TEACHER'S PARTICIPATION IN DECISION-MAKING IN SELECTED SECONDARY SCHOOL OF WEST SHOA ZONE

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This is to certify that the thesis prepared by Bekele Duressa, entitled: teachers participation in school Decision Making: Perception and practice and submitted in Partial fulfillment of the requirements for the Degree of Masters of Arts (educational Leader ship) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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ABSTRACT

Teacher's Participation in Decision-Making in Selected Secondary School of West Shoa Zone

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This study had tried to investigate the extent of teachers' participation in decision-making and identified the areas of decision-making in which teachers participate most and least. Moreover, the study investigated the extent of school principals' effort to facilitate teachers' involvement and identify those factors that influence teachers' participation in decision making in secondary schools of West Shoa Zone. To conduct the study, a descriptive survey was used six Secondary schools from the zone were selected by using random sampling method. Then, all principals of the schools were taken by purposive sampling techniques and teachers were selected by random sampling method. The subject of the study included a total of 136 teachers and 18 principals. For the purpose of analysis, different statistical techniques such as percentage, mean, and standard deviation were employed. For its statistical testes of significance chi-square, Spearman's rank correlation and one way ANOVA were used. The final analysis of the result indicated that, limited degree of teachers' participation in school decision making was observed and they were participated most in issues related to school curriculum and instruction and least in school building efforts. In addition, analysis of the result revealed that the effort made by school principals' in supporting teachers and establishing an environment of trust in decision making, providing incentives, establishing and maintaining good interpersonal relationship and accepting decision made independently by teachers' were found to be low. The result of analysis also indicated that lack of trust between teachers and principals was the major factor that hindered teachers' participation in decision-making. Based on the findings obtained, to increase teachers' participation in all areas of decision making and to make principals effective and efficient in facilitating teachers involvement as well as to reduce those factors that affect their involvement, short-term and long-term training should be given by Regional Education bureau, Zonal Education office and Woreda Education office are recommended for teachers and principals, respectively.

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Acronyms

ANOVA	Analysis of Variance.
MoE	Ministry of Education.
PTA	Parents and Teachers Association.
SPSS	Statistical Package for the Social Science.
TGE	Transitional Government of Ethiopia.

CHAPTER ONE

Introduction

1.1. Background of the Study

The attainment of knowledge, skill and abilities are not possible with unreserved effort of teachers exerted on them .Teaching is so dynamic and that concerned peoples highly require coordinated and cooperative effort of teaching. Moreover, educational objectives will not be met without effective involvement of teachers in any dimension. The 1994 E.C education and training policy of Ethiopia indicated a decentralized, efficient and professionally coordinated participatory system of administration and management of the education system (TEG, 1994, p.5).One aspect of decentralized management of education system is the participation of teachers in decision-making.

Decision- making encompasses the entire management process. It involves both a decision and the acts needed to put the decision in to operation (Smech, 2010, p; 174) indicates that, the participation of teacher in school decision making reflects the widely shared belief that flatter management and decentralized authority structure to carry out the potential for promoting school effectiveness.

Davis (1981) views participation in decision-making as mental and emotional involvement in group situation that encourage members to contribute the group goals and share responsibility for them. The concept of participation in decision making is not limited to physical involvement of the individual but also reflects the physiological participation of the individual.

Different scholars consider participative decision making as a very important decision. By supporting this idea, Worku (2000, p, 178) explains the importance of participatory decision in the following way; currently, the participative group decision making process is often more creative than individual decision making, because the group decision making process pave the way for participants of the decision, in order to pull different views, ideas, and information, new innovative and alternative that enable to make effective and creative decision (Worku, 2000).

In relation to this idea, "the school principals no longer make decision by themselves; because of the share information and advice from several sources especially from teachers and staff members of the school

The importance of teacher involvement in school decision making process was supported by many scholars. The one very aspect for teacher participation in school decision making indicated that the sense of democratic participation. The 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 same controls over their work and their lives (Worku, 2000, p.178).

Teacher participation in school decision making has another important use for the individual development and growth. In agreement with this idea, Duke (2005, p; 6) States that participation in decision-making views involvement of employees as a means of enhancing their lives by providing the opportunity for growth and learning with the work place. In addition to the intrinsic motivational properties, it also minimizes resistance to change.

The basic issue for teacher participation in decision making is the direction to improve the productivity and efficiency of an educational organization. In- relation to this idea, Conley

(1991, p; 356) indicates that in the educational setting, teachers participation is believed to increase the quality of educational decision and therefore to improve the instruction of the school.

In the other way the relevance of decision content is important for the effective and efficient teacher participation in school decision making. Regarding this idea, Barnard (1968, cited in Chairman Tak (1997, p. 31) state that; Even though teachers participation in decision making is often perceived as important in current school reform in order to bring about ownership, commitment effectiveness during the implementation, it may not be necessary and should be contingent on the number of conditions. Teacher psychological and technical readiness, availability of time as well as social norms under certain situation there is a zone of indifference in each individual teacher within which order are accepted without conscious questioning of their authority.

Therefore, based on this understanding, the current study intended to examine the extent of teachers' participation in school decision making process and the area of decision in which teachers mostly participate. The study also investigated the extent to which school principals facilitate more teacher participation. The study aimed at identifying factors that hinder teacher participation in school decision making in the secondary schools of West Shoa Zone in Oromia Region.

1.2. Statement of the Problem

Decision making is inevitable in any school where the individual and groups should participate in it to achieve the school goals. It needs the participation of teaching force by providing the opportunities to participate in the school decision making process. Similarly,

related with any other institution, school will be responsible for ensuring participation of their main implementers and the key stakeholders in deciding school issues.

Since teachers are the backbone of the school activities, occupy the most important place in teaching-learning process. The teacher can take a great role in the overall success of the school when they commit themselves to actively involve in the school decision making process. Moreover, teachers need to feel they have more to offer to the school than just teaching with their classroom (Pashiardis, 1994)

Thus, the decision made without teachers' participation may not have quality implementation because participation of teacher in the school decision can encourage teachers to exert their mental and emotional involvement in group situation that may enable them to contribute to group goals and share responsibilities. If they are not involved and when the decisions are made exclusively by the principal, the teacher's commitment and interest for the efficient and effective implementation of resources in school decision making could be questionable in many cases. Usually, the participation of teachers in the school decision making may motivate and encourage them to involve in the institutional management by exercising their experience and knowledge.

Many prior studies have been carried out in and outside the country worth finding. The current prior studies conducted outside Ethiopia on "teacher participation in school decision making" by Olarunsola and Olayem, (2011) in secondary school of Ekiti in Nigeria reported that teacher participation in school decision making is not dependent on their qualification, and there is significant association between teachers' experience and degree of their involvement in decision making and there is a disparity between male and female participant in decision making.

Moreover, a study has been carried out on the same title in Hong Kong secondary school by (Lau man Fai, Michael, 2009) confirm that the principal provision for participation is a positive predictor of teachers' participation in decision making than the factors of school states, the principals provision for the involvement was associated with teachers decisional states, and it was a positive predictor in producing teachers effective work out comes regardless of the school management type. Almost the finding of both studies accomplished in Chain and Nigeria secondary school reveals similar findings and suggestions but, they conducts their research in different Geographical areas.

In connection to this several prior studies have been carried out in different geographical area of Ethiopia on the similar topic have been done by (Geberemedhin , 2011; Legesse .2008; Asefa 1995) reported similar findings in the following respective way;

For instance, Geberemedhin (2011) state that the degree of teachers' willingness to participate in decision making relatively high but, the extent of their participation in the school based decision making was relatively low, while the major factors affecting teachers participation in decision area in Mekele zone of Tigray, private secondary school were lack of conducive working conditions and low participation rate of the school, lack of trust between teachers and principals' of the schools as well as, undemocratic leadership in school.

Legesse (2008); Asefa (1995) found similar findings in their studies. They asserted that teacher participation in school decision making was very low, teachers with low qualification has low participation than those with high qualification, and school principals effectively carried out the decision making process in school and also, there is disagreement between teachers' and principals in the area of school based decision.

However, to researcher knowledge none of them deal with similar topic, "on teachers' participation in school decision making" on the geographical area of West Shoa Zone. Therefore, this phenomenon initiates the researcher to conduct a research on teachers' participation in school decision making. Furthermore, this research is the first in-kind in West Shoa zone.

Based up on the above facts, the study attempts to answer the following basic questions:

1. To what extent do teachers participate in school decision making process?
2. What are the areas of decision making teachers mostly participate in?
3. To what extent do school principals facilitate environment for more teacher involvement in school decision making process?
4. What are the factors that affect teacher's participation in decision making?

1.3. Objective of the Study

1.3.1. General Objective

The general objective of this study is to investigate the teacher participation in decision making in selected secondary schools of West Shoa zone.

1.3.2. Specific Objectives

The specific objectives of this study are listed below.

1. To identify the extent of teachers participation in school decision making.
2. To identify the areas of decision making in which teacher mostly participation.
3. To investigate the extent to which school principals facilitate pre-conditions for more teachers' participation in decision making process.
4. To identify the factors that affect teachers participation in school decision making.

1.4. Significance of the Study

Teacher participation in decision making has many purposes to serve. It boosts teachers' morale and also enhances their job satisfaction. It contributes to individual growth and development leading to increased productivity and efficiency of educational organizations. When teachers participate in decision making, trust between them and the school principal tends to increase. Participation in school decision making is important to reduce the level of teachers' resistance to change and enhances their contribution to the achievement of school objective.

The outcome of this study has some implication for school principals and leader of other educational institutions. Improvement in the managerial skills and behaviors of leaders undoubtedly bear positive influence on the achievement of objectives in the educational system. Improved leadership in schools has a direct impact on students' learning.

Therefore, this study beyond contributing to improved leadership and quality of students' learning, it would also contribute to the enrichment of literature in the field of educational decision in Ethiopia. Furthermore, the findings of this study may initiate other researchers to contribute their share by further investigating the issue being discussed.

1.5. Delimitation of the Study

Teacher participation in school decisions is an important phenomenon that should prevail in all schools of the country. Attempting to study the situation in all schools of Ethiopia becomes practically due to constraints in terms of resources. Therefore, the study limited to 24 secondary schools found in West Shoa Zone in Oroma.

1.6.Limitation of the Study

The researcher may think as a limitation the small size of the study area to generalize results in the region as well as in the zone. It is difficult also to represent respondents' idea by using a sample of 154 respondents. And the study was limited to West Shoa from Oromia Region only in six woreda's of governmental secondary school. It may not be generalized to other Woreda's and non-governmental secondary school. However, appropriate considerations were made to identify the respondent's.

1.7 Organization of the Study

This paper is organized into five chapters. The first chapter is concerned with the background of the study; statements of the problem; objectives of the study significance of the study; delimitation of the study; and definition of terms used in the study. Review of the related literature is treated in chapter two. Research design and methodology are included in chapter three. Chapter four the analysis and presentation of data. Finally, chapter five deals with summary, conclusion and recommendation of the study.

1.8. Operational Definition

Decision Making: choice by manager among two or more possible alternatives courses in a given situation.

Participation: mental and emotional involvement of person in group situation that encourage them to contribute the group goals and share responsibilities for them.

Principals: Individuals assigned at the top position in secondary schools for the purpose of managing, controlling and processing the whole school activities.

Secondary school: schools that offer two years generals education (Grade 9-10)

CHAPTER TWO

2. Review of the Related Literature

This part of study provides that a review of related literature on the "Teacher participation in school decision making in some of secondary school. The reviews are deals with very important issues that related to the success of this study. These are, concepts, condition, process, types, areas, and teachers participative in school decision making. And the review also emphasizes on the role of principals in the participative decision making also consider the factors that affect teachers participation in school decision making.

2.1. The Concept of Decision Making

It is known that different organization can faced different problem in their day to day activities that call for decision. Dale, (1976; p.20) suggest that "Decision is an event of choice that are governed by standards extrinsic to the situations. And also is a response to situations of choice in which it is guided by standards extrinsic to the alternatives".

In this section, the concepts of decision making have been described in the following way. "Decision making is the heart of management in any organization. A manager performs all his tasks and functions through making decision. The manager continuously engaged in decision making process while for setting goal, to determine plan, and others different course of action. These are ;- to formulate strategy, police and procedures, to fire and setting goals, to subordinates, supervising, and guiding them and to evaluate the employee performance. Aggarwal, (1982, p.89)

According to Melaku (2000, p.176-178) stated that "Decision making is the process of concerned with the discovery and satisfactory alternatives in the solving problem that hinder

the achievement of each determined goals 0f the organization. In addition to this, Newstrom, (1990, p. 65) describes the decision making "...is the process of requiring a complex and series of steps that starts with recognition and out lining of the probable causes of a problem through the selection of the best solution and to the final acceptance of an action." Thus types of decision making are very important and significant in school and in any organization to solve a complex problem by involving different group to generate different idea to give actual solution.

In a complex organization the communication is very necessary to translate the decision in to tangible action. The School principals who make decisions on important school issues without adequate information do not facilitate the attainment of organizational goals and frequently lower the moral of members of the organization (Morphet et al. 1982, p.129).

Therefore, the school principals' should facilitate the process of decision-making and facilitate 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 courses of action.

According to Drueker that cited in "Aggarwal, 1982, p82" Management is always a decision making process. Moreover, he stated that "even a decision is to do nothing in the fact of a problem at hand it's also a decision." Thus idea show that whatever we do wrong or right in respect to the problem at individual as well as a member in different organization that it can take decision. In relation to this RAO, (1987 P.201-202) state that "the decision these members give from different direction to the work and for the organization does.

The decision-making process encompasses rational, deliberate and purposeful action. It begins with development of a decision strategy and moves through the implementation by seeking the best alternatives to maximize the achievement of goals and objectives. According to Dressel (1981, p.30), many decisions arise out of a series of choices and commitments made over time; they are cumulative rather than climatic. It is likely and appropriate that decisions will be modified from time to time and that the rules, polices, or actions based up on them will recurrently require review and evaluation.

Gray (1984 cited in Asefa, 1995, p. 20) perceives the process of decision-making in an organization as "... the essence of management which is required when carrying out the key function of management". In addition, Asefa has proposed that, decision-making is highly connected to the action of organizations, and has the potential to influence the future action of the organization.

Thus the above idea implies that, decision making is the basis of all managerial actions. It allows all management and covers every part of an enterprise. In fact that,whatever manager does, he can do everything through decision -making process. Because of this the end product of any managers work are decision and actions.

2.2. The condition of Decision-Making

According to Organ and Batman (1991, p.220) "The condition of decision making can be grouped or classified in to different face consternates according to the likelihood of the outcome which often to determined by existing conditions." These approaches can be distinguished in to three different types. These are;-Decision under certainty, Decision under risk, and Decision under un- certainty.

Certainty is a situation in which a manager can make accurate decision because the outcomes of the alternatives are known. According to Gilbert (1996, p. 246), under conditions of certainty, we know our objective and have accurate, measurable, reliable information about the outcome of each alternative we are considering.

Risk is a situation in which the decision maker is able to estimate the likelihood of certain outcomes. The ability to assign probabilities' to outcome may be the result of personal experience or secondary information. Szilagyi and Wallace (1983, p. 311) point out that such decisions are made under risk because the decision maker does not have perfect information. Instead, he/she must deal with probabilities or likelihoods of various events occurring. Knezevich suggests many methods and tools are available to estimate such probabilities.

According to knezevich (1969, p. 69), traditional methods rely on experience, and more recent methods employ system techniques and procedures. Similarly, Szilagyi and Wallace (1983, p.311) have revealed that close to the perfect-uncertainty end of the knowledge continuum are guesses or hunches the decision maker has about the situation.

Uncertainty is a decision where the decision maker is not certain about the outcome and cannot even make reasonable probability estimates. According to Stonner et al. (1998, p. 247), uncertainty arises from two possible sources. First, managers may face external conditions that are partially or entirely beyond the control. Second, the manager may not have access to key information.

Whether certainty, risk or uncertainty of the choice of alternative is fully happened, every organization makes a decision, which enables it to achieve its goals in order to meet the critical needs of the members of the organization.

2.3. Types of Decision-Making

Researchers and experts in the field of decision-making have developed and whether the decision is made by the manager alone or in consultations with other to subordinates and delegations decision making can be classified in to several ways.

Melaku {2000,p 177-179} that he stated the classification of decision making on the basis of their place of origin by the time taken to decide, by the focus of the organization function, by its urgency or priority in relation to the goal or objectives as a consequence of the decision taken.

