. To what extent do teachers participate in decision making in secondary schools of west shewa?
2. In what areas of school decision making do teachers often take part in secondary schools of west shewa?
3. To what extent do school leaders facilitate the participation for more teachers' participation in school decision making?
4. What factors affect teachers' participation in school decision making in secondary schools of west shewa?

1.3 Objective of the study

1.3.1 General Objective

The general objective of this study is to examine the extent of teachers' participation in a school decision making in government secondary schools of west shewa

1.3.2 Specific Objectives

Specifically, the study will be intended to:

1. Examine the extent of school teachers' participation in decision - making.
2. Identify areas of decision issues in which teachers mostly participate.
3. Investigate the extent to which school leaders facilitates environment for more teachers' participation in school decision making process.
4. Identify factors that influence teachers' participation in decision-making.

1.4 Significances of the study

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

1. The study may increase awareness for PTA, school principals, teachers, students and educational office about the importance of participatory decision making. So that schools can be able to utilize teachers' potential and experience for better problem solving skills.
2. It may help the school principals share schools' problems with all teachers and make sound decision.
3. The study would forward recommendations that may help teachers' participation in decision making process.
4. The study may give some clues for further and detailed study, and it is expected to be used as a spring board for further related studies.

1.5. Delimitations of the study

This study was conducted in Oromia regional State West Shoa Zone which is found at 115 km west of Addis Ababa, the capital of the country. In West Shoa Zone, there are 22 Woredas and 79 government secondary Schools. Out of these, five/ 5 woredas are selected as sample study sites using cluster/simple random sampling techniques.

On the other hand, although there are many decision making areas that call for teacher's participation, to make the study manageable this study will focuses on the following six decision making areas:

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

1.6 Limitation of the Study

Although a researcher tries her best to design her research as properly as possible, there were some limitations observed in the study. The major problem that faced the researcher in understanding this study was lack of domestic reference book in Ethiopian context. Hence, the researcher believes that this problem contributed to limitation of the study. Attempts were

made to overcome these limitations by making use of some journals, unpublished teaching materials and literatures with the world wide experience.

1.7 Operational Definition of Key Terms

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

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

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

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

Teachers' participation: - is a participative process that uses the entire capacity of teachers and design to encourage increased commitment to organization's success.

1.8. Organization of the study

This paper was organized in to five chapters. The first chapters deals with in introduction as well as background of the study, statement of the problems, objectives, significances of the study, delimitation and limitation of the study. The second chapter was review of the related literature. The third chapter focuses on the research design and methodology. Chapter provides presentation and analysis of the data. Chapter deals with summery, conclusion and recommendation of the study.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

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

2. 1 Definitions and Concepts of Decision Making

Various authors define decision making differently. While some authors (e.g. Newstrom and Pierce, 1990) focus on the process involved in decision making, other (e.g. Hoy and Miskel, 1991) emphasize the problem solved during a decision making. On the other hand, some other writers (e.g. Irwin, 1996) focused on the actors involved in decision making Okumbe (1998) define decision-making as the process of specifying the nature of particular problem and selecting among available alternatives in order to solve the problem. This definition of decision-making indicates that a problem precedes any decision and that there must be a number of alternative courses of action from which an optimum course will be selected Knezevich (1969: 32) also define decision and decision making as follows:

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

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

On the other hand, decision involve policies (the definition of objectives), resources (people, money materials, and authority), and means of execution (integration and synthesis). In so far as the value content of this type of decision is concerned, the school principal should identify two major values; policy decision that seek purposive action; executing decision that seek coordination of action (Wilson, 1996).

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

2.2 Nature of Decision making

Decision making is the most important aspect of educational management. In fact, some authors in the field of management suggest that management is decision making. Decision making is considered to be the 'heart of management'. In the process of planning, organizing, staffing, directing, reporting, and budgeting a manager makes decision (Newcombe and McCormick, 2001). Decision-making is applied in any of the organization activities. Griffith (cited in Owens, 1987) has highlighted three important concepts concerning the nature of decision making. These are 1. The structure of an organization is determined by the nature of its decision-making process, 2. An individual's rank in an organization is directly related to the control exert over the decision process, and 3. The effectiveness of an administration is inversely proportional to the number of decision that he/she must personally make (p267).

School administration at all levels along the hierarchy makes decision. The decision may ultimately influence the schools' members. It can therefore be argued that, school principals who make decision on important school issue without adequate information do not facilitate to the attainment of organizational goals and frequently lower the morale of members of the organization. As a result, the school principals should facilitate the process of decision -making and the communication of those decisions to the members of the organization to attain the school goal and to enlarge the moral of teachers and other staffs. Moreover, since all decisions involve future events, the school principals should learn to analyze the certainty, risk and uncertainty associated with alternative course of action (Morphet et al. 1982).

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

2.3 Types of decision

Researchers and experts concerning decision–making have developed way of classifying different type of decision based on the nature and purpose they serve. In this regard, Chiffith (cited in Assefa, 1995: 21) classified decision in to individual and group decision, personal and organizational decisions, programmed and non-programmed decision intermediary, appellate and creative decisions, rational and non–rational decisions” (p .21) In addition, other writers such as Ivancevich et al. (2005) and Okumbe (1998) classified based on nature of the problem as programmed decision that is repetitive and routine activities and none-programmed decisions that is novel, unstructured, and new problem. However, for the most part, these different classification systems are similar, differing mainly in terminology (Ivancevich et al, 2005: 459). The present researcher also believes that almost all the ideas proposed by the authors are similar except in their scope, width and ways of expressing the different types of decision–making. Therefore, this section mainly focuses on the types of decision–making based on their nature, time and purpose. These are: (1) Individual versus Group Decisions and (2) Program and Non program Decisions.

2.3.1 Individual Vs Group decision

Newsrom and Pierce assert that the question of decision making by individuals or involving other should not be determined by leader personal preference, but by the nature of the problem and the situation” (1990, p.68). Bhmuck and Blumberg (1969), on their part underlie that, individuals, and not group, can usually reach more efficient decision for issues that are relatively simple in their elements, which are objectively and easily separable, and where the issue requires a strict sequence of acts that can be performed readily by single person.

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

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

Today important decisions are made by group than individuals. This is because there is great deal of information available in a participative decision-making process. Supporting this idea, Chanda (cited in Legesse, 2008) stated that, group decision would become particularly appropriate for non-programmed decisions because these decisions are complex and few individuals have all knowledge and skills necessary to make the best decisions. This implies that groups can make higher quality decision than individuals because different ideas come together from different groups and select the best form the given alternatives. Thus, in school context, the school principals are not the only person that makes decision and the other people like teachers implement the decision without participating on the issues; and also the others should accept the decision to agree with the action to be chosen. Supporting this idea, Adane et al. (2002) state that, schools principals no longer make decision on their owns. That is because they need information and advice from several sources especially teachers and pupils to act rationally (p.214).

Generally, decisions may be taken either by an individual or groups. Even if the group decision making may have its own disadvantage in school organizations making the decisions by group is preferable than one individuals. As argued by McEwan, (1997), group decision can bring more resource to many decisions than a single individual. Different people bring a variety of information, ideas, and viewpoints. Moreover, group decision helps to facilitate the identification of creative solution to the problems through participating staff members.

2.3.2 Program and Non-Program Decisions.

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

From the above point of view, programmed decisions are the easiest for school principals to make a decision. In this case, the nature of the problem is clearly defined and is well understood

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

2.4 Rationale for involve Teachers participation in Decision Making

participation is thought to enhance communication among teachers and administrators and improve the quality of educational decision making, it also thought that participation may contribute to the quality of teachers “work life” (Algoush, 2010 p.18) Furthermore, because teachers have an opportunity to be involved in and to exert influence on decision making processes, their participation is believed to increase willingness to implement them in class, hence to promote educational productivity (Griffin, cited in Somech, 2010).

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

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

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

Moreover, it has been noted that the relationships which increased teacher participation in decision making may have with a number of important school variables. These relationships have been studied in terms of teachers’ affect work out comes including their job satisfaction, organizational commitment, and role conflict and role ambiguity. Hoy and Miskel (1990) found that, participation of teacher in decision making is positively related to individual’s teachers’ satisfaction with the profession of teaching. Ivancevich et al, (1990) also noted that “teachers participation in decision-making process may lead to higher level outcomes satisfaction and efficiency while decision made unilaterally do not contribute to the development or change of the school performance’ (p 242).

