



# Teachers' Involvement in Decision-making in Secondary Schools of West Hararghe Zone

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**Abstract:** *The main purpose of this study was to investigate teachers' involvement in decision-making in secondary schools of West Hararghe Zone. A descriptive survey design was employed. The study included a total of 197 respondents (117 teachers and 80 school leaders). The respondents (teachers) were selected through a stratified random sampling technique, while school leaders were selected through the availability sampling method. Besides, the data were collected through close-ended questionnaires from the secondary school leaders and teachers. The collected data were analyzed using stepwise multiple regression analysis. The study revealed that teachers' involvement in the secondary schools in decision-making was unsatisfactory. They were involved most in curriculum instruction and student disciplinary problems, and least in the schools' budget, financial and income-generating. School leaders, parents, teachers, and student association practices in encouraging teachers' involvement in school decision-making were found to be ineffective. A lack of participatory and democratic school leadership, lack of trust between teachers and principals, lack of training and support, and absence of financial incentives were some of the factors found to have impeded teachers' involvement in decision-making in the school. It was concluded that teachers' role in the school decision-making was not defined in this study. Thus, this affected the overall activities of schools in general and the teaching-learning process in particular. Giving clear information on the issues related to school planning, income generation, and school budget to develop a sense of transparency between teachers and school leaders were the major recommendations forwarded to improve, promote and sustain teachers' involvement in school decision-making.*

**Keywords:** *teachers' involvement, decision-making, school leaders, secondary schools*

## 1. INTRODUCTION

Teachers' involvement in school decision-making is mandatory for attaining schools' organizational objectives in democratic ways (Wadesago, 2011). This means that all stakeholders, including teachers, must be allowed to play their defined and legitimate roles (Mokoena, 2011). Therefore, teachers are vital human resources in schools, and they must be part of the decision-making process. The present real situation in secondary schools showed that some teachers had greater involvement while others did not want to involve in decision-making. It is the responsibility of the educational administrators to identify the capabilities and interests of individuals and assign responsibilities to each staff member according to the desired level of involvement (Drah, 2011).

Accordingly, the educational management of the school must be set to a democratic leadership by members consisting of the community, teachers, and students. The implementation strategy of the policy created a mechanism by which teachers are involved in the preparation, implementation, evaluation, and decision-making related to the curriculum (MoE, 2010).

The researchers of this study observed that teachers were working with a minimum effort to cope with participatory decision-making at the school level. Hence, to convince this idea, this study tries to examine the extent of teachers' involvement in the decision-making process and areas of decision-making teachers often take part in. It also investigated the extent to which school leaders facilitate conditions for more teachers' involvement in decision-making in secondary schools of the West Haraghe Zone.

Teachers as stakeholders in education are entitled to be involved in decision-making at the school level. This is not always the case, as some school teachers are not part of the decision-making body. At the school level, many decisions are made in different areas of school activities like school planning, policy formulation, co-curricular programs, staff meetings, and school budget preparation. Schools today face intense pressure from rapidly changing external environments and the needs of an ever-evolving global economy. These pressures are creating new demands on schools to produce effective students with skills to compete (Moran, 2009). To cope with these objectives, improving the quality of school effectiveness through the mobilization of teachers and providing them with opportunities to be involved in school decision-making is essential.

Whether in the past or present educational system of Ethiopia, teachers are considered as central figures or key persons. It is, therefore, expected that teachers should always be motivated since the quality of education in any society cannot rise without the quality of its teachers. Moreover, the realization of organizational goals within the school system also depends on inculcating the right attitudes and behavioral patterns in the students who are potential leaders of tomorrow. The study by Workneh (2012) examined the extent to which the involvement of different stakeholders in school impact critical decision-making at the school level. There were related studies to the current research conducted by Desalegn (2014) and Hussen (2015) in secondary schools of Jimma Town and Arsi Zone, respectively. These studies were conducted to explore the status of teachers' involvement in different decision-making areas such as planning, curriculum and instruction, school policies, rules and regulations, school budget and income generation, school building and students' affairs, and school discipline to reflect teachers' involvement in decision-making in their zones' secondary schools. Though the studies conducted by Workneh, Desalegn, and Hussen served as a base for the current study, the researchers of this study have not come across a study conducted on teachers' involvement in school decision-making in secondary schools of West Haraghe Zone.