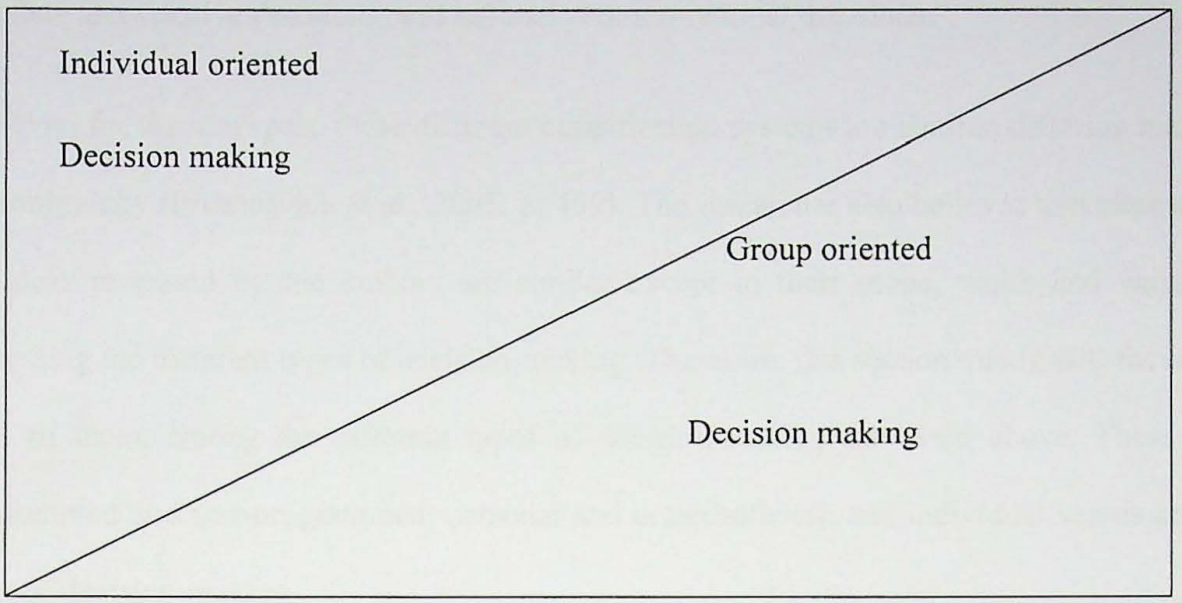
Gore (cited in Morphet et al. , 1982, p. 124) has classified decisions by type as routinely occurring decisions, adaptive decisions in evolving adjustments of existing polices, and innovative decisions involving the establishment of new polices and goals.

Herbert (cited in Invancevich et al., 2005, p.459) suggests two types of decisions that are widely adopted: programmed that are recitative and routine activities and non-programmed decisions that is the novel, unstructured, and new problem. So those, prior to decision making the manager of any organizations can do better work to see the problem in different angles.

However, participative decision is qualitatively supervisor that individual decision. On the other hand, Kinard (1988, p.147)states that "group tend to be make more correct decision ,but individual make more quickly; Thus an effective manager requires the knowledge of both individual and group decision.

Veroom that cited in (Ivancevich, 2005, p. 405) identified five approaches in the continuum from individual to group decision making process.

Fig 1 Veroom Decision making continuum



Sources Ivancevich (2005, p.150) Management

The five individual to group decision making continuum are;-

1. Manager's relies available information.
2. Manager gathers information from subordinates, and then makes decisions.
3. Manager's discuses situations with selected subordinates then make decisions.
4. Manager's shares problem to subordinates in group setting then makes decisions
5. Managers and subordinates discuses on the problem, formulated alternatives and reach group discussion. The overall explanation indicates that the autocratic consultative, delegated and group leadership style in school decision making.

According to Assefa (1995, p. 23) reported that "individual or one-man decision made that only in small organization in the context of routine decisions in line of polices made at the higher level of regarding to specific rules and procedures". Other writers such as Griffith (1979, p. 234-235) has classified decisions as "individual and groups decisions, personal and

organizational decisions, programmed and non programmed decisions, and intermediary, appellate and creative decisions, and rational and non-rational decisions."

However, for the most part, these different classification systems are similar, differing mainly in terminology (Invancevich et al., 2005, p. 459). The researcher also believed 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 manly will focus on three of them, among the different types of decision-making discussed above. These are programmed and non-programmed; personal and organizational; and individual versus group types of decision-making.

2.3.1. Individual Verses Groups Types Decisions

This kind of decisions are based on the number of people involved in the decision making process. Depending on the nature of problem and the situation of certain decision may be made better by group and others may be better suited that to individuals. In support of this idea, Kinard, (1988, p.147) states that whether the decision is made by manager or by the group (participative decision) the types can be determined by the nature of the problem and the impact of the decision. According to Newstron (1990, p.68) reported that "the question of decision making by an individual or by involving other should be not determined by the leader personal preference, but that determined by the nature of the problem and the situation."

The current study in the area of these can show more attention has been directed to word group decision making. At the same time the popular approach of participative management is a sharing of decision making between the manager and the worker. The manager is not the

only that make decision and the other people implement in the decision, but others should involve to accept the decision and to agree with in the action to be taken.

According to Griffith (1979, p. 237), group decisions are characterized by the participation of many people. As Griffith has pointed out, in large and complex organizations, nearly all employees in the organizational structure participate to achieve the desired decisions. Group decision making is sometimes called participative decision-making, collective judgment, participative management or plural management (Worku, 2000, p. 178).

Today group decision is preferred to individual decisions. This is because that there is more information available in a participative decision-making. Supporting this idea, Owens (1998, p. 253) is suggested that "...because administration is defined as working with and through other people to achieve organizational goals, it is important to consider the mechanism by which the group (and not merely the individual) deals with decision making".

In relation to these Hoy and Miskel (1991, p. 336), there is little question that group decision making can be effective process, but there are some dangers even when the conditions call for a group decision. A number of studies suggesting that it is important to under-stand group and situational factors that influences decision-making. On such study, Szilagyi and Wallace (1983, p. 323) identified three important factors as influences in-group decision process: (1) the makeup of the membership of the group (for example, experts, representatives from constituencies, peers); (2) the way the group functioned (interacting with each other or each member working alone); and (3) the nature of the decision situation.

In addition to the above idea, group decision making involves discussion, debates, and often conflict; in fact, as the number of factors increases in the process, coordination become more

important and difficult. Speed and efficiency not basic advantages of group decision making (Hoy and Miskel, 1991, p.336).

Although participation in decision-making can produce uncontrolled conflict in the group, success in-group problem solving often produces a strong cohesiveness. Too much cohesiveness can be dangerous as conflict. When the tendency of group cohesiveness is dominate, there is a danger of groupthink. According to Janis (in Hoy and Miskel, 1991, p. 338), insulation from direct contact with others in the same organization who are not members of the in-group with others, lack of impartial leadership, lack of norms requiring systematic analysis of the problem, the situational context, and low self-esteem of the group are some of the conditions that foster group think. He also suggests the following ten recommendations for counteracting the conditions that foster group think. There are;-

1. The group should be made aware of the causes and consequences of group thinking.

2. The leader should be neutral when assigning a decision-making task to a group, initially with holding all preferences and expectation.

3. The leader should give high priority to airing objection doubts & be accepting criticism.

4. Groups should always consider unpopular alternatives, assigning the role of devil's advocate to several strong members of the group.

5. Sometimes it is useful to divide the group in to two separate deliberative bodies as feasibilities are evaluated.

6. The leader should spend a sizable amount of time surveying all warning signals from rival groups and organization.

7. After reaching a preliminary consensus on a decision, all residual doubts should be expressed and the matter reconsidered.

8. Outside experts should be included in vital decision-making.

9. Tentative decisions should be discussed with trusted colleagues not in the decision.

10. The organization should routinely follow the administrative practice of establishing several independent decision-making groups to work on the same critical issue or policy (Janis, in Hoy and Miskel, 1991, p. 340).

2.3.2. Personal and Organization Decision

Personal decision making is directly or indirectly individual rather than others. For instance, selecting a filed in which to the major, as well as applying for a particular job are personal decision that have profound effects on course of a person life. On the other hand, organizational decision making involves decisions that are relate to the problems and practice of a given organizations. The different between personal and organizational decision making lies on the object of the process.

In support to the above idea, Vecchio (1991, p.342-343) stated that "personal decision making focuses on the action and life of an individual, while organizational decision making depends on the performance of an organization" This shows that personal decision making refers these decision made from the stand point of an individual, whereas, organizational decision made from the stand point of an organization.

According to Griffith (1979, p.235), personal decisions are decisions which are concerned with individuals to attain his/her own goal that are not delegated to others. On the other hand, organizational decisions are decisions aimed at organizational goal that can be delegated to

others though not always. From many clients of the school (students and parents, for example), the individual role of principals in decision making are obscure and perhaps irrelevant; whereas, the behavior of the organization is highly proximate and relevant (Owns, 1998, p.253). However, because of organizational goal attainment can be facilitated by personal decisions, it might be difficult to separate personal decision from organizational decisions.

2.3.3. Programmed and Non-Programmed Decisions

Simon that cited in (Vacchio,1991p.343) he distinguish decision in terms of weather they are "fairly routine and well structured or novel and poorly structured" according to him well structured decision are programmed decision and poorly structured are non-programmed decision. Decision are that made within the framework of same habit, method, polices, rules, and standards operating procedures' and the like are termed as a programmed decision. According to Druker that cited in (Agrawal1982,p 91) call them "tactical decision since they are require little deliberation and thinking are involves little consequences', for future growth ,stability and profitability. It is said to be the day-to-day activities of an enterprise."

Similarly, Knezevich (1969, p. 62) has also suggested that:

> *Programmed decisions are used in repetitive and routine activities, that is, when definite procedures can be worked out. Such decisions cover the routine problems of an organization that do not need a new response for each recurrence. However, non-programmed decisions encompass the novel, unstructured, and consequential issues for which no cut-and-dried method can be developed because the situation is new or because too many variables are involved.*

From the above point of view, programmed decisions are the easiest for school principals to make. They are following either written or unwritten policies, procedures or rules to make solutions for the problems in their school. Non-programmed decisions deal with clausal or exceptional problems so that it needs special treatment.

Thus, Stonner et al. (1998, p. 246) has concluded that:

> *As one moves up the organizational hierarchy, the ability to make up the non-programmed decisions become more important. For this reason, most management development programs try to improve managers' ability to make non-programmed decisions, usually by teaching them to analyze problems systematically and to make logical decisions.*

The researcher also believed that, our country's educational organization should teach the school principals about the process of decision making in particular and leadership in general, to ensure their ability to make decisions for the effectiveness of school improvement effort.

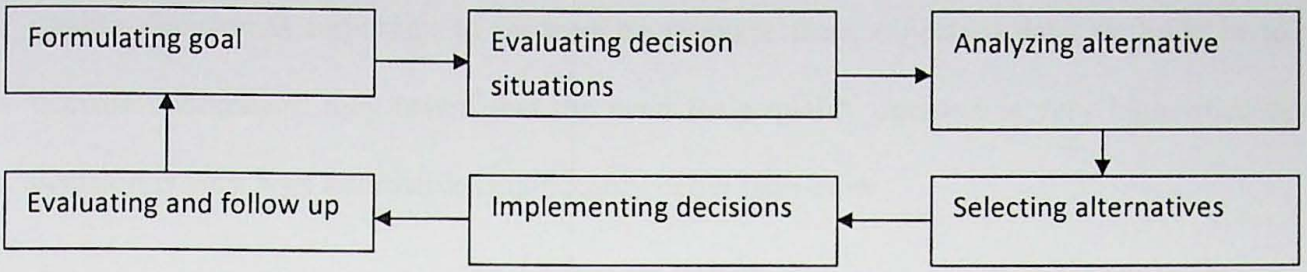
2.4. Decision-Making Process

Decisions are organizational mechanisms that through which an attempt is made achieve a desired state. Even decision is the outcome of a dynamic process that is influenced by a massive amount of forces. Regardless of its type any decision making process follows the identified steps in reaching a decision on an organizational problem. In this regards some scholars such as, Drucker, cited in (Owens 1998 p.256) indicates that "when they are a deviation between the actual performance and the planned plan ones should be engaged in the process of decision making . That helps to seek alternative way of doing through steps. Defining and analyzing, the problem, then develop alternative solution, after that, decide on the best one and finally convert decision in to effective action."

According Hoy and Miskel (1991, p.300-304) they become finding their own steps in the decision making process that should go through five sequential steps. Those are;-

> *First recognizing and defining the problem or issue, and then secondly analyzing the difficulty in the existing solution, thirdly established critical idea for problem resolution, fourthly developing a plan or strategy for action. This involves specifying alternatives that predicting consequences and selecting the alternatives for action. Finally, initiating the plan for action which involves programming, communicating, monitoring and apprising.*

Kinard (1988, p. 141) state the steps of decision making process as in the systematic way he has put those steps in six different steps in the following form



Source Kinard (1988, p. 141)

According to Worku (2000, p. 182), "the central function of an administration is directing and controlling the decision making process, because it contains all other functions of the administrative process". Moreover, Worku suggested "because of consequences that decisions have one every one with in a system, social scientists have called for greater caution and care in reaching decisions".

From the above idea, an effective decision making process requires the collection of relevant information and select the best alternative. However, effective decisions are also the result of the level of their acceptance and their quality. With this respect, Newstrom and Pierce (1990, p. 66) are suggested that the managers should consider the need of acceptance during the process of decision-making; and they have stated that:

Successful implementation of a decision depends on the group's commitment to it. When group members participate in making a decision, they are more cooperative, cohesive, and satisfied with the decision. Participative decision making also stimulates greater initiative and commitment to achieve the group's goals, more positive feelings for the manager, and greater involvement. The need for acceptance of the decision is especially important when employees are asked to do something that they are reluctant to do, and when extrusive rewards or punishments are not apparent to them.

Newstrom and Pierce, (1990, p.66).also suggested that managers need to consider the need for quality in a decision making process. In this regard, Newstrom and Pierce state the need for quality decision is important to incorporate relevant facts, objective data, or logic in to a decision. Moreover, they reveal that the need for a quality decision is very high when one decision is very high alternative is noticeably better than other.

When the researcher concluded the above idea, whether the school principal's should make the decision alone or should involve teachers, he should consider the acceptance and quality of decision that will be made during the process of decision making in addition to gathering relevant information and select the best alternative. The description of those scholars is concerning the process of decision making reveals the similarity of the process in all types of formal organizations. The study also indicates that when decision makers do not follow sound decision making process they would make rushed decision which may affect organizational objectives.

These studies made in the field of decision making should the procedures of decision making process may not be mechanically applicable to all types of decision process and situation. Similarly, the procedures is a sequential process of rather than a series steps in which not a fixed one. Decision making process is complex one that is a series steps beginning with the recognition of a problem through the consideration of proposed solution and the final acceptance made of action.

2.5. The area of Decision-Making

Dressel (1981,p.59-61) reasonable distinctive areas of decision making, varying from the routine with little or no significance beyond the immediate specific to those effecting major changes in institutional character and individual careers. The first area concerns routine

decisions. Routine decisions should generally. The second area of decision-making involves managerial responsibility for monitoring and correcting deficient performance. The decision to interfere should include both a date and a plan of action. A third area of decision-making is that of innovation.

This implies criticism of existing performance, policies, and personnel in any unit to which the call is directed. A fourth area of decision making involves personnel policies and practices in appointment, promotion, reward, fringe benefits, and retirement. A fifth area of decision making has to do with institutional mission, role, purpose, and scope. Finally, in the sixth area are the personnel decisions, including the weighing of the implication of personnel involvement in and responsibility for other decisions.

Hoy and Miskel (1991, p.304) have suggested that, school administrators are concerned with, and responsible for curriculum and instruction; negotiations; physical facilities; finance and business; pupil personnel; evaluation and supervision; recruitment, selection, retention of employee; and public relation. Litchfield (cited in Hoy and Miskel, 1991, p.304) has also identified there broad, functional areas of administration in the different area. These are policy, resources, and execution.

Based on the above literature facts and by taking the current school practices of our country in to account seven decision areas were identified. These are school policy, rules and regulation; student affairs and discipline; school budgeting and means of income generating; curriculum and instruction; teachers growth and development; school time allocation; and school building efforts and which needs teachers participative decision.

2.6. The Concepts of Related to Participative Decision Making

The report of Sadker and Miller (2003, 415) indicate that the most widely adopted reforms of 1990s were related to move decision making authority to individuals known as school based decision and dispersing the authority broadly within the school collaborative decision making.