White (cited in Leta, 2018) found five major benefits of impact of increased decision making authority on teacher work life; (a) improve teacher moral, (b) better informed teachers, (c) improve teacher communication within and across school, (d) improve student motivation (e) and increased incentives that serve to attract and retain quality teachers. (p. 17).

2.5. Some Areas of Teachers’ participation in Decision-Making

Arnold and Feldman (cited in Leta, 2018) proposed three level of categorization of decision participation for teachers: the individual level, the group level and the organizational level. The individual level includes issues closely relating to the individual teacher’s performance within classrooms such as choice of teaching materials, teaching schedule and student assessment. The group level includes issues relating to the functioning of groups such as subject panels and co curricular activity groups. Included in the organizational level are issues that concern the whole school level matters such as school goals, school budget, admission policy, personnel management and development planning.

Many authors (Crockenberg and Clark, 1979, Dressel, 1981 and Wilson, 1996) have tried to identify different areas of decision-making. Wilson (1996), for example, identifies like: policy

development, personnel procedures, curriculum and instruction, budget development, physical facilities, school discipline and other important concerns. He argues teachers can play a vital role in each of these areas if given the opportunity.

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

2.5.1 School planning

An effective planning process is an essential feature of every successful organization. In the case of schools, planning is one of the basic school activities that teachers should participate and be concerned with during implementation. “Planning means building a mental bridge from where you are to where you want to be when you have achieved the objective before you” (Aidaire, 2010: as cited in Desalegn, 2014)

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

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

2.5.2 Curriculum and Instruction

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

Thus, the way for school professional to interact with each other is to participate in management decision at building level that affect schools" curriculum and instruction (Ubben and Hughes, in Desalegn, 2014,). And teachers' involvement in this area can be multifaceted including creating the curriculum or using externally prepared materials, teachers always act as curriculum makers. That is because curriculum development and implementation depends on teacher thinking and actions (Ben-peretz, 1994).

2.5.3 School Policies, Rules and Regulations

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

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

2.5.4 School Budget and Income Generation

Teacher should participate in all areas of school finance because they are well placed in identifying what is lost or fulfilled regarding school resources. Newcombe and McCormick (2001) noted that in some school teachers are required to attend many meetings, such as budget and finance planning group committees. They are encouraged to be involved in a wide variety of financial issues.

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

2.5.5 School building

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

2.5.6 Student affair and school discipline

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

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

Thus, teacher can use several mechanisms to establish and maintain good discipline in the school. On the first place teacher can establish good student's behavior in the schools by incorporating and providing support through guidance and counseling services and involving students in various co-curricular activities. The other strategy that teacher use to establish good discipline is by effective classroom management. In relation to this, Charles (1989:153) puts ... with good class room management, the curriculum flows smoothly with few problem, student enjoy the class, the teacher feels successful and rewarded'). Therefore, developing and maintaining good discipline in the school should be one of the primary functions of teachers. School principals and other none teaching staff should participate teachers in any decision of school discipline.

2.6 Extent of Teachers participation in Decision Making

The perception of teachers of school management practices are linked with the extent in which teacher participation in decision making. Based on the extent of teachers' participation in school decision making practically, vary from one school to another regarding on the issue or problems under consideration. For this reasons, this sub section attempt to review the scope of teachers participation in decision making Bamard (in Chanman-Tak et al) suggest that "... under certain situation, there is a zone of indifference in each individual teacher within which orders are accepted without serious question of the authority" In other, participation in decision making may not important if the issue appears irrelevant to teachers. Teachers may accept the outcomes or orders from the decision. The research findings (e.g. Owene, 1987; Hoy and Miskel, 1991) have described areas of decision making under which teachers take great personal interest. Owens (1987), for example, has also pointed out that, "when dealing with problems that fall within staffs' zone sensitivity, a high degree of participation in a group process made of decision making would be course, be indicated". On the other hand, if issue or problems are located in teacher zone of indifference, participation will be less effective (Hoy and Miskel, 1987, p.338). Bridge (cited in Leta, 2018) has pointed out that, individuals or groups are usually intending to participate in the process of decision making wherever they feel that the degree of teachers' participation is directly related to how well certain pre-requisite conditions are met. Some of this involvement pre requisite occurs in the participants while others exist in the environment.

As studies suggests in many cases, the extent to which teacher's participation can be influenced by certain prerequisites. In this regard, Davis and Newstorm in Desalegn, (2014) have identified some major conditions that may exist in both the participants and their environment.

There are:

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

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

2.7 Factors that Influence Teachers Participation in Decision Making

The quality of decision by school members is affected or influenced through many situational factors. Factors which affect the decision making process are:

1) amount of time available to make decision; 2) availability of resources necessary to implement any particular alternatives; 3) amount of information available to make decision; 4) ambiguity of the situation, including the alternative and potential consequences; 5) degree of organizational autonomy give for decision making process; and 6) amount of tension in the situation).

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

Principals' support of participative decision making seems to be another factor in determining teachers' participation in decision making (Johnson and Scollay. 2001). Here are many reasons why principals may not support participative decision making. Some principals may not

perceive that they are sufficiently empowered themselves and are therefore relevant to increase the level of teachers' participative decision making in their own power and authority would be diminished by greater teacher participation (Dufour and Eaker, 1991). Other may fear poorer decision quality from wider participation (Huddleston et al.1991) in the words of McEwan (1997:6), many principal decisions, like many personal decisions, are made more on the basis of intuition or past practices than systematic analysis.

As their school organization becomes increasingly complex and challenging, however, some school principals have begun to rely on systematic approaches to decision making. But many school leaders are likely to have fallen in to the “the bad decision” traps like failing to get all the key players involved, going for an option that is far too obvious, overreacting to pressure and stress, solving the wrong problem, relying strictly on intuition or “good judgment”, and not learning from the past.

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

Principals play a critical role in establishing and maintaining school participative decision making. Leithewood and Steinbach (1993) stated that “principals, who develop a positive school climate, ensure opportunity for teachers” collaboration and joint planning through a greater involvement in decision making” (p.49). This section now turns to a consideration of the specific role of the principal in developing and sustaining participative approach to decision-making within school.

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

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

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

Supporting the above ideas, Robbins (2003:) lists the following methods by which school administrators can build trust in their employees and propound each of them as follows:

- a. practice openness: keep people informed, make certain the criteria on how decisions are made, explain the rational for your decision, and fully disclose relevant information;
- b. Be fair: be objective, impartial in performance appraisal and pay attention to equity perceptions in reward distributions;
- c. Speak your feelings: if you share you feeling, other will see you as real and human. They will know who you are and their respect for you will be increased. Tell the truth: you must be perceived as someone who tells the truth;
- e. show consistently: people want predictability. Take time to think about your values and beliefs and then let them consistently guide your decision;
- f. Fulfill your promise: keep you words and commitment, promise made must be promise kept;
- g. Maintain confidence: people trust those who are discreet and up on whom they can rely;
- h. Demonstrate confidence: develop the admiration and respect of others by demonstrating technical and professional ability.

Thus, school principals should strive to develop a trusting relationship among all the stake holders in the school.

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

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

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

Principals are viewed as the person with the greatest power, and the one who sets the general attitude for the relationship between principals and teachers. The relationship established between teachers and their principal is identified as a strong influence on teacher's participation. In this regard, Depree and Levering (cited in Leta, 2018) suggest that participation in decision-making is one dimension of the relationship between the teacher and the administration. One of the defining characteristics of good workplace is recognition of the employee's right to be involved in decisions that have a direct impact on the employee's job.

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

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

Summary of the related Literature Reviewed

The review of the relevant literature on decision making shows a real need for this study. At the same time, an increased efficiency of participative decision making as strategies to improve school efficiency and effectiveness, specifying the nature of particular problem and selecting among available alternatives in order to solve the problem and facilitate change to higher performance. Decisions are a composite of values, facts, and assumptions. Each or all of these may be subject to change from time to time. Decision-making, therefore, is not a onetime activity but rather a continuing enterprise. Hence, decision making, and quite often they have to decide on what is to be done. In similar vein, it has been noted that the relationships which increased teacher participation in decision making may have a number of important school variables. These relationships have been studied in terms of teachers' affect work out comes including their job satisfaction, organizational commitment, and role conflict and role ambiguity. In this regard Mohrman et al. (1992) states that, participation of teachers in making decision enables higher quality products and services, less absenteeism, less turn over, better problem solving and less management overhead in short, greater organization effectiveness (p.347).