Moreover, the researchers of this study in their experiences, observed that school leaders in encouraging teachers' involvement in school decision-making were ineffective. In addition, they also observed the absence of teachers' involvement in decision-making and democratic school leadership and the lack of trust between teachers and school leaders in secondary schools of West Hararghe Zone. On top of that, the ineffectiveness of the teachers' involvement in decision-making in schools affects all the concerned bodies who are involved in the decision socially, politically, emotionally, and economically. That is why the researchers were inspired to look at the problem more closely and initiated to conduct this study.

### 1.1. Basic Research Questions

2. To what extent were teachers involved in decision-making in the secondary schools of West Hararghe Zone?
3. In what areas of school decision-making did teachers often take part in the secondary schools of West Hararghe Zone?
4. What were the factors that affect teachers' involvement in school decision-making in the secondary schools of West Hararghe Zone?

### 1.2. Objectives of the Study

The specific objectives of the study were to:

1. examine the extent to which schools involve teachers in decision-making process in secondary schools of West Hararghe Zone.
2. identify areas in which teachers are mostly involved in secondary schools of West Hararghe Zone.
3. identify factors affecting teachers' involvement in the decision-making process in secondary schools of West Hararghe Zone.

### 1.3. Significance of the Study

The study may increase awareness for PTSA, school principals, teachers, students, and education bureau officers in West Hararghe Zone Secondary Schools about the importance of teachers' involvement in decision-making so that schools can utilize teachers' potential and experiences to acquire better problem-solving skills. It may serve as reference points for principals/vice-principals of secondary schools on management skills that would improve teachers' involvement in decision-making and improve the relationship between teachers and school leaders for the school's quality, effective and efficient decision-making process. The study would also suggest to teachers how to involve and be part of decision-making processes in the schools. Finally, this study may give some clues for further studies as well.

## 2. REVIEW OF RELATED LITERATURE

### 2.1. Concepts of Decision-making

Different authors define decision-making in various ways considering the nature of the working environment. Here, the nature of the working environment refers to a working environment conducive to its employees. But the focus of this study is directly related to the meaning of decision-making and teachers' involvement in the decision-making process at the secondary schools' level. Decision-making is selecting a logical choice among the available options. When trying to make a good decision, a person must weigh the positives and negatives of each option and consider all the alternatives. For effective decision-making, a person must be able to forecast the outcome of each option, and based on all these items, determine which option is the best for that particular situation (James, 1990).

Besides, Coleman (2005) defines decision-making as the process of specifying the nature of a particular problem and selecting among available alternatives to solve the problem. This definition of decision-making indicates that a problem precedes any decision and that there must be several alternative courses of action from which an optimum approach will be selected. Similarly, Law and Glover (2003) have stated as decision-making may be viewed as the process by which individuals or groups choose a course of action from alternatives to produce the desired result.

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

### 2.2. The Rationale for Involving Teachers in Decision-making

Teachers' involvement in decision-making has been advanced for a variety of reasons. Most often, involvement is thought to enhance communication among teachers and administrators and improve the quality of educational decision-making. It is also believed that involvement may contribute to the quality of teachers' work-life (Algoush, 2010). Furthermore, because teachers have an opportunity to be involved in and exert influence on decision-making processes, their involvement is believed to increase willingness to implement them in class; hence promoting educational productivity (Somech, 2010).

Involvement of teachers in decision-making has been identified as an important contributor to successful educational management. It is not only facilitating the implementation of decisions but also leads teacher to feel respected and empowered. Moreover, such involvement builds trust, helps teachers acquire new skills, increases school effectiveness, and strengthens staff morale, commitment, and teamwork (Lashway, 1996,

cited in Gardian & Rathore, 2010). The involvement of teachers in decision-making was perceived as forgoing links between administrators and teachers (Sergiovani, 1992).

The important decision-making in educational organizations has been recognized as a key function required by administrators. In a school where a clear commitment to students' learning is apparent, made teacher participatory decision-making is crucial to the overall effective operation of the school (Pashiardis, 1994). Mangunda (2003) also state that "participative management ensures that members in an organization take ownership of the decision, and are willing to defend decision taken through collaborative means." This means that participative management results in a great sense of commitment and ownership of decisions.

In general, where teachers are adequately involved in the decision-making process, there would be commitment and adequate support from the school leaders, and realization of school goals will be easy, and opposition within the school will be minimized.