In line of the above idea, Owens (1998, p. 271) state that;-

> *Participative decision making requires the instruction of power and influences from two forces, the administrator on one hand and the teacher, students, and community member on the other hand. Furthermore, participative decision making has two major potential benefits that arriving at better decision enhancing the growth and development of the organizations participants in sharing of goals, improving motivation, communication and better development group-skill.*

Participative decision-making is a brood term. This review therefore begins with a summary of definition of concepts related to participative decision making and finally reveals the benefits of participative decision making.

Heler, pusic, straus, and Wilpert (1998, cited in Somech', 2010, p.177) define participation as follows:

> *Participation is the totally of forms, i.e. direct (personal) or indirect (through representatives or institution) and of intensities; i.e., ranging from minimal to comprehensive, by which individuals, groups, collectives secure their interest or contribute to the choice process through self-determined choices among possible actions during the decision process.*

Demmok (1993, p.18) stated that "...the demined for participation in decision making perhaps has two sources; the change in education practice and the general movement toward the democratization of the school." In addition to these, knezevich (1969, p.63) has explained "the participation of teachers in school decision making that one of the characteristics education today is the interest of teachers to participate in decision making process." Newmann (1996, p. 246) assumed that, the teachers participation in

the decision making enhance individuals and organizational performance to improve the quality of instruction provides opportunities for teachers to use their professional knowledge to improve school effectiveness, innovations and vital for school environments.

York-Barr and Duke (2004, pp. 287-88) suggest, "Teacher leadership is the process by which teachers, individually and collectively communities to improve teaching and learning practices with the aim of increased student learning and achievement". Thus, teacher leadership includes teacher participation in decision making as part of a broader leadership role both within and outside of the classroom.

Heelingr et.al (1993, p. 28) also reported that ,"... both teacher and principals raised concerns regarding partial involvement in school decision making which is the latest educational trends." The above idea can be supported by the African proverbs "It takes a whole village to raise a child". This idea capture that the importance of community support for teaching and learning, which is the means that focused on professional responsibility of teacher and control the task of educational activities.(Newmann, 1996,p.176)

Many attempts were made to initiate for shared decision making through the participation of students, parents, and teachers. This is a good start for the present day school improvement in our country. In the decentralization administration decision made at school level being within the framework of the local state or national polices and guidelines. In line of the above idea, the Ethiopian education and training polices (MOE, 1994,p.25-31)has stated that;

> *One of the area in which a special attention and action priority way of given to the change of educational organization and management. The concept of these police is the evolution of decentralized efficient and Professional coordinated participatory system in respect of administration and management of the educational system.*

Accordingly, the educational management of the school a democratic leadership will be established by the school board, parent teacher associations', and teachers. The implementations strategy of the police creates a mechanisms by which teachers participate in the preparation, implementation, evaluation and deciding of curriculum. The wider range of participation is ensured appropriate relation among the views of educational and societal needs.

In relation to the above idea, Fidler et al. (cited in Bland ford, 1998, p. 39), stated that," participation in decision-making has two major benefits: an improvement in the quality of the decision; and improved motivation and commitment of those involved. Participation in the decision-making is a highly effective method of communication. By supporting these, the other writer describes that, if a person participates in the formulation of a program on policy, that person will understand it better and is in a better position to implement it. Morphet and others have also added that, group participation is necessary for efficient decision-making, but the formal organization is necessary for implementing the programs and policies developed (Morphet et.al, 1982, p .129).

To conclusion the above idea, groups as a whole usually perform better than the average of the individuals working alone; and therefore participative decision-making improves that the quality of the decision, improves motivation and commitment of the participants create effective way of communication and allow a better position to implement the decision has to be made.

2.7. The Teacher Participation in School Decision Making

It is viewed that involving sharing in formulating the school wide polices is found as an important factors in the moral of work. Moreover, the teacher participation in the decision

making has been found to be positively related to the satisfaction of individual's teachers with the professions of teaching (Glasman, 1989, p. 88). It is noted that teachers participation in the satisfaction and efficiency while decision made un literally make to contribution to the development or change of the school performance (Ivancevich, 1990, p. 242).

Wekesa (1987, cited in Mualuko et al., 2009, p. 392) has described that, due to the growing appreciation of the need for valid, knowledgeable inputs in administrative decision-making from various organization levels, the need for involving stakeholders in decision-making is paramount. Among other groups, very important groups to involve in making decisions in schools are teachers who are the custodians of instruction, implementers of school polices and co-organizers for school activities along with head teachers (Mualuko et al., 2009, p. 392). Further, he point out the decisions made in schools affect them and as professionals and specialists in different subject areas, they are better suited to make the correct decisions having in mind what is required of them as teachers.

Different writers' have studied the relationships which increased teachers participations in decision making may have with a number of important school variables. These associations have been studied in terms of teachers effective work outcomes including their jobs satisfaction, organizational commitment and .role conflict and role ambiguity.

Hoy and Miskel, (1991.p .327) they found that "the participation of teacher in school decision making is positively related to the individual teacher satisfaction with the profession of teaching" Griffith (1979, p. 242) has underlined that, the importance of teacher participation in decision making as "a decisive factors that can enhance and changes that undergo in the organization." He also added that the participation has significant influence on the productivity and helps to reduce resistance of change.

The importance of teacher's involvement in the decision making process was also supported by Conely (1991, p. 356) who suggest that in the educational setting, teachers participation is believed to improve the quality of educational decisions, and therefore to improve instruction. In addition in organizational literature works, participation of teachers in making decision yields higher quality products and services, less absenteeism, less turnover, better problem solving, and less management over head- in short, greater organizational effectiveness (Mohrman et al., 1992, p. 347).

Even though participative decision-making is perceived as important to achieve organizational goals and to meet the critical needs of the members of the organization, it depends on the situation. In this regard, Vroom and Yetto (1973, in Hoy and Miskel, 1991, p. 334) had suggested that, decision-making is a contingency approach that suggests participation in decision-making should depend on the nature of the problem and the situation. More over the relevance of decision content is also important for effectiveness of teacher's participation in school decision-making.

Therefore, according to Hoy and Miskel (1991, Pp. 334-335), two sets of rules were developed that should be used to determine the form and amount of subordinate participation in decision making in different situations.

Davis (1981, p. 153) has also confirmed the important of teachers participation in decision–making ,he views participation gives an opportunity to release participants own resources of initiative and creativity toward the objectives of the organization.

According to them, the first set contains three rules (the information rule, the trust rule, and the unstructured) designed to enhance the quality of the decisions; and the second contains three rules (the acceptance rule, the conflict rule, and the fairness rule). Therefore, the scope

of teachers' participation in school decision making is dependent on different situation such as the nature of the problem, the decision content, the need for quality and acceptance.

Gorton (1987. P. 17) has summarized the much of the rational for involving teachers in school decision making process as follows;-

1. It increases the number of different viewpoints and idea which might be relevant to the decision being made.

2. It makes better utilization of the available experts and problem solving skills which exist within the school community.

3. It may improve school moral by showing the individuals involved that the administrator values their options which may give them greater feeling of professional grid and job satisfactions.

It may be aid acceptance and implementation of decisions because the people who are involved are involved is more likely to understand the decision and be more committed to its source. In general, involving teachers in decision making process is a complete cycle of events by which an organization makes and implement decision making. And it was believed that teachers' participation in decision-making is vital and should be encouraged so that decisions result from a shared decision-making. Teachers should be given trust and confidence to participate in decision making for they are able to guide, educate and motivate students to do well.

2.7.1. Scope of Teachers Participation in Decision-Making

The degree of teachers participation in the school decision making potentially vary from one school situations to other depending on the issue or problem under consideration. The scope

of teacher's participation in school decision making potentially vary from one school situation to another depending on the issue or problem under consideration. Bridges (cited in Gorton, 1987, p. 28) has pointed out that "...individuals or groups are usually intending to participate in the process of decision making whenever they feel that the decision reached will significantly affect their lives". It is evident that the degree of teacher's participation is directly related to how well certain per-requites conditions are met. Some of this involvement the per-request occurs in the participants while other exists in the school environment.

Arnold and Feldman (1986, p. 281) have discussed organizational behavior from a number of different levels. At the first level, organizations can be viewed as consisting of individuals working on tasks in the pursuit of organization's goals (individual level). A second level focuses up on the interaction among organization members as in teams, groups or departments (group level). The final organizational behavior can be analyzed from the perspective of the organization as a whole (organizational level).

The decision issues at different levels have their own characteristics and implications for school management. Now two questions can be posed. Is it necessary for teachers to participate in all levels? If so, to what extent is it appropriate to teachers, particularly in secondary schools? Based on these questions, this sub-section attempt to review the scope of teacher's participation in school decision making.

According to Griffith (cited in Halpin, 1967,p. 141) States "The extent that the participants is able to pursue a particular course of action, and the extent he/she has a correctly informed about the condition surrounding his/her action can influence the level of his/her participation."

The desire of individual to involve in the process of school decision making is vary depending on the personal interest of the participants. Davis (1981, p.161) has pointed out "...some

employees desire more participation while others desire a minimum of participation". The research findings have described area of decision-making under which teachers take great personal interest. That is, the desire to participate can be occurred when teachers possess a "zone of acceptance" or a "zone of indifference". From Hoy and Tarter (1993, p. 9), the concept of zone of acceptance may be advanced into two positions in school settings. These are: (1) As teacher are involved in making decisions located in their zone of acceptance, participation will be less effective; and (2) As teachers are involved in making decisions clearly outside their zone of acceptance, participation will be more effective.

According to Morphet (1982, p.129), the degree of teachers involvement in decisions can be maximized whenever opportunity is provided for those vitally affected by the programs. In addition, Tanner and Eaker (1981, p.98) has pointed out that "...insuring the individual opportunities for participating in decentralized decision-making activities that affect them will maximize the level of teachers participation".

As studies suggest in many situations, the extent to which teacher's participation can be influenced by certain prerequisites. In relation to this, Davis (1981, p. 156) has identified some major conditions that may exist in both the participants and their environment as follows:

> *Time should be available before the action for participation takes place. The potential benefits of the participation should be greater than time consumed, The issue on the problem under consideration should be related to the participants' interest, The participants should not have only strong interest in the outcome but also possess the ability necessary to make a positive contribution to the decision affecting the outcome and Participants should not feel that their positions would be threatened because of participation.*

Concerning with the extent of teachers' participation in decision-making, the work of Schneider (1984, p. 57) has revealed that:

> *Teachers reported low level of actual involvement and high level of desired involvement in managerial issues; particularly in issues related to the following: the administrative and organizational structure of the school; procedures to be used for teacher evaluation; selecting departmental chairperson or team leaders; evaluating subject departments or teams; setting and revising school goals; and establishing school policies.*

Based on the work of Barnard and Bridges {cited in Gorton 1987, p. 19-20} has described that "there would be issues or problem which will fail with in an individuals or groups zone of concern'') and zone of in difference. When dealing with problems that fall within staff zone of sensitivity, a high extent of teacher participation in a group process that made of decision making would of course, be indicated by (Owens, 1987. P.287). et al, if issues or by supporting to these idea, if issues or problem are located in the teacher participation in school decision making process zone can in difference, the participation of teacher will be less effective (Hoy and miskel, 1987, p. 337).

Barnard (in Chanman-Tak et al., 1997, p. 3) suggests that "...under certain situation, there is a zone of indifference in each individual teacher with in which orders are accepted without curious questioning of their authority". In other words, participation in decision-making may not important if the issue appears irrelevant to teachers. They may accept the outcomes or orders from the decision without resistance or objection.

To generalize the above idea, the way an individual participant in school decision-making process may influence the extent of his participation; and the more his/her participation is direct, the higher his power to influence the issue under consideration

2.7.2. Factors That Influence Teachers Participation in Decision Making

Decisions are influenced by different kinds of situational factors that may affect the quality of decision. In any specific instance decisional variable the personality characteristics of the decision maker, and limited knowledge of the decision makers. The research done in the area

of decision making shows that, decision making is also affected by the different factors. According to the reports of Malaku et al (2000, p.193), Adane et, al (2002 ,p.280) ,and Asefa (1995 ,p.39) these factors which affects the decision making process are;- Organizational factors (objectives, strategy and polices), environmental factors (social ,legal, technological, political and economical aspects). Personal factors (value, knowledge, and capacity to take risk of the decision makers) , time pressure, budget and amount of information available.

The performance of a group is affected by a combination of leadership style and situational dimensions, which are related in specified way. Brown (cited in Davis and Newstrom, 1985, p.195) states those situational factors that influence the success of participative programs that may be found, in the environment, the organization, its leadership, technology or employees. This indicated that situational factors are more influential on the desire, use and success of participation.

Other authors such as Katz and Kahn (1978, p. 488) have identified three general determinants of the process and quality of decision-making. These are organizational context and its constraints, psychological aspects of the thought process, and personality determinants. Similarly, Aggarwal (1982, Pp. 97-98) has described three factors as the most determinants of decision-making. There are organizational, environmental, and personality factor.

According to Gaziel and Weis (cited in Hays, 1996, p. 292) have suggested that in the following way:-

> *Within any teaching staff there were likely to be two groups: "the internal teachers" who perceives themselves as personally responsible and punishable for events they experience in their live and "external teachers" who see themselves as pawns controlled by external forces. This shows that the former witched and expected to be involved in the*

process; whereas, the later expected decision to be made for the sake of others purpose.

On the other hand, Gorton (1987, p.18) identified about six factors as the most typical situational constraints in decision-making process. These include:

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 alternatives and potential consequences;
5. Degree of organizational autonomy give for decision-making process; and
6. Amount of tension in the situation.

Different authors argued that the process and quality of decision-making by a group is influenced by many variables.

Concerning teachers perception toward participation in decision-making Adane et al., are further identified various factors other than the above stated factors which influence decision-making process as other factors. These are (1) time pressure– how much time the decision maker has to make the decisions; (2) the effect of other department no one part of an organization isolates it self from the others. This ensures coordinating and cooperation between departments and facilitated implementation of decisions; (3) higher management attitudes; (4) budget– the amount of money needed to implement decision; (5) personnel required; people in numbers or skills effectively implement a decision; and (6) the reaction of subordinates (Adane et al., 2002, p. 233).

Principal's supports of participative decision making seem to be another factor in determining teacher's involvement in decision making (Johnson and Scollay, 2001, p. 59). There 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 reluctant to increase the level of teacher's participative decision making in their schools (Lucas, Brown and Markus, 1991, p. 60). Other principals may fear that their own power and authority would be diminished by greater teacher involvement (DuFour and Eaker, 1991, p. 163). Others may fear poorer decision quality from wider involvement (Huddlestone, Claspell and Killion, 1991, p. 86).

Although different kinds of variables are identified in different ways by different authors as the most determinant of the process and quality decision making, the student researcher believed that each of these factors have great impact on the process and the quality of decisions to be made in general, and on teacher's participative decision making in particular.

2.8. The role of Principals in Participative Decision-making

Every mangers in any organization have make a decision and responsible for the outcomes of that decision. Invancevich (2002, p.238) suggests guidelines' for the leader to improve the quality of the decision making in groups. These are;-

Creating an environment in which the group members feel free to participate and express. Their opinion including all the concerned bodies and relevant to the problem and involvement of these individuals whose acceptance and commitment are important.

According to, Leith wood and Stain bach (1993, p. 49-59) has reported that "principals develops a positive school climate, ensure the opportunity for teachers collaboration and joint planning through a great involvement in decision making." In addition to these; Hard and Poster (1993,p.78) reveled that "school principal have two basic role in school; as administrators and as instructional leader (administrating and teaching). These roles are distinguished in terms of the ultimate responsibility that makes the decision. About what? , is

these an administrative decision?, or professional decision?. Then the school principals are not only decision makers, but also they play a leadership role, they are facilitator by empowering others people. Furthermore, Sergiovanni (2000, p. 18-19) highlights, "good principals that forms a consistency between the schools culture, community, person and its decision as well as action."

Teachers as individual human beings, require motivation. Hence, principals are responsible for exemplifying in his behavior; the democratic values that he hopes will motivate teachers (Morphet et al., 1982, p. 116).

In addition to the above Ediger and Digumarts (2006, p. 14-35) argued that a democratic school principals acts upon principal of sharing responsibility not only with his colleagues, but also with teachers and students. They also stated that one of the qualities of principals is to apply scientific method in dealing with the problem, delegate responsibility with the necessary authority for effective action and distributes work in a way that every member of the staff makes use of his or her talents. Moreover, the leader of the organization facilitates the process of decision making and the communication of the decision to the me3mber in the organization, to enhance a good work climate increasing the level of trust and securing the moral, motivation and democratic value of the individuals. Thus the school principals should be democratic rather than authoritarian actor by involving client and stakeholders in school decision making with respect to policy and program.