To sum up, to assess the extent of teachers participation in decision making in secondary schools of west shewa the researcher used this review of literature since all decisions involve future events, the school principals should learn to analyze the certainty

The researcher examined a variety of school problem tackle by principal the difficulty of finding in decision areas where the principal should make unilateral decisions. Almost every decision affects someone in the school. Clearly it is not possible for all teachers to be involved in all decision. Nor should teachers involved in the same way. However, time occasionally force administrator to make unilateral decision there by increasing the risk of poor decision which will not be readily accepted by teachers. School administration at all levels along the hierarchy makes decision. The decision may ultimately influence the schools' members. As a result, the school principals should facilitate the process of decision making and the communication of those decisions to the members of the organization to attain the school goal and to enlarge the moral of teachers and other staffs.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

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

3.1 Research Design

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

3.2. Sources of Data

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

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

3.3 Population, Sample and Sampling Techniques

In 2020/21 academic year there were 74 secondary schools in west shewa zone. They consist of a total of 2766 teachers; out of which 2341 and 425 are male and females respectively. It also consists of total of 15 male principals. It is not manageable to include all the 74 schools, principals and PTAs in the study. As a result, the sample schools were selected after clustering the woredas in west shewa zone according to their geographical existence. Hence, the 22 woredas of the zone were clustered in to five groups to make the study sample manageable and representative. Accordingly, each cluster is comprised of five woredas out of which only one woreda, secondary school, was made the sample based on random sampling method. This means

five secondary schools from the five clusters were included in the study. Moreover, teachers, principals, PTAs, educational office officials and teachers' association officials of the sample schools or woredas were selected as follows.

Sample School/woreda

From 74 government secondary schools which are found in the twenty two woredas of west shewa, the target schools/ woreda were drawn from the formulated cluster of the zone in accordance with their geographical proximity. Hence, there are five clusters of the woredas from which only one secondary school was selected from each cluster through random sampling technique.

Teachers

There are 548 (male 455 and female 93) teachers in the sample secondary schools. The numbers of male and female teachers in the sample secondary schools are not proportional. However, to make the sample population more representatives, 36% of both male and female teachers were selected through simple random technique respectively from the sample population. Hence, 164 (36%) male and 33 (36%) female teachers were made the sample of this particular study. This is done because of the manageability of the number of the sample selected.

This number of male and female teachers varied in number from school to school. Thus, the systematic random sampling was employed as follows:

The total number of male or female teacher in the Sample School is represented by N and the determined sample percent to be taken proportional number which is used to determine the number of male teachers in each school.

A similar procedure was followed to select respondents in other Schools. Moreover, to select male/female teachers from each sample school, stratified sampling technique was employed because the technique helps the researcher to select teachers based on their teaching experience and academic qualification. Finally, male/female teachers were selected from each stratum by random sampling techniques.

School leader (principal and PTA) principal

From each sample school all principals and vice principals that constitute 15 were selected through census for filling questionnaires. The reason for selecting this technique is due to their manageability of the number of principals in the sample.

PTA

The total number of Parent Teachers Association in the five sample schools are 35. As the number could be manageable, it was possible to include all into the sample for filling questionnaires.

Educational Office Officials

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

Teachers Association Officials

In West shewa Zone there are teachers' association representatives having five members. The target populations of the teachers association officials are: the leader, vice leader and the secretarial of the association for interview. The 3 officials are selected by purposive sampling.

The following table summarizes the sample in each respondent

Table: 1 Populations and Sample

No	Schools	Respondents															
		Teachers								School Leaders							
		Population				Sample				Principal				PTA			
		Population				Sample				Population				Population			
		M	F	T		M	F	T	%	M	F	T	%	M	F	T	%
1	Ambo Secondary	120	46	166					2	1	3	100	4	1	5	100	
2	Bako Tibe	112	13	125	43	17	60	36	2	1	3	100	4	1	5	100	
3	Chaliya	93	16	109	33	6	39	36	3		3	100	4	1	5	100	
4	Ejere	71	8	79	26	3	28	36	3		3	100	3	2	5	100	
5	Inchini	59	10	69	21	4	25	36	3		3	100	4	1	5	100	
Total		455	93	548	164	33	197	36	13		15	100	19	6	35	100	

3.4 Instruments of Data Collection

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

3.4.1 Questionnaire

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

The questionnaire comprises of two sets (both open ended and closed ended) items. Close ended question such as Likert or rating scale type was used because they are suitable for large scale survey as they are quick for respondents to answer, they are easy to analyze using statistical techniques, and they enable comparison to be made across group. Open ended items are suited allow a free response. It is also more appropriate to elicit sensitive information.

In general structured questionnaire was used to gather the required information about the extent of teachers' actual participation in decision making process, areas of decision categories in which teachers mostly participate, factors affecting their participation in decision making, and the extent to which school administration provide conducive environment for more teachers' participation.

3.4.2. Interview

In addition to the questionnaire, the study was employed a semi-structured interview. A semi structured interview is conducted with the Educational Office and Teachers Association Officials. Thus, an interview guide (a written list of questions) was prepared by the researcher and conducted in a face to face interaction. Notebook was used to take down the information provided by the informants. The responses of the respondents were organized and analyzed properly in their appropriate area.

3.4.3. Document Analysis Guide

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

3.5. Procedures of data collection

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

3.6. Method of Data Analysis

In accordance with the data to be collected from different sources, the close-ended questionnaire were systematically coded, tabulated and organized for analysis using quantitative method. The organized and the encoded data stored in an editable excel spreadsheet imported to **SPSS** version 21 and analyzed using descriptive and inferential statistics, like Frequency, percentage distribution, mean score, standard deviation, and Independent sample t-test. In addition, the data gathered through open ended question, interview and document observation, categorized thematically. The items were classified into different tables according to similarities

of issues raised in the questionnaire. After the classification, each of the issue was analyzed and interpreted.

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

3.7. Ethical Consideration

All participation in this study was voluntary and participants of the study were given a full description of the study before deciding to participate. Anonymity of respondents was strictly respected. The study was conducted in a straightforward manner and all the data analyzed were reported in the study.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with presentation, analysis and interpretation of data which are collected through questionnaire and interview from the sample secondary schools teacher, principals, and PTAs. Questionnaires were distributed to all sample teachers 197, principals 15 and 35 PTAs filled and returned back.

Therefore, analysis was made based on the data obtained from the total of 247 respondents. In addition, the questionnaire was substantiated by document analysis such as minutes and structured interview conducted with Teachers Association and Educational Office Officials. All the data obtained through questionnaires, interviews and document analysis based on the basic questions posed in chapter one, interpretation and discussion were carried by taking in to account theories discussed and empirical works reviewed in the literature.

4.1. Demographic Characteristics of Respondents

In the first part of the questionnaire, respondents were asked to provide their general background information. The characteristics of the study sample population were examined in terms of sex, age, academic qualification, and specialization and service year. The data was presented in table.