### **2.3. The Extent of Teachers' Involvement in Decision-making**

Bamard (in Chanman-Tak et al., 1997) suggests that "... under certain situations, there is a zone of indifference in each teacher within which orders are accepted without serious question of the authority." In other words, involvement in decision-making may not be important if the issue appears irrelevant to teachers. Teachers may accept the outcomes or orders from the decision without resistance or objection.

The research findings (e.g., Owens, 1998; Hoy & Miskel, 1987) have described areas of decision-making under which teachers take a great personal interest. Owens (1998), for example, has also pointed out that, "when dealing with problems that fall within staffs' zone sensitivity, a high degree of involvement in a group process of decision-making would be effective." On the other hand, involvement will be less effective if issues or problems are located in the teacher's zone of indifference (Hoy & Miskel, 1987). Bridges (cited in Gorton, 1987) has pointed out that individuals or groups usually intend to be involved in decision-making wherever they feel that the degree of teachers' involvement is directly related to how well certain pre-requisite conditions are met. Some of this involvement pre-requisite occurs in the participants while others exist in the environment. As studies suggest, in many cases, the extent to which certain pre-requisites can influence teacher's involvement.

### **2.4. Factors Affecting the Involvement of Teachers in Decision-making**

**Leadership Related Factors:** To encourage teachers to the decision-making process, the success or failure in managing the school is highly dependent upon the efforts of the principal because it is believed that he/she is well equipped to exercise the right authorities and principles of leadership within the school environment. Hence, leadership is one factor that may either encourage or discourage teachers' involvement in school decision-making affairs (Northouse, 2010).

**Factors Related to Teachers:** There are two barriers to teachers' decision-making involvement at the school level. The first one is teachers' capacity for their involvement. In the organizational theory of high-participative management, teachers need to be empowered by four basic elements: power, knowledge, information, and reward (Jonse & George, 2009). A teacher needed to have all of the four critical elements to participate in decision-making concerning school management. Second, as empowered with the authority of decision-making, teachers had to change their beliefs and attitudes toward their roles outside the classroom and learn how to think in new ways regarding what was possible (Kirby & Peggy, 2001). Sometimes, it is not easy for teachers to adapt to the new or strange circumstances with which they are not familiar. Some may feel that they did not prepare well to accept the new roles to join the groups of making decisions. Others might complain that schools would increase their workload by means of their involvement in decision-making instead of incorporating it into their work (Howes, 2000).

Indeed, there were still other limitations to teachers' decision-making, such as the school political pressure, lack of time, vagueness of shared decision-making models, and discord between teachers and administrators (Howes, 2000). Nevertheless, the two barriers mentioned above represented the very readiness of teachers as the authority of decision-making was transferred to them. With the capacity to deal with decisions, teachers had to be informed enough using the offer of professional knowledge and information. As for the self-efficacy regarding decision making, it was essential for teachers to have confidence in performing the new roles well.

### 3. RESEARCH METHODOLOGY

A descriptive survey research design was employed to carry out the study. This is because this design would help find or gather relevant data in detail and make a detailed analysis. In this regard, Cohen (1994) stated that descriptive survey research design helps gather data at a particular point in time to describe the nature of existing conditions or identify standards against which existing conditions can be compared or determine the relationship between specific events. The study used a quantitative approach to carry out the research. The data sources for this study were school leaders (principals, vice-principals, department heads, unit leaders, PTSA) and teachers of the sampled schools. For this study, six districts, namely: Mieso, Chiro, Hirna, Gelemso, Bordode, and Badessa town administrative in West Hararghe Zone, were selected through a simple random sampling technique. This sampling technique was used since the districts have more or less homogenous infrastructures. From each district, secondary schools were selected by a simple random sampling technique. In the selected secondary schools, there were 165 teachers, six principals, six vice-principals, six supervisors, and six PTSA chairpersons. Out of 165 teachers, 117 (71%) teachers were selected by stratified random sampling technique to have equal chances of being selected. A stratified random sampling technique was employed because: firstly, different subdivisions in the targeted population are important to consider. Secondly, there were also variations in population sizes of different strata in this case (sex, department) of the population which were not equal in size. To determine sample size, Yemane (cited in Gemechu & Teklemariam,

2016), finite and large population sample size formula with 95% confidence level is employed. The formula used to obtain this sample size is presented below.

$$n_i = \frac{N_i}{1 + N(e^2)}$$

Where:

n= Number of samples taken

N= Population size

e = sampling error /level of precision.