Other scholars have underlined the need for principals to be supportive facilitators of teacher participation. According to Somech' (2002, p. 343), leaders must be willing to let go of traditional authority roles, not only allowing teachers to have a greater voice but helping to prepare them, providing support and establishing an environment of trust.

To develop high participation of organization, managers must deliver information, knowledge, power, and rewards to employees (Lawler, 1992, p.255). A decision group's leader facilitates communications between individuals and integrates the incoming response so that a united response occurs (Organ & Batema, 1991, p. 492). Information about the school and the work, and knowledge of the field as well as power should be shared with teachers to increase their participation by allowing them the opportunity of participate in making decisions that affect their work.

Moreover, Hoy and Miskel (1991, p. 328) 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 administrator needs to answer the following questions: (a) under what conditions should teachers 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?*

On the conclusion, though the school decision making, there is no one or unique direction (consensus) on exactly how successful principals manage their schools (Hallinger & Heck, 1996, p.25), or on how principals facilitate teacher participation, it is clear from the literature that strong interpersonal relationships are essential. Principals must build these relationships with teachers and then provide them with continued information, support, and skill. In addition, principals must be able to determine the most appropriate structures and systems for participation to balance the needs and desires of the teachers with the situation.

CHAPTER THREE

Research Design and Methodology

3.1. Research Design

The main purpose of this study was to examine the participation of teachers in school decision making in Oromia Region with special reference to teachers and principals of secondary school of west Shoa Zone. For this, a descriptive survey method was carried out to explore the paradigm based on this the participation of teachers on decision making of secondary schools. Because it is helpful to obtain reliable and relevant information about the issue understudy. Concerning this, Best and Kahn (2002,p,107) state that to collect data from a relatively large sample for the purpose of describing the nature of the existing condition or determining the relationship that exist between specific events survey method is appropriate.

In addition to the above idea Abiy, (2009,p.30) states that descriptive survey method is used to gather data of a particular point in time with the intention of describing the nature of the existing conditions or identifying standards against which existing conditions can be determined the relationship that exist between specific events

3.2. Source of Data

Data for this study consists of both primary and secondary sources. The primary sources were the teachers and principals working in the sample secondary school of west shoa zone. Documents records, reports and minutes of meetings available in these schools form the secondary sources to be studied.

3.3. Sample and Sampling Techniques

The total population of interest comprises 24 secondary schools found throughout the zone. There are 362 teachers working in these secondary schools. Out of the 24 secondary schools 6 were selected and included in the sample by using simple-random sampling technique. The names of all the schools were written on paper. Lottery method was followed to determine which schools should be selected.

Thus, from these schools 144 (40%) teachers were chosen using systematic sampling technique. To select the study participants first the complete list of teachers in each school was sought. Thereafter, numbers 0-9 were written on separate paper which was rolled with the numbers to the inside. Lots were drawn to determine where the first member of the sample should start from the list. The multiple of the drawn number was selected until the required number of participants was chosen. Generally, 18 principals 6 of them were principals and 12 of them were vice principals of the sample schools were directly chosen using purposive sampling to provide data. Totally there were 162 respondents included in the study. A representation of the research population and sample size are shown in the following table 1

Table 1: Sample Woreda, Schools, Population and Sample Size

No	Woredas	School	Population		Sample population			
			Teachers	Principals	Teachers		Principals	
					N	%	N	%
1	Ilu Gelan	Ijaji	50	3	2o	40	3	100
2	Gedo	Gedo	62	3	25	40	3	100
3	Toke-kutaye	Guder	64	3	26	40	3	100
4	Ambo administrative	Ambo	79	3	31	40	3	100
5	Dandi	Ginchi	56	3	22	40	3	100
6	Ejere	Adisahlem	51	3	20	40	3	100
Total			**362**	**18**	**144**	**40**	**18**	**100**

3.4. Instrument of Data Collection

Two types of instruments were designed to collect data from different sources. A questionnaire consisting of (demographic information of the participant and study information) and different items were prepared by the researcher to gather data from school teachers. Semi structured interview containing 6 questions was prepared for use with school principals and deputy principals.

Questionnaires

Both open and close ended questionnaires was prepared and distributed to the teachers. Close ended question types such as ; low/high.dis agree/agree ,spearman ranking and Liker or rating scale were to be used because they are more suitable for large scale surveys as they are quick for respondents to answer and easy to analyze using statically-techniques, enabling companions to be made across groups. Open ended question were also used because they are suitable to give a free response in a continuous text. It is also more appropriate to elicit sensitive information

The questioner was administered by the researcher in principals, vice principals and by unit leaders. To check the appropriateness of the items of the tools the pilot test were conducted in Tokke Irensa Secondary School. Pilot studies were conducted as preliminary step to avoid errors. The main objectives of this were detected the possible weakness related to ambiguity due to poor morphological formulation and enable the researcher to make the necessary corrections and adjustments.

Interview

In order to get information from principal, semi-structured interview was prepared and distributed to the sampled school principals. For this an interview guide a written list of open ended questions were prepared by the researcher and presented to the principals and vice principals face to face interaction with the researcher. .

This method is preferable because it provides information which assures the comparability of the data (Kumar, 1999, p.109).To conduct interviews with respondents the researcher used the interview conducted in Afan Oromo and then translated to English. This is done to avoid misunderstanding between the informants and the researcher. To gather the informants, tape recorder and note book were needed after seeking permission from each interviewee.

Document Analysis

In order to triangulate the information obtained through questionnaire, interviews and the available documents, minutes and reports of the school were analyzed seriously and interpreted carefully.

Validity and Reliability of Research Instrument

The questionnaires were administered by the researcher and principals. To check the appropriateness' of the items of tools, pilot test was conducted in Tokke Erensa secondary school. A pilot test study was conducted as a preliminary step to avoid errors and to know the basic idea from these listed in the questionnaire. The main objective of this pilot test was to detect possible weakness relating to ambiguity due to poor morphological formulation and enable the researcher to make the necessary correction and adjustment. The draft questionnaire was given to different people who graduate in field of educational leadership for their comments. The comments they provided help to determine the validity of the items. The

items thus shaped was administered to 18 teachers working in the pilot school (Tokke Erensas secondary school).The questionnaire was administered to these 18 teachers within two weeks' time. The scores of the two administrating were corrected using Spearmen's correlation co-efficient to determine the reliability of the research instrument. Lastly the result was calculated Kuder rechadson result 0.87 (the instrument was reliable).

3.5. Method of Data Analysis

The data analysis the content analysis of response to the questionnaires and interview also involved the analysis of collected documents. The collected data carefully tabulated, tallied, analyzed and interpreted according to the similarities by using statistical techniques; such as percentage, mean and standard deviation were used to analyze the issues raised in the questionnaires.

The data analysis and interpretation were carried out by using different descriptive statistics found to be appropriate .Statistical significance tests a one way ANOVA was used depending on the nature of the data to see if there is any significant difference between the means of the various groups. In addition, the collected information through interview was analyzed and presented to complete the data obtained by means questionnaires.

CHAPTER FOUR

4. Analysis and Interpretation of the Data

This chapter deals with the analysis and interpretation of the data collected from teachers and principals of the secondary school in West Shoa zone of Oromia Region. It also deals with the analysis of principals and vice principals interview and the background information of the respondent. Though they were not completely analyzed documentary information were also treated qualitatively together with the interview response to make more genuine. Thus interpretation and discussions are carried out by taking in to account the principles and the theories discussed in the literature reviews.

1.8 Demographic Characteristic of Respondents

The purpose of this part is to provide some basic background information pertaining to sample population with the assumption that it might have some kind of relationship with the issue under consideration. The following necessary background information of the respondents was gathered through the use of instruments designed. Questionnaire was administered to secondary school teachers and principals, but interview was conducted only with secondary school principals. The characteristics of the respondents are ;sex, age, work experience, qualification and area of specialization were classified, analyzed and interpreted as follows.

Table 2: Characteristics of Respondents

No	Background variable		Respondent groups				Total	
			Teachers		Principals		Freq	%
			Freq	%	Freq	%		
1	Sex	Male	112	82.4	17	94.4	129	83.8
		Female	24	17.6	1	5.6	25	16'2
		Total	136	100	18	100	154	100
2	Age:	Below 25	25	18.3	6	33.3	31	20.12
		Between 25-35	64	47.1	9	50	73	47.4
		Above 35	47	34.7	3	16.7	50	32.46
3	Service Year	Below 10	95	69.9	4	22.2	105	68.18
		Between 10-15	19	14.0	10	55.6	23	14.93
		Between 16-20	6	4.4	4	22.2	10	6.09
		Above 21	16	11.8	-	-	16	10.38
4	Qualification level	Diploma	4	2.94	1	5.6	5	3.24
		First degree	132	97.06	16	88.9	149	96.1
		MA/MSC	-	-	1	5.6	1	5.6
5	Areas of specialization	Social science	37	27.2	4	22.2	41	26.62
		Language	44	37.4	5	27.8	49	31.8
		Natural science	34	25.0	9	50.0	43	27.92
		Mathematics	21	15.4	-	-	21	13.6

As given in the Table 2 above, concerning the sex of respondents, there were 129 (83.7%) males and 25 (16.3%) females among the teachers 17(94.4%) of the principals were males and 1(5.6%) of the principals female. This indicated that there are more male teachers and principals than female in the sampled secondary school teaching and in the administration area. Based on the above information one can conclude that the participations of female teachers were minimal in secondary school teaching and in the administration position.

With regard to the respondents age, 25(18.3%).and 6(33.3%) of teachers and principals respectively were below the age of 25, whereas 64(47.11%) of teachers and 9(50.0%) of principals were between the age of 25-35, those above the age of 35 were 47(34.65%) teachers in the sampled schools. To conclude the above information the majority of teachers and half of the principals were in the young age. As a result of these, they might not be considered enough experienced to participate in the school decision making. Half of the

principals were in their adult age. They are more mature and experienced enough to deal in the school decision.

Regarding the service years of the respondents the majority 95(69.9%) of teachers and 10(55.27%) of principals were between the service years of one to ten years service experiences. On the other hand 19(14%) of teacher and 8(44.9%) of principals were above the service yeas of ten. Lastly 16 (11.8%) of teachers have more than 20 years experience and they are more matured to contribute to their experience.

With regarded to the respondent qualification as shown in the table 2, 4(2.94%) of the teacher were Diploma holder, 132 (97.06) teachers and 17 (88.9%) school principals have first degree holder and only 1(5.67%) school principals has MA degree in educational leadership. This might show that, the majority of respondents were well qualified and might understand the decision made in the school. Moreover, they might be high desired to participate in school decisions. This finding is supported by other research findings. For example, Malik (1969,p.136) reported that "...as the level of education of the faculty members increase, the desire for faculty participation in the decision making process increases"

The last concern of this section is respondents' field of specialization and principals' short-term training related to management area. With regard to the field specialization, 27.2%, 37.4%), 25%, and 15% of teachers' were from field of social, language, natural sciences respectively. On the other hand, 22.2%, 27.8 and 50% of principals were from field of social science, language and natural science, respectively. As the researcher observed from the response only one the of principals had been trained in fields related to educational leadership and management.

The above fact shows that, there is a crucial problem, particularly with respect to principals training in the administration area. This indicates that principal's lack of the necessary leadership knowledge and skills in school decision making. Based on this finding ,the school principals were assigned to the position without qualified in management and/or the necessary training that enabled them for participating teachers in decision-making effectively.

4.2. The Extent of Teachers' Participation in School Decision Making

The types of data collected in this section of study included teachers' response on the extent to which teachers' response individually or in a group currently participate in different areas of decision making. The data obtained through principals' interviews and document analyses were included in this section.

The participation of teachers in different issues of school decision making is believed to be improve the quality of educational decision, and therefore improve instruction. Moreover, as stated by Moharman et.al.(1992), the participation of teachers in different issues of decision making yields higher quality products and services, less absenteeism, less turnover, better problem solving, and less management over-head; in short greater organizational effectiveness. Based on the above idea, it might be concluded that, the absence of teacher's participation in different decision areas inhibits the efficiency and effectiveness of the school performance.

The first purpose of this study was to examine the extent to which teachers individually or as a group participate in school decision making. For this purpose seven decision making issues classified as: School policy, rules and procedures; student affairs and discipline; school budgeting and income generating, curriculum and instruction; teachers growth and development; school time allocation; and school building effort were taken from literature

with little modification; by considering the current Ethiopian secondary school practices. In each of these areas of decision-making, teachers' were requested to show their extent of participation on the rating scale that varies from very low to very high.

The summaries of responses' of respondents in each area of decision-making shown in the following. Table 10 presents the response concerning the extent of teachers' current participation in overall selected decision areas

Table 3: Level's of Teachers' Participation in Setting School Policy, Rules and Regulation

No	Statement	N	Very low		Low	Medium	High	Very high
1.1	Setting school rule and regulation	136	F	55	25	8	34	14
			%	40.4	18.4	5.8	25.0	10.3
1.2	Setting criteria on the enrollment of new students	136	F	59	27	13	29	8
			%	43.4	19.9	9.6	21.3	5.9
1.3	Establishing a program for community service	136	F	17	46	48	15	10
			%	12.5	33.8	35.3	11.0	7.4
1.4	Deciding on rules to be followed evaluating school performance	136	F	13	52	34	31	6
			%	9.6	38.2	25.0	22.8	4.4
1.5	Development disciplinary polices	136	F	32	39	34	10	20
			%	23.5	28.7	25.0	7.4	14.7
1.6	Determination of promotion polices	136	F	49	33	33	28	8
			%	30.9	24.3	24.3	14.7	5.9
Overall			f	33	34	29	28	12
			%	25.6	27,	21.1	17.0	9.04

N=Number of participants, very low=1, low=2, Medium=3, High=4, Very High=5

Attempts were made to gather information from teachers on how teachers participate in setting school polices rules and regulations in the secondary school. Based on this respondents were asked to give their views concerning the setting of school polices, rules and regulations. To this end, six items were presented to examine the participation of teachers in setting school rules and regulations.

Table 3 shows teachers level of participation in school decisions concerning the setting of school polices rules and regulations. With regard to setting school rules and regulations a

good proportion (58.8%) of teachers indicated their participation is either low or very low. Only 35.3% say that they have high or very high participation in setting school rules and regulations. Based on this results it would be easy to conclude that in most schools teachers are less involved in setting school regulations that affect their daily activities.

Whether or not teachers participate in setting criteria on enrollment of students in their respective schools was one of the items presented in the table. Accordingly 63.3%of teachers witnessed they have low level of participation in this type of decision.

As data in the table further depict, teachers were requested to show their level of involvement in school decisions related to establishing ruled and followed in evaluating school performance, development of disciplinary polices as well as determination of promotion polices. Teachers responses clearly show that teachers have divided feelings about their participation in establishing rules to be followed in evaluating school performance. While 27% say that they have high participation, about 25% remained natural in showing whether they have high or low participation. Over 47% however boldly assert that they have low participation. Teachers' roles in developing disciplinary polices is also low. As claimed by 52.2%of the respondents. About 55.2%of the surveyed teachers also indicate that they have low participation in determining promotion polices.

Concerning the establishment of program for community service teachers had different views about their level of involvement. While 46.3% say that they have low participation over 35 % remained reluctant to take position.

In general, it would be safe to conclude that teachers participation in school decision relating to setting school polices, rules and regulations is low in most of the schools included under this study. Low involvement of teachers in decisions affecting the life of schools would undoubtedly lead to low commitment in implementing those decisions. This in turn would also affect the achievement of school objectives as desired.

When we see the overall participation of teachers in setting school policy, rules and regulation, Table 3 indicated that, 53.86% of the respondents reported relatively low extent of participation. About 47.14% reported relatively high extent of participation in making school decision concerning school policy, rules and regulation in secondary schools under the sample study. Thus, there is a difference in awareness within the respondents about the extent of teachers' participation in deciding school policy, rules and regulations the findings of this study shown, the extent of teachers' participation in setting school policy, rules and regulations was relatively low.

This finding concurs with other studies. Schneider (1984, P.57) found that "...teachers reported low level of actual involvement in issues related to the followings: the administrative and organizational structure of the school; procedures to be used for teachers evaluation; ...setting and revising school goals; and establishing school policies." Similarly, Asefa (2005, p.51) has reported that "... The present extent of teachers' participation in general school policy area seems relatively low".

The principals' interviews' also confirmed to the finding obtained from Table 3. One of the principals said the following:

> Primarily, policy was made at the national level and forwarded to the school for discussion. At the school level, may some rules and regulations were derived from the general policy guidelines by the school board and PTA. However, teachers were invited for discussion to strength those rules and regulations already established by school board and PTA.