Table. 2 Respondent information by sex, age, academic qualification, and specialization and service year

No	Item		Respondent						Total		
			Teacher		Principal		PTA		F	%	
			F	%	F	%	F	%			
1	Sex	Male	164	83.2	15	80	19	54.2	198	80.2	
		Female	33	16.8	3	20	6	17.1	42	17.0	
		Total	197	100	15	100	35	100	247	100	
2	Age	<25	5	2.5	1	6.7	3	8.6	9	9.2	
		26-35	82	41.6	5	33.3	12	34.3	99	101.0	
		36-45	74	37.6	7	46.7	17	48.6	98	100	
		46-55	36	18.3	2	13.3	3	8.6	41	16.6	
		55 above	-	-	-	-	-	-	-	-	-
		Total	197	100.	15	100	35	100.0	247	100	
3	Acc. Qualification	Diploma	3	1.5	-	-	8	22.9	11	4.5	
		First Degree	38	19.3	6	40	23	65.7	59	29.9	
		MA/MSC	156	79.2	9	60	4	11.4	169	68.4	
		Total	197	100	15	100	35	100.0	247	100	
4	Specialization	Language	40	20.3	3	20	4	11.4	47	19.03	
		Mathematics	35	17.8	1	33	3	8.6	39	15.8	
		Natural Science	57	28.9	2	20	6	17.1	65	26.3	
		Social Science	64	32.5	4	26.7	9	25.7	77	31.2	
		Educ. Management	1	.5	4	26.7	8	22.9	13	5.3	
		Business	-	-	-	-	5	14.3	5	2.0	
		Total	197	100.0	15	100	35	100.0	247	100.00	

		Respondent						Total		
		Teacher		Principal		PTA		F	%	
5	Service Year Total		F	%	F	%	F	%	F	%
		1-5	6	3.0	1	6.7	-	-	7	2.8
		6-10	37	18.8	2	13.3	2	6	41	16.6
		11-15	76	38.6	4	26.7	10	29	90	36.4
		16-20	35	17.8	5	33.3	11	31	51	20.6
		21-25	27	13.7	2	13.3	12	34	41	16.6
		25 and Above	16	8.1	1	6.7	-	-	17	6.9
		Total	197	100.0	15	100	35	100	247	100
6	service as principal/ PTA	1-5	-	-	3	20.0	16	45.7	19	7.7
		6-10	-	-	8	53.3	19	54.3	27	10.9
		11-15	-	-	3	20.0	-	-	3	1.2
		16-20	-	-	1	6.7	-	-	1	0.4
		21-25	-	-	-	-	-	-		
		25 and Above	-	-	-	-	-	-		
	Total	-	-	15	100.0	35	100	247	100	

As observed from table 2 above, out of the total sample of the respondents (n = 197), 164 (82.2%) were males and the other 33(16.8%) were females. From this information, we can infer that the participation rates of males are high in this study as compared with females. However, this gender imbalance will not affect the quality of the data.

Table: 2, item 2 also shows the age of teachers, principals and PTAs. As the data indicates, the majority of teacher respondents (41.6%) were in the age range of 26-35. The majority of principals 7(46.7%) and PTA respondents 17(48.6%) were in the same age range, that is between 36-45 years. 36 (18.3%) of teacher respondents 2(13.3%) of principal respondents and 3(8.6%) of PTA respondents were in the age range of 46-55 and no respondent were in the age range of 55 and above.

With regard to respondents academic qualification, as shown in this table 156 (79.2%) of teachers, 9(60%) of the principals and 4(11.4%) of PTAs were second degree holders while 38(19.3%) of teachers and 6 (40%) of principals and 23 (65.7) were first degree holders. And 3 (1.5%) of teacher and 8 (22.9) PTAs were diploma holders. The guideline of Ministry of

Education (1994) has indicated that secondary school teachers should have a minimum of first degree. This may have a positive effect on teaching and learning process_in general and their participation in school decision-making in particular.

Under the study, what has been stipulate in MoE (2009) according to the recruitment and assignment criteria indicated in the document of secondary school principals and supervisors are required to have second degree in the required field of study, educational management or educational leadership.

In terms of field of specialization, 64 (32.5) of teachers, 4 (26.7) of the principals and 9 (25.7)of the respondent PTAs were from social science. Whereas, 57 (28.9) of teachers, 3 (20) principals and 6 (17.1) PTAs were from natural science and 40 (20.3) of teachers respondents, 3 (20) principals and 4 (11.4) PTAs were from language. Finally, 35 (17.8) teachers, 5 (33) principals and 3 (8.6) PTAs from were from mathematics.

Moreover, as can be seen in table 2, 8(53.3) of the respondent principals had total service year of 6-10, 3 (20.0%) them had a total service year of 11-15, while 3(20.0) of the principals had a total service year of 1-5 and only 1(6.7) principal had a total service year of 16-20. This shows that many of the principals had small service years. From this it is possible to deduce that that many of the principals and PTAs respondents are new to their position. In addition to this fact, an interview conducted with teachers association and educational office officials revealed that there is a high turnover and transfer of principals. On the other hand, teachers were less interested to be in the administration position because of the difference in working time with teachers and school principals.

Concerning, the service year of teacher respondents it was indicated that 6 (3.0 %) were 1-5, 37 (18.8%) 6-10, 76 (38.6%) 11-15, 35(17.8%) 16-20, 27(13.7%) 21-25 16 (8.1%) and 25 of the teacher respondents were above years. In connection with this, some researchers (e.g., Sergiovani; and Trusty, cited in Riley (1984) have asserted that teachers with 1-5 years of experience were desired great participation while those with 12 and above years of experience were desired less because they either achieve more or expect less. By relating the data to this research finding, it can be said that most of the teachers were well experienced and involving those in school decision is very important and they are a big asset for the school leaders.

4.2 Some Areas of Teachers' participation in Decision Making

The participation of teachers in different issues of school decision making is believed to improve the quality of education decision, and therefore improve instruction. Moreover, as has been stated by Moharman et.al. (1992), the participation of teachers in different issues of decision is likely to yield higher quality products and services, less absenteeism, less turnover, better problem solving, and less management over-head. In short, greater organizational effectiveness can be brought by making teachers part of the decision making venture. Thus, the first purpose of this study was to examine the extent to which teachers participate in school decision making. For this purpose, six decision making issues classified as: school planning; curriculum and instruction; school policy, rules and regulations; school budgeting and income generation; students affairs and disciplinary problems; and school building were taken by considering the current secondary school.

In each of these areas of decision-making, teachers were requested to give their extent of participation on the rating scale that varies from very low to very high. The summaries of respondents in each area of decision-making were shown in the following tables Table 9 and 10.

Table 3 Teacher participation in school work related

Item	Responses of teachers	F	%	M	Std.
Planning the school work	V. Low	12	6.1	3.40	1.072
	Low	24	12.2		
	Medium	64	32.5		
	High	68	34.1		
	V. High	29	14.7		
	Total	197	100.0		
Setting the mission, vision and of the school	V. Low	22	11.2	3.02	1.154
	Low	43	21.8		
	Medium	62	31.5		
	High	50	25.4		
	V. High	20	10.2		
	Total	197	100.0		
participation in Preparing school budget	V. Low	30	15.2	2.57	.846
	Low	78	39.6		
	Medium	64	32.5		
	High	19	9.6		
	V. High	6	3.0		
	Total	197	100.0		
Determine the mechanism of controlling and supervising plan implementation	V. Low	15	7.6	2.68	.940
	Low	77	39.1		
	Medium	69	35.0		
	High	29	14.7		
	V. High	7	3.6		
	Total	197	100.0		

Teachers' participation regarding planning school work is relatively higher with 34.1% whereas (32.5%) of the respondents replied that the participation is high. 14.7% of the teacher responded that their participation in planning school work was medium. Relatively speaking that is quite encouraging. The other item, teachers' participation in decision making related to setting the mission, vision of the school, majority 62 (31.5%,) of them responded that their participation is medium. On the other hand, about a fourth 50 (25.4%) of the teacher respondents replied that their participation with the concerned topic is high. 21.8% and 11.2% responded low and very low respectively.

Regarding teachers' participation in Preparing school budget, 78 (39.6) and 30 (15.2) of the teacher respondents replied that their participation was low and very low respectively. They claimed that the school principals rarely involved them in preparing school budgets.

Concerning the determination of the mechanism of controlling and supervising plan implementation 77 (39.1) and 15 (7.6) of respondents have reported relatively low extent of teachers participation in preparing the plan of budget and determining the mechanism of controlling and supervising the setting plan, respectively. Participation of teachers in item 3&4 was low range from the mean value of 2.57 and 2.68. The calculated mean score of teacher (M=2.91, SD=1.003) inform that teachers participation in school planning under study was below average point.