School leaders (six principals, six vice-principals, 30 department heads, and 26 unit leaders) and six school supervisors, and six PTSA chairpersons) were selected using the availability sampling technique.

Close-ended item questionnaires were used to collect data from the respondents. The questionnaires had four parts. The first and the second parts contained questions meant to elicit the extent and areas of teachers' involvement in the school decision-making, respectively. In order to get relevant information for the purpose of this study, those decision statements prepared by Malike, Joseph (cited in Assefa, 1995) were adopted and modified to suit this research.

The final part of the questionnaire contained questions focused on factors affecting teachers' involvement in decision-making. Factors (constraints) that hamper the involvement of teachers in decision-making in the schools were extracted from Anderson (2002) with some modifications. Questionnaires were designed for both school leaders and teacher respondents. A pilot study was conducted in one preparatory school (Cheleleka), which was not included in the study by the researcher. Forty respondents were selected to participate in the pilot study. Accordingly, the researchers were able to decide the characteristics of the questionnaire that needed to be adjusted or remained or to be changed in some technical words or phrases that seemed to be technical for these respondents. After collecting the questionnaire, the data were organized and analyzed using IBM SPSS-Version 26 for the identification of Cronbach's alpha reliability test. Thus, the calculated Cronbach's alpha coefficient for this study was calculated as 0.89, 0.81, and 0.87 for the first, second, and third sections of the questionnaire, which were found to be reliable, respectively. As suggested by Cronbach cited by Tech-Hong and Waheed (2011), the reliability coefficients between 0.70-0.90 are generally found to be internally consistent/considered acceptable. Therefore, it was safe to use them with a little modification.

To analyze the data that were collected from the respondents, responses to the questionnaires were systematically coded, tabulated, and organized for analysis using the quantitative method through IBM SPSS-Version 26. After that, the data were analyzed using regression to know how much the independent variables explain the dependent variable.

## 4. RESULTS AND DISCUSSIONS

### 4.1. Extent of Teachers' Involvement in School Decision-making

**Table 1: Regression Analysis on the Extent of Teachers' Involvement in School Activities Planning**

Model	Coefficients <sup>a</sup>						Sig.
	R	R <sup>2</sup>	USC		SC	t	
			B	SE	Beta		
1 (Constant)			0.742	0.061		12.184	0.000
My involvement in determining the mechanism of supervising the setting plan	0.685	0.469	0.298	0.026	0.66	11.629	0.000
My level of contribution in the preparation of school plans.			0.18	0.04	0.39	4.33	0.000
My involvement setting the mission, vision and values of the school			0.14	0.04	0.33	3.59	0.000

a. Dependent Variable: Decision-making (n<sub>i</sub> = 181, P < 0.05)

As Table 1 reveals, in the preparation of a school plan, inserting the mission, vision, and value of the school, and in determining the mechanism of supervising the setting plan affect teachers' involvement in decision-making measured by regression correlation coefficient (0.742) was contributing 46.9% to deteriorating the teachers' involvement in decision-making as measured by the stepwise regression analysis coefficient (R<sup>2</sup>) \*100. It means that 46.9% of the variation on the dependent variable is accounted for the variation in the independent variable. In contrast, the unexplained variables (1-R<sup>2</sup>) \*100 contributed 53.1% to deteriorating teachers' involvement in decision-making. This means the rest of the variation, 53.1% is unexplained. The t-value is significant for the three variables: teachers' involvement in contributing to the preparation of school plans, setting the mission, vision, and values of the school, and teachers' involvement in determining the mechanism of supervising the set plan. The accompanying computer printout shows a regression equation that predicts the extent to which teachers' involvement in contribution to the preparation of school plans (x<sub>1</sub>), teachers' involvement in setting the mission, vision and values of the school (x<sub>2</sub>) and teachers' involvement in determining the mechanism of supervising the setting plan (x<sub>3</sub>) affect teachers' involvement in decision making were expressed by three statically significant independent variables were  $y = 0.742 + 0.298x_1 + 0.18x_2 + 0.14x_3$  where 0.742 is constant. The positive slopes of the three variables respectively were (0.298, 0.18, and 0.14), which used to indicate that a unit increase of the independent variables would tend to increase the level of teachers' involvement in decision-making.