From the principals' views, it is possible to say that, teachers participate not for the matter of setting rules and regulations, but for listening what were already made by the school board and PTA. However, a meaningful participation of teachers' in this aspect can be explained by sharing their views through different mechanisms before the rules and regulation were drafted

by school board and PTA. The writers of this paper believe that, it is a very important for a school to make participatory policy in order to create conducive teaching-learning atmosphere. Moreover, setting policy, rules and regulations at the school in cooperation with those who are going to change to action has greater advantages for the success of school performance.

Finally to conclude the above idea, the making of better policy, rules and regulations at the school level largely depends on the degree of participation on the part of those who are affected by them, especially teachers and students. However, decision making policy, rules and regulations by individual teachers were found to be relatively low in the sample secondary schools. This indicated that, the level of recognition given to the contribution of teachers by the school principal might be low.

Table 4:Level of Teachers' Participation in deciding students' affairs and discipline

No	Statement	N	Very Low		Low	Medium	High	Very high
2.1	Determining student's right and welfare	136	F	16	21	48	21	30
			%	11.8	15.4	35.3	15.4	22.4
2.2	Participation in decision making on student's discipline	136	F	9	38	41	27	21
			%	6.6	27.9	30.1	19.9	15.4
2.3	Setting criteria to award students	136	F	25	5	42	52	12
			%	18.4	3.7	30.9	38.2	8.8
2.4	Setting standards of students conduct	136	F	8	40	46	28	14
			%	5.9	29.4	33.8	20.6	10.3
2.5	Determining objectives of students counseling and guidance	136	F	10	46	33	32	15
			%	7.4	33.8	24.3	23.5	11.0
Over all			F	14	39	42	22	18
			%	10.2	16.9	30.9	26.6	13.6

N=Number of participants, very low=1, low=2, Medium=3, High=4, Very High=5

Table 4 presents results of analysis concerning the level of teachers' participation in deciding students' affairs and discipline. Participation of teachers in setting criteria to award students was rated high or very high by 47.0%. Few (22.1%) of the research participants indicated they are involved to a low or very low level. Determining students right and welfare,

participation in decision making on students discipline were rated high or very high by almost similar proportion (37.8%) and 36.3%) of the respondents.

Although the respondents fail to arrive at common agreement, relatively better proportion (41.3%) teachers declare that their role in determining objectives of students counseling and guidance is either low or very low. Based on this result, it would be easy to conclude that the teachers held the view that their participation in setting objectives for students counseling and guidance is lower than what they expect it to be. Teachers' participation in students' discipline, setting criteria to award students and standards of students conduct were found to be relatively high.. Based on these results it would be safe to conclude that teachers took less part in setting criteria to award students and in setting standards for student conduct. Their participation in students' discipline the result was relatively high or very high.

The overall results of the table shows the ground average were rated 40.2% of the respondents response relatively high or very high in the teachers' participation in deciding students' affairs and discipline in the sampled area.

This result supported by the findings of other researches. For example, Bush et.al. (1980, p. 219) reported that, "... teachers involvement in resolving students' problem is very high at present."

The existence of written documents such as a format in which undisciplined students signed in front of their parents in the hand of homeroom teachers and unit-leaders confirmed also to this findings. 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 Table 4.

The interview conducted with principals' partially incorrigible the finding of Table 4. The principals said:

> *Most of students' affairs and disciplinary problems are a mandate given to homeroom 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 principals' point of view, the researcher believed that, still there were some decision issues related to students that cannot be made by teachers. As the principals' view indicated, some heavy disciplinary problems can be solved through PTA by excluding teacher

Table 5: Level of Teachers' Participation in deciding school budget and income generating

No	Statement	N	Very Low		Low	Medium	High	Very high
3.1	Planning the school budget	136	f	58	56	13	9	-
			%	42.6	41.2	9.6	6.6	-
3.2	Determining the school expenditure priorities	136	f	54	44	31	6	1
			%	39.7	32.2	22.8	4.4	.7
3.3	Budgeting for the department	136	f	60	38	33	4	1
			%	44.1	29.1	24.3	2.9	.7
3.4	Determining means of income generating	136	f	56	27	35	17	1
			%	41.2	19.9	25.7	12.5	.7
3.5	Deciding budget allocation for instructional materials	136	f	56	36	32	13	4
			%	37.5	26.5	23.5	9.6	2.9
Over all			f	56	40	29	10	1
			%	41.02	28.8	20.2	7.2	2.8

N=Number of participants, very low=1, low=2, Medium=3, High=4, Very High=5

Level of teachers participation in deciding on the school budget and income generation is the function served by table 5. As can be seen from the data in table, most (83.8%) of the teachers have low involvement in planning school budget. In addition, teachers participation in determining school expenditure priorities is also low or very low as indicating by 71.9% of

the study participants.61.1% of the respondents agree that teachers are less involved in determining means of generating income to support school budget. Similarly,64%of the teachers confirm that teachers' role in allocating budget for instructional materials is low.
The overall percentage value for the five items was fond to be 69.82% of the total respondents were response relatively low or very low. which show that participation of most of the teachers in the affairs of school budget is generally low. In short, the overall participation of teachers' in determining school budget and means of income generating is below the average; i.e., 68.82% saying low or very low) of teachers' reported relatively low extent of participation. However, 20.2% some agreed and very few(10%) saying high or very high) of the total respondents' informed relatively high degree of participation in deciding school budget and means of income generating.

This finding is supported by the findings of other research. For example, Clune and white, 1998; Wohlstetter & Odden 1992; Murphy and Beck, 1995 (all cited in Chan Man-Tak et al, 1997, p. 18) have concluded that "teachers … had little to manage, particularly with respect to budget… due to the limited extent of decision making responsibility devolved to the school".

On the other hand, the finding of Table 5 is canceled by some earlier research findings. Bush et al (1980, P. 219), best (in Griffith, 1979, P. 280) revealed "…the extent of teachers participation in budgeting decision area reasonably high and so that actively involved".

However, the researcher confirms that in each of the sample school, documents were not available which indicated the decision made by teachers concerning school budget. Moreover, the interview conducted with principals also confirmed to low extent of teachers participation in this particular decision category. The principals said: Decision concerning school budget is not a mandate of teachers; rather the mandate is given to PTA. The teachers may participate through their one or two representatives in the school PTA committee.

The above suggestion given by principals revealed that in secondary schools under the sample study, the current teaches involvement in school budget is typically indirect and restricted. Only one or two teachers' representatives normally attend the decision made to express their opinions on behalf of their colleagues; often the decision is not announced to teachers. This might be showed that, principals are un experienced in identifying decision areas where to involve teacher.

Table 6: Level of Teachers' Participation in deciding curriculum and instruction

No	Statement	N	Very Low		Low	Medium	High	Very high
4.1	Deciding on the content and the form of lesson plan	136	f	7	27	43	26	32
			%	5.1	19.9	31.6	19.1	23.5
4.2	Evaluating how well your subject department is operating	136	f	6	16	55	27	32
			%	4.4	11.0	40.4	19.9	23.5
4.3	Determining teaching methodologies	136	f	5	7	57	30	37
			%	3.7	5.1	41..9	22.1	27.2
4.4	Determine teaching content	136	f	6	16	55	27	32
			%	4.4	11.8	40.4	19.9	23.5
4.5	Developing procedure for assessing students achievements	136	f	4	15	51	35	30
			%	2.9	11.0	37.0	25.5	22.5
4.6	Determining when and how instructional supervision can be delivered.	136	f	4	26	48	35	23
			%	2.9	19.1	35.3	25.7	16.9
4.7	Allocating materials and equipment to subject department.	136	F	14	33	49	26	13
			%	9.4	24.3	36.0	19.1	10.5
Over all			f	6	20	51	29	29
			%	4.4	14.6	37.5	21.6.	21.4

N=Number of participant, very low=1,low=2,mideum=3,High=4,Very high=5

Table 6 revealed the result of analysis concerning the level of teachers' participation in deciding on the school curriculum and instruction was rated high or very high (43%). Small number of respondents reported nearest to the average (37.5%) and very few of (19%)of the research participants indicated they are participate in school curriculum and instruction low or very low.

In the influential the teaching content developing procedure for assessing students achievement were rated high or very high by almost comparable amount (43.3% and 48%)of the respondents report. while the respondents be unsuccessful to arrive a familiar agreement that better proportion (33.7%)of teacher role in allocating materials and equipment to subject department is either low or very low.

Generally, it would be safe to deduce teachers' participation in curriculum and instruction decision making in table 6 revealed that a few number high or very high. From this it possible to say participation curriculum and instruction in sampled schools were relatively high.

The above finding supported by the previous research by High and colleagues (1989, p.25) that teachers preferred to be and in fact were perceived to be more involved in curriculum and instruction efforts. Similarly, Aggarwal (1993, P. 196) points out that, "... individual and cooperative efforts by teaches to decide when, how and what to teach, revise courses, select content, plan units and produce teaching aids has become a common practice". Moreover, Krug (cited in Aggarwal, 1993, p. 1996) states that, "...teachers' participation in curriculum planning to be regarded not as a pleasant gesture to the teachers', but rather as an indispensable part of the process." These clearly confirm that teaches who have an opportunity to participate regularly and actively in cooperative manner with supervisory leaders on curriculum, improvements are more likely to be enthusiastic and supportive of their school systems than those who report limited opportunity to participate (Dull, 1981, p. 408).

The result obtained from document analysis also supported the finding of Table 6. That is the availability of a minute document that contains the topic titled as evaluating textbooks, asking for supplementary reading materials, producing teaching aids, selection of learning experience

and exchanges of good experience are some of the topics in which teachers' fully participated.

Curriculum implementation and instructional improvement is one of the major operational activities in school system. It is a core in both at the school as well as at the national level. It becomes also more effective and efficient when it is designed by teachers' and school principals' in democratic manner. Thus, the high extent of teachers' participation in implementing curriculum and instruction in the sample school should be encouraged.

Table 7: Level of Teachers' Participation in determining teacher's growth and development

No	Statement	N	Very Low		Low	Medium	High	Very high
5.1	Deciding on teachers promotion	136	F	26	42	38	19	10
			%	19.1	31.8	27.9	14.2	7.4
5.2	Planning teachers development program in your school	136	F	14	43	40	35	4
			%	10.3	31.6	29.4	25.7	2.9
5.3	Participating in teacher's performance appraisal.	136	F	16	57	32	32	5
			%	9.4	40.9	23	23	3.7
5.4	Giving different skill training for the teaching staff	136	F	19	52	41	16	8
			%	14	38.2	30.1	11.8	5.9
5.5	Establishing teacher's evaluation criteria.	136	F	18	49	36	25	8
			%	13.9	36.3	26.2	18.4	5.2
Overall		136	F	16	48	37	27	8
			%	14.4	36.8	24.0	20.0	5.4

N=Number of participants, very low=1, low=2, Medium=3, High=4, Very High=5

Table 7, Indicate that the level teachers participation in the school decision concerning determining on the teachers growth and development. Regarding to teachers growth and development (51.2%) of the participants show that, their participation is low or very low. while (49.8%) say that .they have high or very high participation in teacher growth and development. Depending on the above result one can easily generalize that in the sampled schools teachers have less participation in deciding on the teachers' growth and development.

Similarly for the item 5.1 (deciding on teachers promotion) most of the respondents (50.9)of the teachers say that they have low or very low participation, about (49.1%)were respond that they have high or very high participation on deciding teachers growth and development. The teacher response show that (52.2%)of the teachers say that ,they have low or very low ,over (47.8) of the respondent say that they have high or very high participation on the teacher giving different skill training for the teaching staff. 51.2% of the surveyed teachers indicate that they have low or very and 26.2% of the participants respond averagically low also 23.6% of the participant say that they have high or very high level of participation on the establishing teachers evaluation criteria.

Regarding the planning teachers' development program in school teachers had different ideas about their level of participation. While 41.9% saied that they have low involvement. Over 28.6% remained that they have high or very high participation. This shows that the majority of the participants unanimously agree that their involvements in schools decision are low

As shown in Table 7, for the overall extent of teachers' participation on deciding their own growth and development, 50.6% of the total participants have Saied relatively low. While, 49.4% of the total respondents answered comparatively high extent of teachers' participation in determining issues related to teachers growth and development. This indicated that, there was an opinion difference within the group of respondents relating to those items identified in Table 7 the findings of this study revealed low extent of teachers' participation in deciding teachers' growth and development.

Table 8: Level of Teachers Participation in allocating school time.

No	Statement	N		Very Low	low	Medium	High	Very high
6.1	Scheduling time table	136	F	14	25	46	35	16
			%	10.5	18.4	33.8	25.7	11.8
6.2	Allocating the amount of time devoted to any particular unit of curriculum.	136	F	12	21	52	34	17
			%	8.8	15.4	38.2	25.0	12.5
6.3	Determining when rooms and facilities may be used.	136	F	44	35	36	15	6
			%	38.4	25.7	26.5	11.0	4.4
6.4	Selecting site new building	136	F	19	31	47	20	19
			%	14.0	22.8	34.6	14.7	14.0
Over all			F	22	28	45	26	15
			%	17.9	20.6	33.2	19.1	10.7

N=Number of participants, very low=1, low=2, Medium=3, High=4, Very High=5

Table 8 presents a summary level of teachers' participation in each item of school time allocation. Each item in this table was intended to find out the level of teachers involvement in time allocation. For the item 6.1 which was intended to found out the participation of teachers in scheduling time table, 28.9% of the respondent indicated that they have low or very low participation; while 33.8% showed that they have medium participation and 27.5% answered that they have high or very high participation. Hence, this item indicated the respondents had medium level of participation. Similarly for item 6.2 of table 8 which intends to obtain information concerning the level of teachers participation in allocating the amount of time devoted to any particular unit of curriculum, 24.2% of the respondent replied low or very low ,38.2% of them indicated medium and 37.5% of respondent said that they had high or very high level of participation. There for, the result of these two items indicated that most the respondents replied that they have medium level of participation.

For the item 6.3 which asked if the respondents determining when room and facilities used, 64.1% of the respondents implied low or very low while 26.5% of them answered medium and insignificant number (15.4%)of them indicated high or very level of teachers participation in school decision making . Similarly, for the item 6.4 which asked the respondents the extent

of teachers participation in selecting site for new building ,36.8%| of the participants said that they had low or very low level of participation. While 34.6% of them Saied that they had medium participation and only 28.7|% of the respondents indicated that they had high or very high level of participation, while the extent of teaches participation in determining the utilization of rooms and facilities and selection site for new building was found to be relatively low or very low.

As indicated in Table 8, for the overall participation of teachers' in this particular area, 38.5% of the respondents have assured that, the extent of teaches' participation in allocating school time was relatively low or very low. On the contrary,32.2% of the total teaches have reported relatively medium and insignificant number(29.7%)of them indicated high or very high extent of participation in allocating school time. Thus, difference views within the group of respondents about school time allocation. This shows that most of the teachers agree on their participation in allocating school time table had low level of participation. The finding of this study was contradicted with the finding of other research. For Instance Schneider (1984, p.57) found that "...teaches reported high level of actual involvement in time allocation.

Table 9: Level of Teachers' Participation in deciding about school building

No	Statement	N		Very Low	Low	Medium	High	Very high
7.1.	Determining how the school building is utilized	136	F	44	35	36	15	6
			%	32.4	27.5	26.5	11.0	4.4
7.2	Deciding on the expansion of school building.	136	F	56	64	12	2	2
			%	41.2	47.1	8.8	1.5	1.5
7.3	Deciding on maintenances of school building	136	F	45	47	33	8	3
			%	33.1	34.6	24.3	5.9	2.2
7.4	Deciding on construction of school building	136	F	56	64	12	2	2
			%	41.2	47.1	8.8	1.5	1.5
7.5	Selecting site for new building	136	F	53	53	17	8	5
			%	39.0	39.0	22.5	5.9	3.7
	Overall	136	f	50	54	21	7	4
			%	37.4	38.0	17.0	5.2	2.6

N=Number of participants, very low=1, low=2, Medium=3, High=4, Very High=5

For the item 7.1 the respondents asked to answer on determining how the school building is utilized and thy respondents response rated 59.9%the result was relatively low or very low. ,7.2,7.3,7,4 and 7.5 in Table 9,respondents were asked to replied their views and rated their answer 88.3%, 67.7%, 88.3%, and 78.0% of the respondents reported that they have low or very low level of participation in school decision making respectively. While. 41.9%, 11.7%, 32.3%, 11.8%, and 22.0% of the teachers showed that their participation in the determining of how the school building utilized was high or very high level of participation for each item in table 9. These indicate that there was a difference in views within the respondents regarding their participation in issues under consideration.