Table 4. Teachers' participation in curriculum and instruction activities

Item	F	Responses of Teachers						M	SD
		L	L	M	H	VH	Total		
1 Setting the learning objectives	F	4	17	42	98	36	197	3.74	.927
	%	2.0	8.6	21.3	49.7	18.3	100		
2 Deciding on the content of the subject	F	4	28	45	84	20	197	3.61	1.007
	%	2.0	14.2	24.9	42.6	18.3	100		
3 Evaluating how well the department is operating	F	1	24	58	75	39	197	3.64	.951
	%	0.5	12.2	29.4	38.1	19.8	100		
4 participating in developing teaching methodologies	F	4	26	32	94	42	197	3.76	.968
	%	2.0	10.2	18.8	47.7	21.3	100		
5 Developing procedures for assessing student achievement	F	2	20	50	75	50	197	3.77	.977
	%	1.0	10.2	25.4	38.1	25.4	100		
6 Determining when and how instructional supervision can be delivered.	F	.1	23	60	81	33	197	3.63	.898
	%	.5	11.7	30.5	41.1	16.8	100		

The response rates on the items four, the extent of teachers' participation on decisions pertaining to school curriculum and instruction. As the table shows, the majority of the teachers have reported relatively high extent of participation setting teaching learning objectives. Hence, 98 (49.7%), saying high, 36 (18.3 %,) saying very high and 42(21.3) saying medium respectively. To put in nut shell, around 89.3% of teacher respondents claimed that they play their decisional role in setting teaching/learning objectives. Regarding the second item of table 4, deciding on the content of the subject, almost the greatest majority that constitutes 83.7% responded from medium to very high indicating that their participation deciding on the content of the subject was higher. Only less than a third responded low and very low respectively.

Regarding evaluating how well the department is operating, 38.1% responded high, 19.8% very high and 29.4% responded medium. It was implied that 87.3% of the teacher respondents were actively participating in evaluating how well the department was operating. In table 4 item four it was indicated that 47.7% responded high, 21.3% very high and 18.8% medium. In general vast majority of the respondent teachers replied that they were participating in developing teaching methodologies.

Item five, developing procedures for assessing student achievement, about a third 38.1% of the respondents responded high while 25.4% of them responded very high. About 25.4% replied medium. In the last item of table four it was asked if when and how instructional supervision can be delivered and determined by teachers. Thus the data revealed that 63.5% responded high and very high. On the other hand, 20.2% of the teacher responded that their participation in determining when and how instructional supervision can be delivered was low or very low. 25.4%, however responded saying their participation was medium. From the data it was revealed that most teachers were participating in determining when and how instructional supervision can be delivered in their respective skills.

The total calculated grand mean (3.21) score of teachers' reveals that teachers' participation in school curriculum and instruction under study was above average point.

The minute indicate that teachers had asking for supplementary reading materials, producing teaching aids and exchange of good experience are some of the topics in which teachers' fully participated. In other words, curriculum implementation and instructional improvement is one of the major operational activities in school system.

Table 5 Participation in School Policy, Rules and Regulation

3	Item		Response						M	STD
			V. L	L	M	H	V.H	T		
1	Determining the administrative and organizational structure	F	23	48	60	44	22	197	2.97	11.78
		%	11.7	24.4	30.5	22.3	11.2	100		
2	Setting school rules and regulation	F	14	42	64	62	15	197	3.11	1.054
		%	7.1	2.3	32.5	31.5	7.6	100		
3	Developing disciplinary policies of the school	F	19	42	55	61	20	197	11	1.145
		%	9.6	21.3	9	31.0	10.2	100		
4	Establishing relationship between the principals and teachers	F	21	34	27.9	65	20	197	.15	1.149
		%	10.7	17.3	28.9	33.0	10.2	100		
5	Establishing a program for community service	F	19	29	54	70	25	197	27	1.153
		%	9.6	15.7	27.4	35.5	12.7	100		
6	Deciding on rules or procedures to be followed in evaluating school performance	F	18	43	62	58	16	197	.06	1.098
		%	9.1	21.8	31.5	29.4	8.1	100		

The response rate of Table: 5 on item 1 deals with teachers' response determining the administrative and organizational structure responded as 44(22.3%) high medium 60 (30.5%) and (36.1 %) low this implies that teachers' participation was low involvement. Regarding developing the disciplinary policy of the school around 69.0% was replied high this indicating that their participation on the developing the disciplinary of the school was high .Because as the education officials interviewed and their concerning school police, rule and regulation in what area of the school do teacher participate and they replied as the following; even if the policy was made at national level and forwarded to the school some of the policy discussed at the school level.

The response rate of teachers' participation of regarding Setting rules and regulation was responded in item 3,4,and 5 responded high i.e 61(31.0%) saying high , 65(33.4%),and 70(35.5%) saying high. And 60 (30.5%), 64(3.5%) and 62(31.5%) were responded high in participation of school policy, rule and regulation.

The responses of teachers' participation in school policy, rules and regulations under the sample study were found to be relatively high. This is because of the fact that 33% of teachers have agreed relatively high extent of participation. On the other hand, 31% of the total respondents have reported relatively medium extent of participation in the overall of deciding under the issues. `

The score of teachers reveals that teachers' involvement in school policy, rule and regulation understudy was relatively on the high point.

Some question was raised for the teachers' associations official the participation of teachers in the area of school policy, rule and regulation. The teachers association officials say, the participation of teachers in making decision is that what they expected from teachers' in their further carrier.

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

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

Regarding teachers participation in school budgeting and income generation, the responses of teachers 66 (33.5%), 22(11.22%) responded very low 68 (34.5%) and only (17.3%) was responded high. And sharing budget for department is relatively medium. It is ranges from 44.5%,in Budgeting for the department, Determining school expenditure priorities61(31.0%).and 64 (32.5%) was responded medium. The mean values for all items also indicated as medium. Generally for the item 1 to 4 the mean value for each item (M 2.69% SD 1.001, M 2.69 SD 1.035, M= 2.70 SD=1.096, M=2.83 SD=1.082).

The participation of teachers' in determining school budget and means of income generating was relatively on average i.e teachers reported relatively medium extent of participation. In addition, observation result obtained from some documents support the finding of this report which was presented in the table .

In other hand minuets indicated that there were evidence which shows the participation of teachers concerning school budget was at medium point.Moreover, the interview conducted with educational office and teachers' association officials' also confirmed that the school head and PTAs used by the idea which was generated from teacher to generate income to school plan implementation. During yearly evaluation of plan and budget the evaluation of plan Vs accomplishment teachers' participation and the idea generated from teachers had a great role for further planning.

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

Table.7 Teachers participation in decision making student affair and disciplinary problem

5	Item		Response					M	TD
			V. L	L	M	H	V.H		
1	Determining means of income generation	F	17	44	45	60	31	3.22	1.208
		%	8.6	22.3	22.8	30.5	15.7		
2	Sharing of budget for the department	F	2	28	40	66	51	3.59	1.190
		%	6.1	4.2	20.3	33.5	5.9		
3	Determining school expenditure priorities	F	16	19	60	72	30	3.41	1.110
		%	8.1	.6	30.5	36.5	15.2		
4	Deciding budget allocation for instructional material	F	3	4	45	63	42	3.44	1.192
		%	.6	.3	22.8	32.0	21.3		

Teachers participation regarding student affairs and disciplinary problems is quite high. From item 1 to 4, 65.2% (33.1%) saying high and (19.5%) saying very high. The mean value of (M=3.41; SD=1.175) teachers participation in area, of student affairs and disciplinary problems. However, the mean value shows high.

Interview conducted with educational office and teachers association officials' partially confirmed the finding in table 7. The officials said that most of students affairs and disciplinary problems are a mandate in to home room teachers in particular and to all teachers in general. It is the teachers' job to maintain students' discipline. Only heavy disciplinary problems that cannot be solved by individual teachers were reported to PTA through principals. From the educational office and teachers association officials' point of view, the researcher understand that, still there were some decision issues related to students that cannot be made by teachers. As the officials view indicated, some heavy disciplinary problems can be solved through PTA by excluding teachers. The existence of written documents such as a format in

which undisciplined students signed in front of their parents in the hand of home room teaches and unit-leaders confirmed also to these findings that there is a participation of teachers in decisions concerning student affairs and disciplinary problems. Moreover, the availability of a minute document in the sample school in which teachers' fully participated concerning students affairs such as dropout, students seat, how to control undisciplined students, conflicts resolved that exist between some teachers and undisciplined students also confirmed the finding of the above table.