The above quantitative data interpreted implies that school principals should be active enough to empower teachers to determine the mechanism of supervising the implementation of the school plan. Supporting this finding, MoE (2005) revised the preparation of the need for the involvement of all stakeholders in the school plan (strategic and annual plan), but most of the time school plan is prepared by school principals. Therefore, the school's mission and vision are not visible to all stakeholders.



**Table 2: Regression Analysis on the Extent of School Budget and Income Generation**

Model	Coefficients <sup>a</sup>						
	R	R <sup>2</sup>	USC		SC	t	Sig.
			B	SE	Beta		
1 (Constant)			0.711	0.071		9.987	0.000
Level of engagement in school's financial planning	0.629	0.396	0.22	0.03	0.50	7.18	0.000
Involvement in determining allocation of resources, and means of income.			0.10	0.04	0.19	2.78	0.006
My level knowledge on monthly budget flow with its expenditure			0.1	0.05	0.29	2.94	0.004

a. Dependent Variable: Decision-making (n<sub>i</sub> = 181, P < 0.05)

As Table 2 reveals, the regression analysis on the extent to which teachers' level of knowledge on monthly budget flow with its expenditure, teachers' involvement in determining allocation of resource and means of income and teachers' level of involvement in school financial planning affect teachers' involvement in decision-making measured by regression correlation coefficient (0.711) was contributing 39.6% to deteriorating the teachers' involvement in decision-making as measured by the stepwise regression analysis coefficient ( $R^2$ )\*100. This result means that 39.6% of the variation on the dependent variable is accounted for the variation in the independent variable. In contrast, the rest unexplained variables ( $1-R^2$ ) \*100 contributed 60.4% to deteriorating teachers' involvement in decision-making. The t-value is significant for the first two variables: teachers' level of knowledge on monthly budget flow and its expenditure, teachers' involvement in determining the allocation of resources, and means of income. The accompanying computer printout shows a regression equation that predicts the extent to which teachers' level of knowledge on monthly budget flow with its expenditure ( $x_1$ ), teachers' involvement in determining allocation of resource and means of income ( $x_2$ ) affect teachers' involvement in decision-making were expressed by two statically significant independent variables were  $y = 0.711 + 0.22x_1 + 0.10x_2 + 0.1x_3$  where 0.711 is constant. The positive slopes of the three variables respectively were (0.22, 0.10 and 0.1) which used to indicate that as per a unit increase of the independent variables would tends to increase in the level of teachers' involvement in decision-making.

Contrary to this idea, MoE (2005) stated that the policy directives clearly indicated that community including teachers' contributions and involvement in schooling were important means of financing education.

From the above discussion, it is also clear that teachers' involvement in determining school expenditure priorities is low. In the researchers' point of view, this can be because of lack of awareness or may be as a result of lack of openness of school principals and PTSA. Contrary to this, Endale (2012), Bisschoff (1997) argued that good experience will ensure that each staff members who is involved in school finances would be informed about authorization for various expenditure, should have knowledge about the finance procedure for expending money, and know to whom the result of expenditure should be reported.

**Table 3: Regression Analysis on Extent of Teachers' Involvement in Students' Affair and Disciplinary Problem**

Model	Coefficients <sup>a</sup>						
	R	R <sup>2</sup>	USC		SC	t	Sig.
			B	SE	Beta		
1 (Constant)			0.666	0.104		6.393	.000
My involvement on taking measures on students with misconduct	0.807	0.651	0.36	0.020	0.81	18.11	.000
a. Dependent Variable: Decision-making		(n <sub>i</sub> = 181, P <0.05)					

As Table 3 reveals, regression correlation coefficient (0.666) was contributing 65.1% to deteriorating the teachers' involvement in decision-making as measured by the stepwise Regression Analysis Coefficient (R<sup>2</sup>) \*100. These result means that 65.1% of the variation on the dependent variable is accounted for the variation in the independent variable whereas the rest unexplained variables (1-R<sup>2</sup>) \*100 were contributing 34.9% to deteriorating teachers' involvement in decision-making. This means the rest of variation 34.9% is unexplained. The t-value is significant for the one variable namely teachers' involvement in contribution on taking measures on students with misconduct. The accompanying computer printout shows teachers' involvement in taking measures on students with misconduct (x<sub>1</sub>), affect teachers' involvement in decision-making were expressed by one statically significant independent variable and three statically not significant variables were y= 0.666+0.36x<sub>1</sub> where 0.666 is constant. The positive slope of the variable (0.36) which was used to indicate that as per a unit increase of the explained independent variable would tends to increases in the level of teachers' involvement in decision-making, while the others variables were unexplained.