The findings of Table 9, revealed that teachers' had low extent of participation in determining how the school building is utilized, deciding on expansion and maintenance of the school, deciding on the construction of the school and selecting site and standards for newly constructed buildings.

Table 9 also presented that the findings on the overall teachers' participation in deciding about the school buildings in secondary schools under the sample study. As indicated in the Table, 75.4% of the participants' response revealed that relatively low level of teachers' participation in deciding about school buildings. However, 24.6% of the respondents have responded, relatively high extent of teachers' participation deciding in school buildings. The above result indicated that except one of the item, there is no a significance difference in perception within the group of respondents concerning the extent of teachers' participation in school building effort.

Therefore, the finding of this paper indicated that the extent of teachers' participation in deciding about school building was relatively low.

Table 10. Level of Teacher Participation in the Overall Selected area of Decision making

	Very low	Low	medium	High	Very high
frequency	26	38	38	22	12
Percent	18.1%	28.2%	28.2%	16.2%	9.3%

Generally, Table 10 presented the data on the level of teachers' participation of the overall decision making selected for the purpose of this study. Accordingly, 46.3% of the respondents have reported relatively low or very low extent of participation in school decision making. In the other hand, 28.2% of the participant replied relatively medium and 25, 5% of them said that they have high or very high level of teachers' participation in school decision making. Therefore, the findings of this study indicated that, the extent of teachers' current participation in the area secondary school decision making was relatively low.

This finding seems to be in harmony with other research findings. For example, Riley (1984), and Bush (1980) have reported that the majority of the principals would confine teachers' participation to merely expressing their reaction to a tentative decision already made by the principals; teachers are typically excluded from school decision-making process; and the average intensity of teachers participation ranges from non-involved to sometimes involve respectively.

Similarly, Imber and Duke (1984, P. 24) have also reported that "despite the potential benefits of participation, however, many schools principals do little or simply have failed to include teachers' in operation of schools in any meaningful way." This clearly confirms that low extent of teachers' participation in school decision making is one of the problems in sampled schools. Since, schools were unable to find the following advantages of participative decision-making. These are: increased rate of output production, making use of expert knowledge in decisions, producing positive staff morale and commitment, improved

employee relations, staff developing a sense of ownership, improved quality of management decisions making teachers improved quality of their profession and work place resulting in to a less stressful more satisfying and motivating environment and staff are adequately prepared for any changes in their lives (Armstrong,1984, Dwivedi,1988, Bell,1992).

In general, as the study indicated, limited degree of teachers' participation in school decision making was observed. This may show that the schools did not properly utilize the potential and experience of their teachers. Moreover, without teachers' involvement there might be a possibility of reaching on wrong decisions. In this regard, it was suggested that, when teachers deprived of their sense of worth; talents; resources; and their contribution is denied; and ideas interpretations' are excluded from the decision making, decision cannot be as insightful as they might participated (Gorton, 1987, P.128).

4.3. Decision Making Areas in Which Teachers Participate Most and Least

The second purpose of this study was to identify areas of decision-making in which teachers participate most and least. To achieve this purpose, seven areas of decision making which should be practiced in most schools were selected from literature. In this aspect, the respondents were kindly requested to the rank of their participation in the selected area of decision making.

In order to compare the relative involvement of teachers' in each decision area, the mean rank order of the two groups of respondents were employed. For its statistical tests of significance, spearman's rank correlation coefficient was introduced. To confirm the consistence of teachers' response, the grand mean of pervious section (Section 4.2) for each decision category is also included in this part of the study. A summary of data obtained from respondents were presented in Table 10 below.

Table 11, selected area of decision making in which teachers participate most or least

No	Decision area	Mean rank		Rank of mean rank		Spearman's rank correlation	
		Teachers	Principals	Teachers	principals	r	2(tailed)
1	School polices, rule & regulation	3.53	3.78	7	5	0.053	0.872
2	Students affaires and discipline	2.97	4.39	2	3		
3	School budgeting & income generating	4.56	4.50	4	2		
4	Curriculum and instruction	4.57	4.22	1	4		
5	Teacher growth & development	3.90	3.17	5	7		
6	School time allocation	3.58	4.61	3	1		
7	School building	4.55	3.72	6	6		

Correlation at significant at the 0.01 level (2-tailed)

Key ranked 1st, 2nd and 3rd =most, 4th=average, 5th, 6th and 7th=least

To compare teachers' respond about their participation in each of the decision area identified in Section 4.2 with the selected decision area in section 4.3, the overall grand mean of the previous section for each decision areas and the mean rank for teacher' in Table 11 were subjected to spearman's' rank order correlation. Accordingly, 0.0534 value of spearman's rank order correlation coefficient was obtained. The critical values of spearman's rank correlation coefficient for n=7 at 0.01 level of significance are +0.8929 and -0.8929 for the upper and lower limit of the acceptance region respectively. Since the observed value of spearman's rank correlation coefficient r= 0.0534 is inside the acceptance region, there is a positive correlation in the ranking order. Therefore, the teachers' and principals reports in both cases were vary in opinion and have different opinion on each item in the selected area of decision making.

Table 11 indicated that the rank order of seven possible decision areas in which teachers most or least currently participated in secondary schools under the sample study. As shown in

above table , the mean rank of teachers revealed that teachers' participation in deciding curriculum and instruction issues were ranked first, teachers' participation in deciding students affairs and discipline, school time allocation, school budgeting and means of income generating , teachers growth and development school building, and school policy, rules and regulations decision issues were ranked second ,third, fourth, fifth, sixth and seventh, respectively.

As indicated in Table 11, showed that the mean rank of principles for the participation of teachers in time allocation, school budgeting and means of budget income generating, students affairs and discipline, curriculum and instruction, school policy, rules and regulation, school building and teachers growth and development decision areas were ranked first, second, third, fourth, fifth, sixth and seventh respectively as that of principals mean rank indicates. There for, these results showed that the rank order of the teachers and principals was different on ranking order except on income generating 2 (school budgeting and income generating)

In light of the above similarities and differences observed between the two groups of respondents, a statistical method known as spearman's rank order correlation coefficient (r) was employed to estimate the degree of association between the rank orders. In this regard, the critical values of spearman's rank correlation coefficient for n=7 at 0.01 level of significance are ±0.0534; i.e., the upper limit of the acceptance region is +0.8929 and the lower limit of the acceptance region is -0.8929. Since the calculated value of spearman's two tailed rank correlation coefficient in Table 11 is r=0.0534,it is inside the acceptance region, these showed that there is a positive correlation in the rank order of the two groups.

Thus, the findings of this study indicated that teachers were currently participated mostly in curriculum and instruction, teachers' participation in deciding students affairs and discipline, , school time allocation, decision areas in secondary schools. This confirms with different scholar views, for example, Dimmok(1993) say that increased teachers participation in curriculum development may generate commitment to curriculum policy decisions, which may improve educational outcomes.

On the other hand, the findings of this study revealed that the current participation of teachers growth and development, school building and school policy, rules and regulations in school areas were least. The result obtained from document analysis was supported this findings, as there were no document related to this area of decision making in secondary schools under the sample study.

4.4. Principals Effort in Facilitating environment for more Participation of Teachers

As already stated by Moharman et al. (1992); the principal is widely believed to be pivotal in the successful operation of participative decision-making system in schools. Thus, the other purpose of this study is to investigate the extent to which school principals were facilitating the environment to increase teachers' participation in school decision making. For this purpose, fifteen principal's roles were selected from literature. To this end, the respondents were kindly requested to report their opinion on a five scale ranging from very low to very high. The data obtained from respondents for each items were summarized and presented in Table 12 here under. (see Appendix D)

Table 12.principals Efforts in Facilitating Environment for Teacher's Participation

No	Statement	Respondents	Mean	Sd	ANOVA	
					F	P
1	Provision of freedom to express their opinion	Teacher	2.90	1.200	2.691	0.078
		Principal	3.50	1.200		
2	Sharing responsibility	Teacher	2.95	1.131	1.257	0.327
		Principal	2.92	0.943		
3	Provision of incentives.	Teacher	3.12	1.124	0.055	0.982
		Principal	3.18	0.856		
4	Establishing and maintaining good interpersonal relationship	Teacher	2.76	1.090	3.043	0.064
		Principal	3.22	1.003		
5	Provision of information	Teacher	2.98	1.119	0.964	0.437
		Principal	3.44	1.097		
6	Accepting decision made independently by teacher	Teacher	2.83	1.196	0.749	0.541
		Principal	3.00	0.840		
7	Allowing cooperatives	Teacher	2.88	1.195	3.733	0.031
		Principals	3.28	1.195		
8	Allowing teachers to have greater voice.	Teacher	2.69	1.256	0.532	0.715
		Principal	3.06	0.826		
9	Providing support and establishing environment of trust	Teacher	2.62	1.256	2.382	0.113
		Principal	3.22	1.110		
10	Giving recognition establishing and maintaining good interpersonal relationship to teachers idea	Teacher	2.76	1.205	0.480	0.750
		Principal	3.39	1.003		
11	Avoiding criticism when unusual ideas come forth from the group	Teacher	2.73	1.184	0.544	0.660
		Principal	2.72	1.037		
12	Explaining transparently what is expected from teachers	Teacher	2.86	1.238	0.227	0.920
		Principal	2.89	1.127		
13	Encouraging team work and group activities	Teacher	2.91	1.194	0.871	0.507
		Principal	3.00	0.900		
14	Making available the materials for the teachers needs to do their best	Teacher	2.76	1.189	0.562	0.649
		Principal	3.17	1.309		
15	Allowing to elect department head and unit leader	Teacher	3.01	1.250	1.217	0.340
		Principal	3.28	1.043		

Significant at 0.05

Key SD standards, m= mean, m <3.0=below average, m=3.0, average>3.0=above average

Attempts were made to gather information on how principals made efforts in facilitating for more participation of teachers in the secondary schools. Based on this, respondents were

asked to give their opinion concerning provision of freedom to express their opinion. To this end, in table 12, about 15 items were designed and administered for teachers and principals to examine the principal's effort in facilitating the participation of teachers.

Accordingly, item 1 in the Table 12, respondents were asked to give their opinion on the provision of freedom to express their opinion. From this, it was found that the mean ratings were 2.90 and 3.50 by teachers and principals respectively. The mean rated for teachers were below the average mean (3.0) and for principals were above the average mean. This finding indicated teachers believed there is low participation or they do not express their idea as they like in the school compound. But the principals responded the opposite of the teachers' response on the same item.

The overall mean score of the two groups of respondents was found to be above the average mean. From this one can easily deduce that the effort by school principals facilitate environment for teachers' participation in school decision to express their opinion as they like

ANOVA result indicates that the F-value which was found to be (F=2.691 with p=0.078) less than the critical value of F (F=3.84) for the (1.152) degrees of freedom at 0.05 level of significant. This shows that there was no statistically significant different between the opinions of the two group's respondents.

For item 2 in Table 12, respondents were asked to give their opinion on the lack of trust between the teachers and principals. The mean was equally rated 2.95 and 2.92 by teachers and principals respectively. Their mean ratings were found to be below the average mean (3.0) for the two groups of respondents. And the overall respondents mean score of both group were found to be below the average mean (3.0).

This finding indicates that both teachers and principle believed that there were sharing responsibilities between them. On this point of views both groups have similar idea. The result of the variance analysis also indicates the same i.e. there was no statistically significance difference between the two groups. They P value was found to be (F=1.257 with P value P=0.327) is greater than 0.05 level of significance. From the above response one can easily understand that the efforts of made by school principals on sharing responsibility among teachers in school decision were low

As can be seen from table 13in item 3, teachers and principals asked to give their opinion on the extent to which school principals facilitate environment for teachers on the provision of incentives in school decision. The respondents mean ratings were found to be 2.92 and 2.88 by teachers and principals respectively. Their means were rated below the average (3.0) for both groups. Accordingly ,the calculated overall mean score of the two groups of respondents were(2.90),that means it was found below the average mean score.

These results implied that both teachers and principals made relatively have similar idea on the lack of motivation by principals. ANOVA results indicates that there is no significance difference between the two groups for F=computed (F=1.460) is less than the critical value of F (F=3.84) at 0.05 level of significance.

On the basis of the above data analysis one can concluded the efforts of facilitating environment made by school principals regarding to the provision of incentives for teachers to increase their participation in school decision making was low.

Regarding with item 4 in table 12, establishing and maintain good interpersonal relationship, the mean score was related 2, 76 and 3.22 by teachers and principals respectively. The mean score rated by teachers below the average of the mean score, while mean score of principals

were above the average (3.0) and the overall mean score for both respondents were calculated that found to be below the average mean (2.99) . Furthermore, the result of the ANOVA value analysis of variance indicates that there was no statistically significant difference between the two groups.

Regarding with the above idea one can decide that the attempts that made by school principals facilitating the environment to establishing and maintain good interpersonal relationship for teachers to maximizing their involvement in school decision machining was low.

For items, 5and 6 on the same table, respondents were asked to give their opinion on the provision of information and accepting decision made independently by teacher respondents were asked to give their opinion on the above issues and their mean score rating were 2.98 and 2.83 found to be below the average mean (3.0) for both items by teachers and the mean score rated by principals were 3.44 and 3.00 respectively for item 5 and 6that is above the average mean. The overall average mean foe items 5 was above the average mean score and below average mean score foe item 6.

The computed result of ANOVA also supports there were no difference of ideas of the two respondents groups i.e. the calculate F-values are less than the critical value of F-value (F=3.84) for (1,152) degrees of freedom at 0.05 significance level.

Therefore on the bases of above data one can easily deduce that efforts made by principals in provision of information and accepting decision made independently by teachers to rise involvement was relatively low.

Concerning with item 7 in table12, the respondents were asked to response their idea on allowing cooperatives the mean score rated 2.88 and 3.28 respectively by teachers and principal. The mean score rated by teachers were below the average mean (3.0) and the mean score of principals were above the average (3.0).The overall mean score of both respondents

was found to be almost equal to the average mean (3.0) .The F value test (F=3.73and P =0.031 value is less than 0,05).this showed that there is no associations between the two group of respondents. The statistically significance difference is observed between the opinion of respondents.

From the above desiccation one can concluded that the efforts made by school principals in allowing cooperatives among teachers to faster their participation in school decision were moderate.

For item 8, 9 and 10 in table 12 the respondents asked to respond on each item and they replied that the mean score rated by teachers were below the average (3.0) for all items, while the mean score rated by principals was rated above the average (3.0).generally, the overall mean score rated by both respondents for item 8,9 and 10 were replied relatively below the average. The computed ANOVA results in table 12 for item 8,9 and 10 confirmed that there is no statistically significance difference between the two group respondents at 0.05 significant

Thus, on the bases of the above discussion one can understand that the attempts made by school principals in the allowing teachers to have greater voice, providing support and establishing environment of trust and establishing and maintain good interpersonal relationship for teachers idea giving support and establishing environment to improve their involvement in school decision were relatively low .

For item 11 and 12 in the same Table, respondents were asked to give their opinion on the principal's efforts facilitating environment for more participation of teachers in avoiding criticism when unusual ideas come from the group and explaining transparently what is expected from teachers. The respondents mean was rated 2.73, 2.86 by teachers and 2.72, 2.89 by principals respectively. The mean of teachers and the mean of principals were below the

average mean (3.0). Similarly the overall mean score rating for both item in the response of teachers and principals were below the mean (3.0)

This result indicates that there exist similar in opinion between teachers and principals in both item. The result of ANOVA also computed that F-ratio was found to be (F= 0.544 and 0.244 with P= O.660 and 0.920) respectively were greater than the a 0.05for (1.152) degrees of freedom. This implies that there is no statistically significant difference between the two group's respondents.

From the above idea it could be safe to deduce that the attempts to made by school principals to avoided criticism when unusual ideas come from the group and explaining transparently what was expected from teachers to maximizing their involvement in school decision making were low.

Concerning it m 13 and 14 in table 12, the respondents were asked to replied their opinion on encouraging team work and making the available materials for teachers needs to do their best the mean score rated by teachers were 2.91 and 2.76 for each item respectively and that is below the average mean score (3.0).the score rated by principals were 3.00 and 3.17 respectively that is above the average mean (3.0). The overall score mean average for both item by the two groups were below the average (3.0)

The computed ANOVA results in table 12 for item 13 and 14, the F value test is greater than the significance level 0.05 for both items. This result revealed that there is no statistically significance difference of opinion between the two groups.

On the bases of the above discussion it could be possible to conclude that the efforts made by schools principals in the encouraging team work and group activities and making available materials for the teachers needs to do their best were found to be low.