Table. 8 Teachers participation in decisions concerning school building

	Item		Response						M	STD
			V. L	L	M	H	V.H	T		
	Deciding on the expansion of school buildings	F	41	58	51	31	16	197	2.61	1.210
		%	20.8	29.4	5.9	15.7	8.1	100		
	Deciding on maintenance of school buildings	F	33	61	53	42	8	197	2.69	1.107
		%	16.8	31.0	26.9	21.3	4.1	100		
	Deciding on the construction of new buildings	F	31	69	51	38	8	197	2.61	1.090
		%	15.7	35.0	25.9	19.3	4.1	100		
	Assigning school building for different administrative and teaching purpose	F	8	51	59	39	9	197	2.86	1.191
		%	4.2	19	29.9	19.8	4.1	100		

This table contains the summary of teachers' response on their degree of participation on decision pertaining school building. Teachers' participation concerning school building is relatively and low: $M=2.61$ ($SD=1.090$) to $M=2.86$ ($SD=1.191$)

The table also presented the findings on teachers' participation in deciding about the school buildings in secondary schools under the sample study. As indicated in the table, 59.7% (30.3% saying low and 33.2% saying very low) of the total participants report has revealed that, relatively low extent of teachers' participation in deciding about school buildings. The total calculated grand mean score 2.15 of teachers also revealed that teachers' participation in school buildings under study was below average point. From the total respondents item 1-4 of the above table only 37.5(19.0%) saying high and 10.2% (6.6% is very high). This indicates that there is low extent of teachers' participation in deciding about school buildings.

During data collection and interview conducted with education officials and teachers' association officials also report this result. As the researcher's observation during data gathering, there is no school document that showed teachers' participate in school building.

Table 9. Factors affecting school decision making

		Respondent	N	M	Std Deviation	t-value	Sig. (2- tailed)
1	Teachers belief that decision making is not their responsibility but the responsibility of school principals	Teacher	197	3.45	1.140	6.746	
		School Head	50	3.36	.921		
		Total	247	3.47	1.104		
2	Lack of trust and positive relationship between teacher and principal	Teacher	197	3.21	1.154	2.979	.003
		School head	50	3.22	1.055		
		Total	247	3.21	1.133		
3	Lack of motivation by school administration to participate teachers	Teacher	197	3.35	11.26	3.577	.000
		School head	50	2.90	1.035		
		Total	247	3.26	1.121		
4	Teachers low level of concern/ willingness	Teacher	197	3.14	1.132	2.616	.009
		School head	50	3.58	.950		
		Total	247	3.18	1.095		
5	Lack of available resource (time, information, materials etc)	Teacher	197	3.22	1.087	3.131	.002
		School head	50	3.22	1.148		
		Total	247	3.22	1.097		
6	Autocratic leadership style of principals	Teacher	197	2.81	1.088	-3.224	.001
		School head	50	2.60	.948		
		Total	247	2.77	1.145		
7	School leaders'' concern of his/her own power and authority not to be diminished.	Teacher	197	3.17	1.320	1.910	.057
		School head	50	3.44	.837		
		Total	247	3.15	1.266		
8	Fear of taking risks by teachers themselves	Teacher	197	3.30	2.228	4.447	.000
		School head	50	3.10	1.035		
		Total	247	3.33	1.159		

Respondents were asked whether or not agreed on the opinion that teachers' belief that decision making is not their responsibility but the responsibility of school principals is a factor that affecting teachers participation in school decision-making. Accordingly, the mean rated for teachers and school leaders were found to be $M=3.45(SD=1.140)$ and $M=3.36 (SD=.921)$ respectively.

This revealed that teachers disagree that as they believe that decision making is not their responsibility but the responsibility of school principals. On the contrary, school leaders agreed on the idea that stated in table items 1, is the major factors that affect teachers participation in school decision making.

The result of the t-test tests for item 4 revealed statistically there are no significant differences between the responses of the two groups. That is because the calculated t value is less than the table value at $\alpha = 0.05$.

Concerning lack of trust and positive relationship between teachers and principals as a constraint for teachers' involvement in school decision making, the mean scores were rated $3.21(SD=1.1)$ and $3.22 (SD=1.055)$ by teachers and school leaders respectively. The rated mean scores showed that average point by teachers and school leader.

This revealed that teachers agreed on the lack of trust and positive relationship between them was the major factors for teachers' participation in school decision making, but school leaders are not agree on the idea.

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

The respondents were asked to respond whether teachers low level of willingness as a constraint for teachers participation in school decision-making. The finding indicates that the mean scores were rated $3.14 (SD=1.132)$ by teacher and $3.58(SD=.950)$ by school leaders respectively. The mean scores rate were found to be below the average point for teachers, but above the average point for school leaders. This indicated that teacher respondents were agree that teachers low

level of concern/willingness is not a factor that affect/hindered teachers' involvement in decision-making, but the opposite is as for school leaders. As t-test value also indicated that, since the calculated t-value is greater than the table value at $\alpha=0.05$ level significance. This implies that there is significant difference between the responses of the two groups. For item 3 and 5 in the above table, the mean scores were rated 3.35 (SD=1.126) and 3.22(SD=1.087) above average respectively for teachers. This revealed that lack of motivation by school head and concerns of his/her own power and authority not to be diminished were the factors that hindered teachers' participation in school decision making. On the contrary, same items 3 and 5 in the above table, the mean values were rated 2.90(SD=1.035) and 3.22(SD=1.148) are on the average and below mean respectively responded by school leaders. These result indicated that lack of motivation and concern of his/her own power and authority relatively not affect teachers' participation in school decision-making. From the above finding there is difference in opinion between the two groups of respondents.

As t-test value of item 3 and 5 also indicated that, since all the calculated t-value are greater than the table value at $\alpha=0.05$ level significance. This implies that there is significant difference between the responses of the groups. For the above statistical result it might be possible to infer that school leaders opposed teachers' perception on the issue under study because they might be reluctant to accept their weakness.

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

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

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

Respondents were also asked whether agreed or not on the opinion that fear of taking risk teachers is a factor that affect teachers' participation in decision making. Accordingly, the mean rated for teachers and school leaders were found to be 3.30 (SD=1.220) and 3.10(SD=1.085) respectively. This indicated that fear of taking risk by teachers themselves is not the factor that affect teachers involvement in decision making. In contrary with teacher school head indicated that fear of taking risk by teacher themselves is the factor that affects teachers' participation in decision-making.

As shown in table 9, the result of the t-test tests for item 8 revealed statically there is no significant difference between the responses of the two groups. It is because the calculated t value is less than the table value at $\alpha=0.05$

As shown in the above table the negative marker of t-value for items 6 and 7 reveal that the two groups of respondents were negatively related.

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

1. Lack of incentives for teachers' with good performance. This indicates that there is a poor rewarding system to teachers. However, Davis and Newstorm (1989) put that employee participation is more successful where employees feel they have a valid contributions to make, it will be valued by the organization, and they will be rewarded for it.
2. Unlimited rate of principals turn over, especially those who have good experience. Regarding this, the interview conducted with educational office and teachers association officials also reveals that quick turn over of school principals to office has a negative impact on the leadership effectiveness at school level. Supporting this finding, MoE, (2010) reported that turn over at woreda level is more serious problem than that of any other level
3. Lack of commitment and reluctance of teachers to participate in school decision making.

Factors Affecting Teachers' Participation in School Decision-Making

The major role of school head is to facilitate suitable condition for more teachers' participation by reducing factors that affect their engagement. Thus, another purpose of this study was to investigate factors that affect teachers' participation in school decision making.

Table 10. School head in Facilitating Teachers' Participation in Decision making

	Item	Respondent	N	M	SD	t-value	Sig. (2-tailed)
1	Supplying of information /communicating	Teacher	197	3.16	.763	5.613	.000
		School head	50	3.62	.697		
		Total	247	3.31	.862		
2	Establishing and maintaining good interpersonal relationship	Teacher	197	3.13	.765	3.829	.000
		School head	50	3.42	.810		
		Total	247	3.19	.781		
3	Sharing responsibility	Teacher	197	3.09	.800	2.599	.010
		School head	50	3.32	.819		
		Total	247	3.13	.808		
4	Allowing teachers to have greater voice	Teacher	197	3.05	.822	1.006	.315
		School head	50	3.08	.829		
		Total	247	3.05	.822		
5	Accepting decision made independently by teachers	Teacher	197	3.08	.839	.229	.819
		School head	50	2.76	.771		
		Total	247	3.01	.834		
6	Facilitating criticism when unusual idea come forth from the group	Teacher	197	3.09	.822	1.214	.226
		School head	50	2.96	.903		
		Total	247	3.06	.839		
7	Proving support and establishing environment of trust	Teacher	197	3.15	.733	2.687	.008
		School head	50	3.16	.817		
		Total	247	3.15	.852		
8	Giving recognition to teachers idea	Teacher	197	3.15	.829	1.456	.147
		School head	50	3.32	.741		
		Total	247	3.09	.918		
9	Allowing to elect department heads & unit leader	Teacher	197	3.33	.727	5.523	.000
		School head	50	3.14	.833		
		Total	247	3.29	.818		