Supporting this, (Supaporn, 2000, cited in Alemayehu, 2012) stated that teachers should play a major role in decreasing inappropriate behaviors through the employment of effective instructional activities.

**Table 4: Regression Analysis on the Extent of Teachers Involvement in Curriculum and Instruction**

Model	Coefficients <sup>a</sup>						
	R	R <sup>2</sup>	USC		SC	t	Sig.
			B	SE	Beta		
1 (Constant)			0.858	.074		11.664	.000
My involvement in providing training to develop teaching methodologies	.503 <sup>a</sup>	.253	0.231	.030	.503	7.780	.000
a. Dependent Variable: Decision-making		(n <sub>i</sub> = 181, P <0.05)					

As Table 4 reveals, the regression analysis on the extent to which teachers' involvement in providing training to develop teaching methodologies, teachers' involvement in setting the learning objectives and teachers extent of deciding on the content and form of lesson plan affect teachers' involvement in decision-making measured by regression correlation coefficient (0.858) was contributing 25.3% to deteriorating the teachers' involvement in decision making as measured by the stepwise regression analysis coefficient (R<sup>2</sup>)\*100. These result means that 25.3% of the variation on the dependent variable is accounted for the variation in the independent variable, whereas the rest unexplained variables (1-R<sup>2</sup>) \*100 were contributing 74.7% to deteriorating teachers' involvement in decision making. This means the rest of variation 74.7% is unexplained. The t-value is significant for the variables namely teachers' involvement in providing training to develop teaching

methodologies, but t-value is not significant for the teachers' involvement in setting the learning objectives and teachers extent of deciding on the content and form of lesson plan. The accompanying computer printout shows a regression equation that predicts the extent to which teachers' involvement in providing training to develop teaching methodologies( $x_1$ ), affect teachers' involvement in decision making were expressed by statically significant independent variables were  $y=0.858+0.23x_1$  where 0.858 is constant. The positive slope of the variable (0.23) which was used to indicate that as per a unit increase of the independent variables would tends to increase in the level of teachers' involvement in decision-making.

#### 4.2. Areas of Teachers' Involvement in School Decision-making

**Table 5: Regression Analysis on the Level of Teachers' Involvement in the Areas of School Improvement Programs**

Model	Coefficients <sup>a</sup>					
	R	R <sup>2</sup>	USC		t	Sig.
			B	SE	Beta	
1 (Constant)	0.677	0.458	0.694	0.062		11.245 0.000
Involvement to aware community to involve in school improvement			0.209	0.04	0.46	5.387 0.000
Involvement in creating favorable secure, safe and supportive educational environment			0.113	0.03	0.26	3.021 0.003

a. Dependent Variable: Decision-making (n<sub>i</sub> = 181, P <0.05)

As Table 5 reveals, the regression analysis on the extent to which teachers' involvement in creating favorable secure, safe and supportive educational environment, teachers' involvement in development of procedures for assessing student achievement, teachers accountability to academic performance of students and involvement to aware community to involve in school improvement affect teachers' involvement in decision-making measured by regression correlation coefficient (0.694) was contributing 45.8% to deteriorating the teachers' involvement in decision making as measured by the stepwise regression analysis coefficient ( $R^2$ )\*100. These result means that 45.8% of the variation on the dependent variable is accounted for the variation in the independent variable whereas the rest unexplained variables ( $1-R^2$ ) \*100 were contributing 54.2% to deteriorating teachers' involvement in decision-making. This means the rest of variation 54.2% is unexplained. The t-value is significant for the two variables namely teachers' involvement in creating favorable secure, safe and supportive educational environment and involvement to aware community to involve in school improvement. The accompanying computer printout shows a regression equation that predicts the extent to which teachers' involvement to aware community to involve in school improvement( $x_1$ ) and involvement in creating favorable secure, safe and supportive educational environment ( $x_2$ ), affect teachers' involvement in decision making were expressed by statically significant independent variables were  $y=0.694+0.209x_1+0.113x_2$  where 0.387 is constant. The positive slopes of the two variables respectively were (0.209, and 0.113) which used to indicate that as per a unit increase of the independent variables would tends to increase in the level of teachers' involvement in decision-making.