Lastly, With regard to item 15 in table 12, the respondents were asked to give their opinion on the allowing electing department heads and unit leaders, the mean was rated 3.01 and 3.28 by teachers and principals respectively. Although the two mean rating were almost equal to average mean (3.00). Correspondingly, the overall mean score value were found to be almost equal to the average mean (3.0) From this, one can assume that both teachers and principals have similarly rated on the allowing electing department heads and unit leaders.

However, the statistical tests of significance obtained through a summary of ANOVA indicated that there is no statistical significance difference. Because, the calculated F=1.217 value is greater than the critical value of F=3.84 at 0.05 level of significance. Regarding with the above idea it is possible to deduce that the attempts made by the school principals in allowing electing department heads and unit leaders found to be moderate.

Based on the results obtained from Table 12, the following findings were observed. The extent to which secondary schools principals able to avoid criticism for unusual ideas come forth from teachers side whenever they have got an opportunity to participate in school decision was relatively high. On the other hand, the attempt have been made by principals in providing incentives, establishing and maintaining good inter personal relationship between the school communities, supporting teachers and establishing an environment of trust were found to be low. In addition, the effort made by secondary school principals' in accepting decision made independently by teachers was also low.

4.5. Factors Affecting Teachers' Participation

This study also intended to investigate factors that affect teachers' participation in school decision making. To achieve this purpose ten factors that possibly affect their involvement were identified and administered to for both teachers and principals of the sampled schools.

To this end, the respondent were kindly requested to report their response on a five liker scale ranging from strongly disagree to strongly agree. Moreover, an open-ended question was also presented to both teachers and principals, and more findings were obtained from the suggestions given by respondents.

To compare the relative respond of the respondents a mean scores were computed. Furthermore, for its statistical tests of significance or not,one-way ANOVA at 0.05 levels of significance were introduced. The data for each result of comparison were summarized and presented in Table 13 in the following way.

Table 13. Factor affecting teacher participation in decision making

No	Statement	Respondents	Mean	Sd	ANOVA	
					F	P
1	Teacher low level of concern /willingness	Teacher	2.91	1.21	1.835	0.187
		Principal	3.39	1.29		
2	Lack of trust between teachers and principal	Teacher	2.95	1.23	1.179	0.353
		Principal	2.89	0.90		
3	Lack of motivation by principal's	Teacher	3.18	1.31	1.460	0.270
		Principal	2.56	1.42		
4	Un inviting policies, rules, regulation and strategies	Teacher	3.34	1.16	2.794	0.043
		Principal	2.50	1.46		
5	Shortage of time	Teacher	2.93	1.10	2.014	0.152
		Principal	2.15	1.27		
6	Autocratic leadership style of principal	Teacher	2.94	1.20	0.596	0.672
		Principal	2.94	1.43		
7	Fear of taking risks by teacher them selves	Teacher	2.72	1.12	0.378	0.820
		Principal	3.22	1.11		
8	Lack of information and resources	Teacher	2.93	1.27	1.357	0.293
		Principal	3.00	1.32		
9	Principals concern of his/her own power and authority not to be diminished	Teacher	3.10	1.13	0.637	0.645
		Principal	2.61	1.14		
10	Principals fear for group thinking	Teacher	2.68	1.45	0.333	0.801
		Principal	2.28	1.01		

Significant at 0.05 level

Key, SD=standard deviation, m=mean, m<2.99 least affecting=3.00 is moderate m>3.10=highly affect

For item 1 in Table 13, the teachers and principals respondents were asked to give their opinion on the Teacher low level of concern is the factor that affect or hindered in teachers' concern /willingness and the mean scores rated 2.91 and 3.39 by teachers' and principals respectively. The mean scores rated found to be below the average (3.0) by teachers and above the average (3.0) by principals. The overall mean score average of the two groups of respondents was found above the average mean (3.0).

The result obtained from a one way ANOVA revealed that there was no statistical significance difference in opinion between the two groups of respondents i.e., the calculated ANOVA result, F=1.835 is greater than the table value P=0.187 for (1,152) degree of freedom at 0.05 significance level. From this it could be safe to generalize that teachers low

level of concern or willingness was one of the factors affecting teachers participation in decision making in the study area.

As shown in Table 13 on item 2, the respondents asked to give their opinion on the extent lack of trust between teachers and principals, the mean scores rated 2.95 and 2.89 for teachers and principals respectively. The mean score of teacher and principals were below the average (3.0) .and the overall mean score item 2 for both respondents also below the average (3.0)

The computed ANOVA result also assured that for the above coincidence the F value 1.179 is greater than the significance value for the degree of freedom at 0.05 levels of significance. This reveled that, there is no statistical significance difference between teachers and principals opinion. Therefore, it could be safe to deduce that lock of trust between teachers and principals were one of the factors affecting teacher's participation in school decision making.

For item 3 in Table 13, teachers and principals respondents were asked to give their view on the level of teachers' lack of motivation by principals. Accordingly, the mean scores for teachers were rated 3.48 that is above the average mean (3.0) and 2.96 were responded by principals below the average (3.0) respectively. In general the overall mean score of the two respondents were also above the average mean (3.0)

The calculated F-value which was found to be (F=1.460 with P=0.270) less than the critical value of F (F=3.84) for the (1,152) degree of freedom at 0.05 level of significant. This shows that there was no statistically significance difference between the opinions of the two groups.

From the above item one can concluded that lock of motivation by principals for foster teachers' involvement in school decision area was one of the factors hindering the teacher's participation in school decision making.

For item 4 in the above table 13, the teachers and principals were asked to give their views and the mean score rating of the respondents were found to be 3.34 and 2.50 for teachers and principals respectively. The mean rating by the teacher was above the average (3.0) and the mean score rating of the principals were below the average (3.0) in the uninviting polices, rules, regulation and strategies of school decision. Also the calculated total mean score of the two respondents were below the average (3.0).

The statistical significant test value of ANOVA also supported the above idea. As the calculated value of F ratio was found to be (F=2.794 with P=0.043) is less than the table value of F (F=3.84) for the (1,152) degree of freedom. This indicated that there was statically significance difference between the opinions of the two groups of respondents on the issues of under consideration.

As it can be observed from items 5and 6 in Table 13 teachers and principals were asked their views on, the shortage of time and Autocratic leadership style of principal and Principals fear for group thinking, the mean scores by teachers were found to be 2.93, 2.94 for each item and in both item the mean score of teachers were below the average mean (3.0) respectively. And 2,1 and 2.94 below the average for both items according to principals' response respectively. Similarly, the overall totals calculated mean score value for both item were also below the average mean (3.0).

The result obtained through ANOVA analysis also assured that there was no statistical significance differences between the opinion of the two groups of respondents concerning statements on items and,6 as the calculated F values of these two items were greater than the of table value (F=3.84) for (1, 152) degree of freedom at 0.05 levels of significance

This it was safe to conclude that shortage time and autocratic leader ship style of principals hiveless effect on teachers participation on decision making. For item 7 and 8 in Table 13, the respondent's teachers and principals asked to answered the factors affecting teachers participation in school decision making. accordingly, the mean score rated for teachers and principals were found to be 2.72 and 2.93 by teachers were below the average(3.0) and 3.42 and 3.60 above the average by principals above the average mean in the Fear of taking risks by teacher themselves and Lack of information and resources respectively. and the total calculated over all mean were above the average mean score(3.0) for both item in all groups.

In this regard, the ANOVA calculated F value for the both item the calculated f value was greater than the table value (F=3.84) at 0.05 level for (1, 152) degrees of freedom. From this result, one can concluded that, there was no statistical significance difference in perception between the two groups of participants.

From this one can easily deduce the fear of taking risks by teachers themselves and lock of information and resource were highly affect the participation of teachers in school decision making.

Regarding, table 13, teachers and principals were asked to give their opinion presented the result obtained through analysis for item 9. the mean score rated for teachers and principals were found to be 3.10 were above the average relatively equal to the mean average (3.0) and 3.61 above the average mean (3.0) respective. Nevertheless, the total mean scores of the groups were above the mean (3.0) for the principals concern of his or her own power and authority not to be diminished.

These results indicated that the principal concern of his/her own power and authority not to be diminished is one of a factor that affect teachers' participation according to teachers report;

These findings have also shown us a difference in views of the two groups of respondents. The statistical tests of significance difference obtained through ANOVA analysis also supported for the above differences in views observed. That was the observed value F=0.637 is less than table value F=3.84 at 0.05 levels for (1, 152) degree of freedom at 0.05 level of significance.

The above analysis of data and discussion it could be safe to conclude that principals concern of his or her power and authority not to be diminished was one of the factors affecting teachers involvement in school decision making in the study area.

Finally, item 10 from table 13 the respondents teachers and principals were asked to implied their views on the principals fear the group thinking, the mean score rating 2.68 and 2.28 by teachers and principals for both group the response of them were below the average (3.0), also the total overall calculated mean scores value below the average (3.0).From this it could be safe to deduce that principal's fear for group thinking had less effect on teachers' participation on decision making. From the overall results obtained from Table 13, the following major findings were drawn. Currently, there were no uninviting policies and shortage of time; that affect the wider involvement of teachers in secondary school decision making. The major problem that negatively affects their participation is the mistrust exists between teachers and principals. This might be a reason for why opinion disparities were observed between them in most of the factors listed in Table 13. A number of dominant findings were obtained from an open-ended questionnaire, concerning factors that hindered teachers' participation in secondary schools under the samples study. Among them, the majority of teachers' claimed that lack of motivation from the society, lack of trust between teachers and principals, lack of supervision, principal's biased to his/her relatedness, and autocratic leadership.

CAHPTER FIVE

5. Summary, Conclusion and Recommendations

The main purpose of this study was to investigate the level of teachers' participation in school decision making in selected secondary school of West Shoa Zone. In order to achieve the objectives of the study the researcher had explored different books, research papers and journals related to the participation of teachers in decision making

To achieve these objectives of the study the following basic questions were formulated.

1. To what extent do teachers' participate in decision-making?
2. In what areas of decision-making do teachers' participate most and least?
3. To what extent do school principals' facilitate the environment for more teachers' involvement in school decision making?
4. What are the factors that affect teachers' participation in decision-making?

To these end, descriptive survey method was employed for the detailed analysis of the data and the findings for the basic questions. The study was conducted in six secondary schools which were selected based on random sampling technique to provide fair representativeness. The subjects included in the study were: 144(40%) of teachers and 18(100%) of principals from the sample schools; and 136(93.5%) teachers and 18(100%) principals were responded. The sampling techniques employed in this study used systematic sampling and purposive sampling technique for teachers and principals respectively. The Information was obtained from respondents through questionnaires, interviews and document analysis. To ascertain the reliability of the questionnaires, pilot test conducted in Toke Irensa Secondary School and reliable coefficients were obtained for each variables identified in the questionnaires.

Regarding the analysis of the data, various statistical tools such as; percentage, mean, standard deviation, one way ANOVA and Spearman's rank order correlation coefficient by were employed.

1.1. SUMMARY OF THE RESPONDENTS BACKGROUND AND FINDING

1.1.1. Summary of Respondent Background

There was a wide proportional variation between males and females of the sample population, i.e.112 (82.4%) and 24(17.6%) were males and females for teachers, respectively and 17(94.4%) and 1(5.6%) were males and females for principals, respectively. With regard to their age, the majority of teachers were in the range of young age, whereas, the majority of principals were Swithin the range of adult age, i.e., 33.3% of teachers were below 30 years and 50 % of principals were within the range of 25 – 35 years. Concerning their qualification, 2.94% diploma, 97.06% teachers and 5.6% were diploma holders, 88.9% were first-degree holders and 5.6% of principals were MA. The service years of the respondents revealed that, the majority of teachers were inexperienced and principals were experienced enough that is, 69.9% of teachers served below ten years; whereas, 77.7% of principals served above 10 years.

Concerning their field of specialization, teachers were from different academic disciplines such as natural science (physics, chemistry, biology); social science (geography, history, civics), mathematics, language and others (business, IT); and Principals also from different academic disciplines such as natural science, language and social science. Thus, the study revealed that school principals were assigned to the position without having management qualification and/or the necessary training that enables them for participating teachers' in decision-making.

5.1.2 Summary of the Finding

1. From the data analysis the result of teachers participation in determination of promotion policy, rules and regulations ,school budget and means of income generating, in determining teachers growth and development, allocating school time and school building effort of the scores are 52.2%,,69.82%,51.2% ,38.9% and75.4% respectively which was low. However, teachers' involvement in deciding student affairs and discipline, and implementing school curriculum and instructions were 40.2%, 43% respectively and it is found to be was relatively high. Frequently, the grand mean value deduced that the analysis result indicated the extent of teachers' participation in school decision making was relatively low in the sample schools.

2. The analysis of this study indicated that teachers participated most in developing school curriculum and instruction, in deciding students' affairs and discipline, school time allocation and least participation of teachers growth and development, school building and school policy, rules and regulations in school building effort in the sample secondary schools. And least in teacher's growth. But development, school building and school policy, rules and regulations in school areas were least.

3. The majority of the indicators show that Principals' efforts in facilitating the environment for more teachers' participation in decision making were found to be low. The principals' effort in providing support for teachers and establishing environment of trust, incentives for their valuable participation, establishing and maintaining good interpersonal relationship between the school communities and accepting decision made independently by teachers were found to be low.

4. The study revealed that there were lack of trust between teachers and principals, combination lack of motivation by principals, setting policies, rules, regulations and strategies, lack of information and resource principals concern of his /her own power and authority not to be diminished were the factors that affect teachers' participation in decision-making. From the above problems, the major one that affects the teachers participation in school decision making were mistrust between teachers and principals , setting policies, rules, regulations and strategies, principals concern of his /her own power and authority not to be diminished. Furthermore, the analysis of open-ended questions indicted that, lack of motivation from the society, lack of supervision and principals' biased to his/her relatedness were some of the factors that affect teacher participation I n school decision making.

5.2 Conclusion

The major findings data obtained on the level of secondary school teachers' participation in school decision making has been examined.

Accordingly, the Participative decision making is crucial issue in schools, owing to the following advantages which include: producing positive staff moral and obligations, improving worker relations, increasing rate of output of productions, making use of experts knowledge in decisions, staff developing a sense of possession, improving quality of management in decision, and improving the teachers competency ,quality of their profession and makes work place resulting more demanding, satisfying and inspiring school's environment. Staffs are sufficiently prepared for any changes in their lives using experiences gain from decision making process (Armstrong, 1984; Dwivedi, 1988; Bell, 1992). Thus, if teachers actively participate in decision-making, they become more interested to teach

educational program enthusiastically. As a result, the educational system of the school believed to maintain the quality of education and leads to the achievement of the objectives of the school.

Based on the views that have been expressed by various scholars and the findings obtained from the study analysis the following conclusion were made.

The analysis of the study result indicated that the extent of teachers' participation in school decision making depending on setting school policies rules and regulation, teachers' growth and development, school budget and means of income generating and school building effort found to be relatively low in the sample schools. This implied that, less consideration was given to teachers' contribution for efficiency and effectiveness of school performance. In addition, in educational system without the contribution of teachers might be widen a possibility for accomplishment of wrong decision that may have an adverse effect on school performance.

The finding of the study also indicated that teachers participated most in implementing school curriculum and instruction, teachers' participation in deciding on students affairs and discipline, on school time allocation and less participated on teachers growth and development, school building effort and school policy, rules and regulations in school. This implied that a misperception in identifying teachers roles and responsibilities by both teachers and principals; i.e. they might considered the role and responsibility of teachers as teaching and learning activities only and other activities of the school as the roles and responsibilities of the management in the sampled school.

The findings of this study also revealed that the extent of school principals' effort in facilitating the environment for more teachers' involvement in decision-making was found to

be low. From this finding, it was concluded that, the school principals' might lack necessary leadership skills, knowledge, and attitude to create a center of attention teachers' toward school decision making

Finally, it was found that, mistrust between teachers and principals mainly affect teachers' participation in decision-making. This finding implied that, principals might be professionally unskilled to establish and maintain trust between teachers and themselves. This is because; only one of the principals' was qualified and /or took training in fields related to management.

5.3 Recommendations

On the basis of findings and conclusion drawn and the following recommendations are offered;

1 It is essential to develop in secondary schools of West Shoa zone teachers the attitude, knowledge and skills that are necessary for effective participative decision-making. Therefore, the school principals in collaboration with woreda educational office should make teachers need to be actively participate in decision making in their schools to encourage, motivate and utilize their wide range of experience, expertise and personal characteristics, and capability. This need to train teachers through workshops and forums in participative decision-making process for the success of teachers' involvement.