10	Explaining transparently what is expected from teachers	Teachers	197	3.36	.794	6.972	.000
		School head	50	3.34	.848		
		Total	247	3.36	.803		
11	Allowing and encouraging team work and group activities	Teachers	197	3.32	.753	7.458	.000
		School head	50	3.48	.735		
		Total	247	3.36	.751		
12	Aware teachers the point of discussion	Teachers	197	3.32	.785	6.904	.000
		School head	50	3.42	.731		
		Total	247	3.34	.774		
13	Encourages teachers to participate	Teachers	197	3.35	.835	5.667	.000
		School head	50	3.12	.799		
		Total	247	3.30	.831		
14	Provision of freedom to express their opinion	Teachers	197	3.23	.773	3.030	.003
		School head	50	2.96	.669		
		Total	247	3.16	.840		
15	Trigger teachers to forward ideas	Teachers	197	3.25	.703	5.818	.000
		School head	50	3.58	.642		
		Total	247	3.28	.766		
16	Support teachers to develop sense of ownership	Teachers	197	3.29	.723	5.266	.000
		School head	50	3.54	.813		
		Total	247	3.30	.882		

As can be seen from the above table the respondents' response on the item 1, 2 3, 8,11 and 12 the mean scores were rated below the average mean by the teachers and the average mean by the school leaders. These indicated that teachers claimed for low extent of school leaders roles have been played whereas, school leaders claimed for high extent of their roles have been played in providing of freedom to express their opinion, sharing responsibility, establishing and maintaining good interpersonal relationship aware teachers the point of discussion .

The mean score for the above seven items were 3.62 (SD=0.697) for item 1 and 2, 3.42 (SD=0.810) for item 2 and 3.48(SD=0.735), 3.58 (SD=0.642) for item 15 by school head respectively. In order to check whether there is statistically significance difference between the opinions of the two groups of respondents, the mean values of the responses of the two groups of the respondents were thus the t-value at calculated for item 1, 2 and 3 is less than t-value. $\alpha=0.05$ level significance this implies that there is no statistically significance difference between the opinions of the two groups of respondent.

Regarding the items 5, 6, 9, 13 and 14 of the above table: Accepting decision made independently by teachers' facilitating criticism when unusual idea come forth from the group.

Explaining transparently what is expected from teachers, allowing and encouraging team work and group activities and allowing to elect department heads and unit leaders in school decision making both groups of respondents were rated agreed with mean score of 3.08 (SD=0.839), 3.09 (SD=0.822), 3.33 (SD=0.727) by teachers and 2.76(SD=0.771), 2.96(SD=0.903), 3.14(SD=0.833) by school leaders respectively. This indicated that principals were capable to teacher so as to participate teachers in school decision making.

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

For items 13,14,15 and 16: Encouraging teachers to participate, aware teachers the point of discussion, trigger teachers to forward ideas and support teachers to develop sense of ownership, the mean scores were rated below the average mean score by the teachers and far above the average mean by the school head. These indicated that teachers claimed for low extent of school leaders roles have been played whereas, school leaders claimed for high extent of their roles have been played. The mean score for the above four items were 2.97(SD=1.040) to 3.25(SD=0.703) by teachers and 3.12(SD=0.799) to 3.58(SD=0.642) by school leaders. The t value calculated for the items were less than t-value at $\alpha=0.05$ level significance. This implies that there is no significance difference between the opinions of the two groups of respondents. As shown in table this table above the negative marker of t-value for all items revealed that the two groups' of respondents were negatively related (i.e. the response of teachers and school leaders oppose each other)

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter is to summarize the major findings and to draw conclusion based on the basic questions. Furthermore, this section provides a recommendation to concerned bodies based on the findings of the study.

5.1. Summary

The main purpose of this study was to examine teachers' participation in government secondary school of west shewa. To achieve these objectives the study has caused the following basic questions.

1. To what extent do teachers participate in decision making in secondary schools of west shewa?
2. In what areas of school decision making do teachers often take part in secondary schools of west shewa?
3. To what extent do school head facilitate the participation for more teachers' participation in school decision making?
4. What factors affect teachers' participation in school decision making in secondary schools of west shewa?

The study was carried out in five secondary schools that were selected by census. As a source of data 197 teachers, 15 principals were used. The data were collected as the basic data for the study. Similarly the structured interview questions were for interviewing 3 teachers' association officials and 3 educational office officials.

These participants are considered to have been well familiar with the issue of teachers' participation in decision making in secondary schools. Therefore, the data collected from issue of decision making participants was taken as reliable source. The data gathered from the respondents were analyzed using statistical tools such as percentage, frequency distribution, weighted mean, and t-test. Depending on the result of the analysis made, the following major findings were obtained.

Moreover, the data gathered through questionnaire and interview questions were adequate for analysis. Major findings are summarized below in line with the basic

questions. The first basic question of the study was concerned with teachers' participation in decision making. Personal information of the respondents and the result of interview have revealed that, there was a proportional variation between males and females of the sample population, and 3 female principals in the sample school and there were 6 female PTA members from the sample schools. With regard to their age, the majority of teachers, principals and PTA were within the range of maximum age. The areas of specialization, all teachers, principals and PTA were from different academic discipline such as natural science, social science, mathematics, language and business thus, the study has revealed that most of the principals of secondary school of the study area have trained as school principals/ educational leaders. The first basic question of the study was concerned with teachers' participation in decision making.

1. The extent of teachers' participation in school planning; budget and income generation and school building effort were found to be low. However, teachers' participation in school curriculum and instruction and student affairs and disciplinary problem were found to be relatively high, where as the participation of teachers in school policy, rules and regulation is on the medium range. This indicates that teachers' participation in school decision-making was below the satisfactory point.
2. The analysis of this study indicated student affairs and disciplinary problem is the areas in which teachers participated most as decision-makers. In contrast, school building was the area in which teachers not participated fully as decision makers.
3. Although, the potential benefit of teachers' participation in school decision making, the concern given by school leaders in facilitating the environment and encouraging teachers to be participated in school decision making was unsatisfactory in general. That is school head effort in providing freedom to teachers in expressing their opinions, sharing responsibility, establishing and maintaining good interpersonal relation-ship, provision of information, accepting decision made independently by teachers, allowing teachers to have greater voice, providing support and establishing environment of trust, giving recognition to teachers ideas and facilitating criticism when unusual ideas come forth from the groups, encouraging teachers to participate, aware teachers the point of discussion, trigger teachers to forward ideas and support teachers to develop sense ownership were found to be low. However, the sample schools teachers were explaining

transparently what is expected from them, allowing and encouraging team work and group activities, and allowing electing department heads and unit-leader and some of the school principals carried out to increase their participation in sample school.

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

5.2. Conclusions

According to the finding the following conclusion were made.

Concerning the qualification, all school head in government secondary schools of the study area were qualified; and fits the minimum requirement of the secondary schools administration would have a positive impact in the attainment of the educational goals of the school.

The finding of study shown that the participation of teachers in school planning participation in implementing school curriculum and instruction and concerning student affairs and discipline found to be relatively high; But, the participation of teachers' in school budget and income generation and school building effort found to be below average. However, teachers' participation in school policy, rule and regulation is on the medium range teachers.

In general, the final result of the analysis, however, shown that, the extent of teachers participation in school decision-making found that it was small in the sample school. This implies that, less attention was given to teachers' contribution for efficient

and effective of school performance. Moreover, this affects the activities of school in general and teaching-learning process in particular.

Beside the instruction teacher role is participating in school management and decision making. The study also indicated that teachers participated most in implementing students' affairs and disciplinary problems. However, from this finding obtained, it can be concluded that, there might be misperception in identifying teachers roles and responsibilities by both teachers, principals, PTA and educational office officials; that is, they might considered the role and responsibility of teachers as teaching and learning activities only, and other activities of the school as the role and responsibilities of the management of the school.

5.3 Recommendations

Depending on the results of the study and the review of related literature, the following recommendations are put forward.