**Table 6: Regression Analysis on the Level of Teachers' Involvement in the Areas of School Activities Planning**

Model	Coefficients <sup>a</sup>						
	R	R <sup>2</sup>	USC		SC	t	Sig.
			B	SE	Beta		
1 (Constant)	0.488	0.238	0.956	0.085		11.184	.000
involvement in developing shared vision, Mission, goals, and objectives			0.170	0.04	0.36	4.281	.000
involvement in determining the mechanism supervising planned implementation			0.17	0.05	0.39	3.654	.000
involvement in school activities planning			0.14	0.04	-0.34	-3.28	.001

a. Dependent Variable: Decision-making (n<sub>i</sub> = 181, P <0.05)

As Table 6 reveals, the regression analysis on the areas of teachers' involvement in developing shared vision, mission, goals, and objectives, involvement in determining the mechanism supervising planned implementation, involvement in school activities planning affect teachers' involvement in decision-making measured by regression correlation coefficient (0.956) was contributing 23.8% to deteriorating the teachers' involvement in decision-making as measured by the stepwise regression analysis coefficient (R<sup>2</sup>)\*100. These result means that 23.8% of the variation on the dependent variable is accounted for the variation in the independent variable whereas the rest unexplained variables (1-R<sup>2</sup>) \*100 were contributing 76.2% to deteriorating teachers' involvement in decision-making. This means the rest of variation 76.2% is unexplained. The t-value is significant for the three variables namely teachers' involvement in developing shared vision, mission, goals, and objectives, involvement in determining the mechanism supervising planned implementation, involvement in school activities planning. The accompanying computer printout shows a regression equation that predicts the areas of teachers' involvement in developing shared vision, mission, goals, and objectives(x<sub>1</sub>), teachers' involvement in determining the mechanism supervising planned implementation(x<sub>2</sub>), and teachers' involvement in school activities planning (x<sub>3</sub>) affect teachers' involvement in decision making were expressed by statically significant independent variables were  $y = 0.956 + 0.170x_1 + 0.171x_2 + 0.14x_3$  where 0.956 is constant. The positive slopes of the three variables respectively were (0.170, 0.171 and 0.14) which used to indicate that as per a unit increase of the independent variables would tends to increase in the level of teachers' involvement in decision making in school activities.

An effective planning process is an essential feature of every successful organization. In the case of schools, planning is one of the basic school activities that teachers should involve and be concerned with during implementation. "Planning mean building a mental bridge from where you are to where you want to be when you have achieved the objective before you" (Aداire, 2010).

**Table 7: Regression Analysis on the Area of Curriculum and Instruction**

Model	Coefficients <sup>a</sup>						
	R	R <sup>2</sup>	USC		SC	t	Sig.
			B	SE	Beta		
1 (Constant)	0.783	0.613	0.484	0.059		8.260	.000
Involvement in evaluating how well department is operating			0.338	0.02	0.777	16.534	.000
Involvement in providing training to develop teaching methodologies			0.340	0.02	0.781	16.742	.000

a. Dependent Variable: Decision-making (n<sub>i</sub> = 181, P <0.05)

As Table 17 reveals, the regression analysis on the areas of teachers' involvement in developing shared vision, mission, goals, and objectives, involvement in determining the mechanism supervising planned implementation, involvement in school activities planning affect teachers' involvement in decision making measured by regression correlation coefficient (0.484) was contributing 61.3% to deteriorating the teachers' involvement in decision making as measured by the stepwise regression analysis coefficient ( $R^2$ )\*100. These result means that 61.3% of the variation on the dependent variable is accounted for the variation in the independent variable whereas the rest unexplained variables ( $1-R^2$ ) \*100 were contributing 36.7% to deteriorating teachers' involvement in decision making. This means the rest of variation 36.7% is unexplained. The t-value is significant for the three variables namely teachers' involvement in evaluating how well department is operating, involvement in providing training to develop teaching methodologies, involvement in effectiveness of procedures for assessing student achievement. The accompanying computer printout shows a regression equation that predicts the areas of teachers' involvement in evaluating how well department is operating( $x_1$ ), teachers' involvement in providing training to develop teaching methodologies( $x_2$ ), and teachers' involvement in effectiveness of procedures for assessing student achievement( $x_3$ ) affect teachers' involvement in decision making were expressed by statically significant independent variables were  $y = 0.484 + 0.34x_1 + 0.331x_2$  where 0.484 is constant. The positive slopes of the two variables respectively were (0.34, and 0.33) which used to indicate that as per a unit increase of the independent variables would tends to increase in the level of teachers' involvement in decision making in school activities.