2 The schools principals make teachers become competent, and skillful to participate in the areas that concern them and make the school efficient and effective in achieving its objectives, it is advisable to provide proper orientation on the right, duties, and responsibilities of individual teachers in each areas of decision-making. The principals

of the schools need to change their attitudes towards teachers and treat them as colleagues and free from influenced in running their schools. Thus, West Sheo Zone education office in collaboration with Oromia educational bureau should arrange and provide training for principals on teacher's participation in school decision making. It is also necessary for school principals to support teachers and create environment of trust; establish and maintain good interpersonal relationship in the school; and provide incentives for their valuable participation.

3 For the school principals' to be successful, competent and skillful in participating teachers in decision making and effective and efficient in their workplace, it is better to train principals in educational leadership. Thus, West Sheo education office in collaboration with Oromia education office and Universities need to provides more opportunity of training on school leadership for principals through in service training.

4 Lastly, to get broader idea on the attitudinal profile of the principals towards teachers participation in school decision making the stakeholders experts conducted further review and research studies on this issues needs to be done continuously.

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Appendix-A

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to Be Filled by Teachers

The objective of this questionnaire is to collect information about the participation of teachers in school decision making. The aim is to use these information/data to underline the importance of teachers' participation in school decision making and to make secondary school performance more effective and efficient for the improvement quality of education, particularly in West Shoaw Zone.

Therefore, your cooperation in answering each question as thoughtfully and frankly as possible is highly required. All your responses are analyzed in statistical form, so that you are not identified by names. Besides, in order to ensure complete confidentiality you are kindly requested not to write your name anywhere in the questionnaire.

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

Part I. Demographic Information

Direction: Indicate your answer by putting "√" mark in the given box and also write in the space provided where appropriate.

2. Name of the school _____
3. Sex: Male ☐ Female ☐
4. Age: a. 21-25 ☐ b. 26-30 ☐ c. 31-35 ☐
   d.36-40 ☐ e.41 and above ☐
5. Your teaching experience: In this school _____ In other school _____Total_____
6. Qualification/Educational Back ground/
   Diploma ☐ First Degree ☐ MA/MSC ☐ Others ☐
7. Areas of specialization a. Major _____ b. Minor _____

Part II. The extent of teachers' participation in school polices, rule % regulation. decision-making

Direction: The following items are some of the decision areas in which teachers are expected to be participate. Please, indicated the extent to which teachers' **individually or as a group currently** participate in your school by putting "√" mark in the given box in front of each statement. **Key:** very low=1; low=2; medium=3; high=4; very high=5

No	Items	1	2	3	4	5
1	**Teachers participate in school policies, rules and procedures by**					
1.1.	Determining setting school rule regulation.					
1.2.	Setting criteria on the enrollment of new students					
1.3.	Establishing r/ship b/n the principals & teachers					
1.4.	Setting and revising the goal of your school					
1.5.	Developing disciplinary policies					
1.6.	Establishing r/ships b/n the principals and teachers					
1.7.	Establishing a program for community service					
1.8.	Deciding on rules or procedures to be followed in evaluating school performance					
1.9.	Determination of promotion policy					
2.	**Teachers participate student affairs and discipline by**					
2.1.	Determining students' rights and welfare					
2.2.	Participating in decision making on student discipline					
2.3.	Setting criteria to award students					
2.4.	Setting standards of student conduct					
2.5.	Determining objectives of students counseling & guidance					

		1	2	3	4	5
3.	**Teachers participate in school Budgeting and income generating by**					
3.1.	Planning the school budget					
3.2.	Determining school expenditure priorities					
3.3.	Budgeting for the department					
3.4.	Determining means of income generating					
3.5.	Deciding budget allocation for instructional materials					
4.	**Teachers participate in Curriculum and Instruction by**					
4.1.	Specifying the learning objectives					
4.2.	Deciding on the content and form of lesson plan					
4.3.	Evaluating how well your subject department is operating					
4.4.	Determining teaching methodologies					
4.5.	Determining teaching content					
4.6.	Developing procedures for assessing student achievement					
4.7.	Determining when and how instructional supervision cay be delivered.					
4.8.	Allocating materials and equipment to subject department					
5.	**Teachers participate in their own growth and development by**					
5.1.	Deciding on staff promotion					
s5.2.	Planning teachers development program in your school					
5.3.	Participating in teachers' performance appraisal.					
5.4.	Giving different skill training for the teaching staff.					
5.5.	Establishing teachers evaluation criteria					
6.	**Teachers participate in time allocation by**					
6.1.	Scheduling time table					
6.2.	Allocating the amount of time devoted to any particular unit of curriculum					
6.3.	Setting work schedule for the department					
6.4.	Determining when rooms and facilities may be used					
7.	**Teachers participate in school Building by**					
7.1.	Determining how the school building is utilized					
7.2.	Deciding on the expansion of school buildings					
7.3.	Deciding on maintenance of school buildings					
7.4.	Deciding on the construction of new buildings					

Part III. Areas of decision making in which teachers mostly participate

Direction: Below, there are seven areas of school decision making areas in which teachers are expected to participate. Please rank them according to the degree of teachers' participation in eac the category. The areas in which teachers participate most can get rank "1" and the area in which teaches participate least should receive rank "7" in the space provided.

No	Decision areas	Rank
1	Curriculum and instruction	
2	School budgeting and income generating	
3	School building	
4	School policy, rules and procedures	
5	Student affairs and discipline	
6	Teachers growth and development	
7	Time allocation	

Part IV. Factors Affecting teachers participation in decision making

Direction: The following factors are expected to hinder teacher's participation in school decision-making. Please, put "√" mark in the given column that best describes each statement.

Key: strongly disagree= 1; disagree= 2; undecided= 3; agree= 4; strongly agree= 5

No	Factors affecting teachers participation	1	2	3	4	5
1	Teachers low level of concern/willingness					
2	Lack of trust between teachers and the principal					
3	Lack of motivation by the principal					
4	Uninviting policies, rules, regulation and strategies					
5	Shortage of time					
6	Autocratic leadership style of principals					
7	Fear of taking risks by teachers themselves					
8	Lack of information and resources					
9	Principal's concern of his/her own power and authority not to be diminished					
10	Principal's fear for group think(or low quality decision from wider involvement)					

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

Part V. The extent to which school principals are able to facilitate the environment for more teachers to participate in school decision making

Direction: The following are the roles of school principals' to facilitate the environment for more teachers to participate in school decision making. Please, put "√" mark in the column that best describes your principals current experiences.

Key: very low= 1; low= 2; medium= 3; high= 4; very high= 5

No	Roles of principal's in decision making	1	2	3	4	5
1	Provision of freedom to express their opinion					
2	Sharing responsibility					
3	Provision of incentives					
4	Establishing and maintaining good interpersonal relationship					
5	Provision of information /communicating information/					
6	Accepting decisions made independently by teachers					
7	Allowing cooperative /collaborative rule-making					
8	Allowing teachers to have greater voice					
9	Providing support and establishing environment of trust					
10	Giving recognition to teachers idea					
11	Avoiding criticism when unusual ideas come forth from the group					
12	Explaining transparently what is expected from teachers					
13	Encourage team work and group activities					
14	Making available the material teachers need to do their best					
15	Allowing to elect department heads & unit leader					

Appendix-B

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaires to be filled by principals

The objective of this questionnaire is to collect information about the participation of teachers in decision making, particularly in secondary schools of West Shoaw zone. The aim is to use this information to underline the importance of teachers' participation in decision-making, to know to what extent the school principal facilitate precondition for teachers' involvement in decision making and to enhance secondary school performance for the improvement quality education.

Since, your responses determine the quality of research result, you are kindly requested to give genuine and complete responses to the questions rose.

Part I. Demographic Information

1. Name of the school _____
2. Sex: Male ☐ Female ☐
3, Age: a. 21-25 ☐ b. 26-30 ☐ c. 31-35 ☐
   d.36-40 ☐ e.41 and above ☐
3. Your Work experience in the current status/Principal/ _____
4. Qualification/Educational Back ground/
   Diploma ☐ First Degree ☐ MA/MSC ☐ Others ☐
5. Areas of specialization a. Major _____ b. Minor _____
6. Training related to management areas _____

Part II. Factors Affecting teachers participation in decision making

Direction: The following factors are expected to hinder teacher's participation in school decision-making. Please, put "√" mark in the given column that best fits each statement.

Key: strongly disagree= 1; disagree= 2; undecided= 3; agree= 4; strongly agree= 5

No	Factors affecting teachers participation	1	2	3	4	5
1	Teachers low level of concern/willingness					
2	Lack of trust between teachers and the principal					
3	Lack of motivation by principal					
4	Uninviting policies, rules, regulation and strategies					
5	Shortage of time					
6	Autocratic leadership style of principals					
7	Fear of taking risks by teachers themselves					
8	Lack of information and resources					
9	Principal's concern of his/her own power and authority not to be diminished					
10	Principal's fear for group think(or low quality decision from wider involvement)					

1. 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 to which school principals able to facilitate the environment for more teachers to participate in school decision making

Direction: The following are the roles of school principals to facilitate the environment for more teachers to participate in school decision making. Please, put "√" mark in the column that best describes as you a principal your current experiences.

Key: very low= 1; low= 2; medium= 3; high= 4; very high= 5

No	**Roles of principal's in decision making**	1	2	3	4	5
1	Provision of freedom to teachers to express their opinion					
2	Sharing responsibility to teachers					
3	Provision of incentives					
4	Establishing and maintaining good interpersonal relationship between teachers and principals					
5	Provision of information /communicating information/					
6	Accepting decision made independently by teachers					
7	Allowing cooperative /collaborative rule-making					
8	Allowing teachers to have greater voice					
9	Providing support and establishing environment of trust					
10	Giving recognition to teachers idea					
11	Avoiding criticism when unusual ideas come forth from the group					
12	Explaining transparently what is expected from teachers					
13	Encouraging team work and group activities					
14	Making available the material teachers need to do their best					
15	Allowing to elect department heads & unit leader					

Appendix -C

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview with school principals

Part IV: Interview Guidelines

1. To what extent do you allow teachers to participate in different decision-making activities in your school?
2. In your opinion, to what extent do you think teachers participate in school decision making currently?
3. According to your opinion, in what areas of decision making do teachers actively participate?
4. What factors do you think hindered their participation?
5. What kinds of incentives do you provide teachers to increase their participation?
6. What roles do you play as school principal, in order to make the environment conducive for teachers to more participate in decision-making

Appendix D

Table 12.principals Efforts in Facilitating Environment for Teacher's Participation

No	Statement		VL		L		M		H		VH	
1	Provision of freedom to express their opinion	Teacher	\13	9.6	46	33.8	39	28.7	18	13.2	20	14.7
		Principal	1	5.6	3	16.7	4	22.2	6	33.3	4	22.2
2	Sharing responsibility	Teacher	13	9.6	25	18.4	59	43.5	20	14.7	19	14.o
		Principal	1	5.6	7	38.9	5	27.8	5	27.8	5	27.8
3	Provision of incentives.	Teacher	15	47	47	34.6	37	27.2	29	21.3	2	1.5
		Principal	1	10	10	55.6	6	33.3	1	5.6	-	-
4	Establishing and maintaining good interpersonal relationship	Teacher	15	10	32	23.5	37	27.2	5	27.8	8	5.9
		Principal	-	6	5	27.8	6	33.3	19	14.0	-	-
5	Provision of information	Teacher	16	63	22	16.2	63	46.2	8	44.4	16	11.8
		Principal	2	1	-	-	6	33.3	31	22.8	2	11.1
6	Accepting decision made independently by teacher	Teacher	17	12.5	46	33.8	29	21.5	5	27.8	13	9.6
		Principal	1	5.6	3	16.7	9	50	20	14.7	-	-
7	Allowing cooperatives	Teacher	18	13.2	35	25.7	46	33.8	6	33.3	17	12.5
		Principal	-	-	3	16.7	8	44.4	8	5.9	1	5.6
8	Allowing teachers to have greater voice.	Teacher	24	17.6	42	30.9	42	30.9	4	22.2	20	14.7
		Principal	1	5.6	6	33.6	6	33.3	20	14.7	2	11.1
9	Providing support and establishing environment of trust	Teacher	26	19.1	44	32.4	34	25	4	22.2	16	11.8
		Principal	1	5.6	2	11.1	9	50	16	11.8	3	16.7
10	Giving recognition establishing and maintaining good interpersonal relationship to teachers idea	Teacher	19	14.5	46	33.8	39	39	20	14.7	16	11.8
		Principal	1	5.6	1	5.6	9	28.7	4	22.2	-	-
11	Avoiding criticism when un usual ideas come forth from the group	Teacher	23	16.9	42	30.9	36	26.5	19	14.0	16	11.8
		Principal	3	16.7	5	27.8	4	22.2	6	33.3	-	-
12	Explaining transparently what is expected from teachers	Teacher	18	13.2	37	27.2	43	31.6	22	16.2	16	11.8
		Principal	1	5.6	4	22.2	10	55.6	2	14.1	11.1	5.6
13	Encouraging team work and group activities	Teacher	13	9.6	44	32.4	40	20,4	20	14.7	19	14
		Principal	2	11.1	3	16.7	6	33.3	3	16.7	4	22.2
14	Making available the materials for the teachers needs to do their best	Teacher	21	15.4	44	32.4	37	27.2	15	11.0	19	14.0
		Principal	-	-	6	33.3	5	24.3	5	27.8	2	11.1
15	Allowing to elect department head and unit leader	Teacher	16	11.8	36	26.5	36	26.5	21	15.4	25	18.4
		Principal	-	-	5	27.8	7	38.9	2	11.1	4	22.2

Significant at 0.05

Key SD standards, m= mean, m <3.0=below average, m=3.0,average>3.0=above average

Appendix E

Table 13. Factor affecting teacher participation in decision making

No	Statement	Respondents		Very low		Low		mediun		high		Very high	
1	Teacher low level of concern /willingness	Teacher	F	55	40.4	24	17.6	36	26.5	15	13.2	6	4.4
		Principal	%	1	5.6	5	278.8	2	11.1	6	14.7	4	22.2
2	Lack of trust between teachers and principal	Teacher	F	21	15.4	34	25	22	16.2	49	33.3	10	7.4
		Principal	%	7	38.9	7	38.9	3	16.7	1	15.4	5	27.8
3	Lack of motivation by principal's	Teacher	F	16	11.8	32	23.5	26	19.13	35	21.3	10	7.4
		Principal	%	6	33.3	3	16.7	4	2	3	27.8	2	11.1
4	Un inviting policies, rules, regulation and strategies	Teacher	F	9	5.9	29	21.3	31	22.8	45	14.0	23	16.9
		Principal	%	5	27.8	7	38.9	1	5.6	2	44.4	3	16.7
5	Shortage of time	Teacher	F	15	11	38	27.9	43	5.6	22	22.8	18	13.2
		Principal	%	8	44.4	4	22.2	3	31.6	2	27.8	1	5.6
6	Autocratic leadership style of principal	Teacher	F	15	11	40	29.4	36	16.7	28	14.7	17	12.5
		Principal	%	1	5.6	10	55.6	1	26.5	1	33.3	5	27.8
7	Fear of taking risks by teacher them selves	Teacher	F	18	13.2	45	33.2	40	5.6	23	5.9	10	7.4
		Principal	%	-	-	6	33.3	5	29.4	4	22.2	3	16.7
8	Lack of information and resources	Teacher	F	18	13.2	42	30.9	25	27.8	33	14.7	18	13.2
		Principal	%	1	5.6	8	44.4	3	18.4	2	22.2	4	22.2
9	Principals concern of his/her own power and authority not to be diminished 20.6	Teacher	F	11	8.1	34	25	34	16.7	44	11.8	13	9.6
		Principal	%	2	11.1	9	50	2	25	4	22.2	1	5.6
10	Principals fear for group thinking	Teacher	F	28	20.6	44	32.4	29	11.1	25	14.0	25	18.4
		Principal	%	2	16.7	10	55.6	3	16.7	1	5.6	1	5.6

Significant at 0.05 levels

Key, SD=standard deviation, m=mean, m<2.99 least affecting=3.00 is moderate m>3.10=highly affect

DECLARATION

I declared that The Teachers participation in school decision making in some Secondary Schools of west Sheo Zone is my own work and that all the sources I have used have been indicated and acknowledged by means of bibliograpy. This thesis is the original and it has never been submitted before for any degree or examination purposes, either in parts or as a whole. It is being submitted in partial fulfillment of the requirements for the degree of Master of Arts in Educational Leadership at University of Addis Ababa College of Education and Behavioral Studies.

Name Bekele Duressa

Signature 06/06/2012

Date of submission

This thesis has been submitted for examination with my approval as university advisor

Name Teshome Tola

Signature

Date of approval 06/06/2012