Teachers need to be actively involved in decision-making in their schools to encourage, motivate and utilize their wide range of experience and personal characteristics, and capability. In order to promote teachers participation in school decision-making, the school principals together with PTA and Teachers Association Office need to:

- Provide successful encouragement as well as reward recognitions to teachers' with good performance both in their teaching activity and in their participation of school decision making.
- Establish collaborative relationship among teachers in which they can idea generating, sharing good experience and learn from each other concerning their professionals.
- Provide proper orientation on the right, duties and responsibilities of individual teachers in each areas of decision-making and participate them to bring a change in teaching learning process and facilitate other related issues of school activities.

The concerned school decision making has to put in place clear policy to conduct the training that would further strengthens and improves the existing decision making practice and overcome challenges.

To avoid negative participation decision making attitude the school and concerned bodies has to make relevant decision so as for school head to improve the negative attitude and to be efficient and effective in their work place in achieving the objectives of the schools.

In another way teachers' participation in school decision-making depends largely on school head pressure and interest to divide and delegate tasks to teachers, train and participate them in all areas of decisions that affect them. In order to carry out these tasks effectively and efficiently, school leaders should be equipped with the appropriate knowledge, skills and attitude.

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

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

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

School principals and PTAs are strongly advised to participate teachers in preparing and evaluating the accomplishment of the school plan.

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APPENDIX

Appendix A

Addis Ababa University

Questionnaire to be filled by teachers

Dear respondents, the main purpose of this questionnaire is to collect data to investigate the study of problems of teacher participation in decision making in west shewa secondary schools. This information will be used for the research purposes. It is only your kind cooperation and honesty that will make the study reliable and beneficial. In order to ensure complete confidentiality, you are kindly requested not to write your name anywhere on the questionnaire

Since the successes of this study depend on your response, It is very important that you provide honest response as possible. please read all the instruction before attempting to answer the questions and give only one answer to each item unless you are requested to do other.

Thank you in advance for your cooperation!

Part I Demographic Information

Direction: Indicate your answer a tick (x) mark in the given box and also the space provided.

Name of the school _____

Respondents' information

1. Sex:- 1. Male 2. Female
2. Age group 1. < 25 2. 26 – 35 3. 36-45 4. 46-55
5. 55 >
3. Academic rank 1. Diploma 2. First degree
3. MA/MSc
4. Qualification 1. Language 2. Mathematics
3. Natural Science 4. Social science
5. Educational Management
6. Other _____
5. Service year. 1) 1-5 2) 6-10 3) 11-15 4. 16-20
5) 21-25 6) 25 and above

Part – II The Extent of Teachers’ Participation in Decision–Making

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

No	Item	1	2	3	4	5
1	Teachers’ participation on decision making on school planning					
1.1	Planning the school work					
1.2	Setting the mission, vision and of the school					
1.3	participation in Preparing school budget					
1.4	Determine the mechanism of controlling and supervising plan implementation					
2	Teacher’s participation in Decisions Concerning curriculum and Instruction					
2.1	Setting the learning objectives					
2.2	Deciding on the content of the subject					
2.3	Evaluating how well the department is operating					
2.4	participating in developing teaching methodologies					
2.5	Developing procedures for assessing student achievement					
2.6	Determining when and how instructional supervision can be delivered.					
3	Teacher’s participation in Decisions Concerning School policy, rules regulation					
3.1	Determining the administrative and organizational structure					
3.2	Setting school rules and regulation					
3.3	Developing disciplinary policies of the school					

3.4	Establishing relationship between the principals and teachers					
3.5	Establishing a program for community service					
3.6	Deciding on rules or procedures to be followed in evaluating school performance					
4	Teacher's participation in Decisions Concerning School Budgeting and Income Generation					
4.1	Determining means of income generation					
4.2	Sharing of budget for the department					
4.3	Determining school expenditure priorities					
4.4	Deciding budget allocation for instructional material					
5	Teacher's participation in Decisions Concerning Student Affaire and Disciplinary Problem					
5.1	Determining students' rights and welfare					
5.2	Identifying Students with disciplinary problems and providing proper guidance					
5.3	Participating in solving students problem with parents					
5.4	Determine disciplinary measures on students with misconduct					
6	Teacher's participation in Decisions Concerning School Building					
6.1	Deciding on the expansion of school buildings					
6.2	Deciding on maintenance of school buildings					
6.3	Deciding on the construction of new buildings					

Part –III

Part III. Factors Affecting Teachers Participation in Decision Making

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

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

If any other factors affect teacher participation, please list on the space provided.

Part IV. The Extent of School Leaders Able to Facilitate the Environment for More Teachers to Participate in School Decision Making *Direction:* The following are roles of school leaders that able to facilitate the environment for more teachers to participate in school decision making. Please, Indicate your answer putting a tick (✓) mark in the box given that best describes your principal currently experiences.

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

Thank you for your cooperation

APPENDIX

Appendix B Addis Ababa University

Questionnaire to be filled by School head

Dear respondents, the main purpose of this questionnaire is to collect data to investigate the study of problems of teacher participation in decision making in west shewa secondary schools. This information will be used for the research purposes. It is only your kind cooperation and honesty that will make the study reliable and beneficial. In order to ensure complete confidentiality, you are kindly requested not to write your name anywhere on the questionnaire

Since the successes of this study depend on your response, It is very important that you provide honest response as possible. please read all the instruction before attempting to answer the questions and give only one answer to each item unless you are requested to do other.

Thank you in advance for your cooperation!

Part I. Demographic Information

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

Name of the School _____

1. Sex: 1) Male 2) Female

2. Age group: 1) < 25 2) 26-35 3) 36-45

4) 46-55 5) > 55

3. Academic Rank 1) TTI/ Certificate 2) Diploma

3) First Degree 4) MA/MSc

4. Areas of Qualification 1) Language 2) Natural Science

3) Mathematics 4) Social Science 5) Business

6) Educational Management Areas 7) Other _____

5. Total Service Years 1) 1-5 2) 6-10 3) 11-15 4) 16-20

5) 21 and above

6. Total Service Years as Principals as PTA

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

Part II. Factors Affecting Teachers Participation in Decision Making.

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

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

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

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

Part III. The Extent of School Leaders Able to Facilitate the Environment for More Teachers to participate in School Decision Making

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

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

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

Appendix C

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES DEPARTMENT
OF EDUCATIONAL PLANNING AND MANAGEMENT

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

Name of the office _____

1. Do you have any training in educational management areas?
2. To what extent do you allow teachers to participate in different decision Making activities in your town secondary schools?
3. In your opinion, to what extent do you think that teachers participate in school decision making currently?
4. According to your opinion, in what areas of decision making do teachers actively participate?
School planning; school curriculum and instruction; school policy, rules and procedures; school budgeting and income generating; student affairs and disciplinary problem; and decision concerning school building.
5. What factors do you think that affect their participation?
6. What kinds of encouragement do you provide to increase their participation?
7. What role do you play as educational office/ teachers association officials, in order to make environment conducive for teachers to be more participated in decision making

Appendix - D

Observation checklist

Name of school _____

N.	Item	Rating	
		Yes	No
1	Decision concerning planning		
1.1	Planning the Schools' activities		
1.2	Preparing the plan of school budget		
1.3	Determine the mechanism of controlling and supervising the setting plan		
2	Decision Concerning Curriculum and Instruction		
2.1	Deciding on the content and form lesson plan		
2.2	Evaluating how well your subject department is operating		
2.3	Developing procedures for assessing student achievement		
2.4	Determining when and how instructional supervision can be delivered		
3	Decision Concerning School policy, rules and regulation		
3.1	Setting school rules and regulation		
3.2	Developing disciplinary policies		
3.3	Establishing a program for community service		
3.4	Deciding on rules or procedures to be followed in evaluating school performances		
4	Decision Concerning School Budgeting and income generating		
4.1	Determining school expenditure priorities		
4.2	Budgeting for the department		
4.3	Determining means of income generating		
4.4	Deciding budget allocating for instructional material		

5	Decision Concerning student Affaire and Disciplinary problem		
5.1	Determining students rights and welfare		
5.2	Identify students with disciplinary and providing proper guidance		
5.3	Participating on students problem with parents		
5.4	Determine disciplinary measures on students with misconduct		
6	Decision Concerning School Building		
6.1	Deciding on the expansion of school building		
6.2	Deciding on maintenance of school building		
6.3	Assigning school building for administrative department teaching room purpose		