Similarly, Aggarwal (2004) points out that, "... individual and cooperative efforts by teachers to decide when, how and what to teach, to revise courses, select content, plan units and produce teaching aids has become a common practice

**Table 8: Regression Analysis on the Areas of Students' Affairs and Disciplinary Problem**

Model	Coefficients <sup>a</sup>						
	R	R <sup>2</sup>	USC	SC	t	Sig.	
			B	SE	Beta		
1 (Constant)	0.755	0.570	.564	.058		9.764	0.000
Involvement in making rules and regulations in the school			0.297	0.019	0.755	15.413	0.000
a. Dependent Variable: Decision-making							(n <sub>i</sub> = 181, P <0.05)

As Table 8 reveals, the regression analysis on the areas of teachers' involvement in making rules and regulations in the school, involvement on identifying students disciplinary problems to provide proper guidance, and involvement in solving students problem with their parents affect teachers' involvement in decision making measured by regression correlation coefficient (0.564) was contributing 57% to deteriorating the teachers' involvement in decision making as measured by the stepwise Regression Analysis Coefficient ( $R^2$ )\*100. These result means that 57% of the variation on the dependent variable is accounted for the variation in the independent variable whereas the rest unexplained variables ( $1-R^2$ ) \*100 were contributing 43% to deteriorating teachers' involvement in decision making. This means the rest of variation 43% is unexplained. The t-value is significant

for the only first variables namely teachers' involvement in making rules and regulations in the school. The accompanying computer printout shows a regression equation that predicts the areas of teachers' involvement in making rules and regulations in the school ( $x_1$ ), affect teachers' involvement in decision making were expressed by statically significant independent variables were  $y = 0.564 + 0.297x_1$  where 0.564 is constant. The positive slope of the variable (0.297) which used to indicate that as per a unit increase of the independent variable would tends to increase in the level of teachers' involvement in decision making in school activities.

Teachers can establish and maintain good student's behavior in the schools by incorporating and providing support through guidance and counseling services and involving students in co-curricular activities. In addition to this, they can devise strategy to establish good discipline by effective classroom management. In relation to this, (Michael, 2005, cited in Alemayehu, 2012) puts, "with good class room management, the curriculum flows smoothly with few problems, student enjoy the class, the teacher feels successful and rewarded". Therefore, one of the primary functions of teachers is developing and maintaining good discipline in the school.

### 4.3. Factors Affecting Teachers' Involvement in School Decision-making

**Table 9: Regression Analysis on the Factors Related to School Principals**

Model	Coefficients <sup>a</sup>					
	R	R <sup>2</sup>	USC		t	Sig.
			B	SE	Beta	
1 (Constant)	0.771	0.594	1.679	0.14		12.33 0.00
The leadership style in my school affects my involvement in school decision making			-0.26	0.03	-0.54	-10.42 0.00
School principals share knowledge, skill and attitude of their teachers			0.20	0.03	0.39	7.53 0.00
a. Dependent Variable: Decision-making (n <sub>i</sub> = 181, P < 0.05)						

As Table 9 reveals, the regression analysis on the factors related to school principal that affects teachers' involvement in school decision-making process measured by regression correlation coefficient (1.679) was contributing 59.4% to deteriorating the teachers' involvement in decision-making as measured by the stepwise regression analysis coefficient ( $R^2$ ) \*100. These result means that 59.4% of the variation on the dependent variable is accounted for the variation in the independent variable, whereas the rest unexplained variables ( $1 - R^2$ ) \*100 were contributing 40.6% to deteriorating teachers' involvement in decision-making. This means the rest of variation 40.6% is unexplained. The t-value is significant for the two variables namely the leadership style in school affects teachers' involvement in school decision-making, and school principals share knowledge, skill and attitude of their teachers. The accompanying computer printout shows a regression equation that predicts the leadership style in school affects teachers' involvement in school decision-making ( $x_1$ ), school principals share knowledge, skill and attitude of their teachers ( $x_2$ ), affect teachers' involvement in decision-making were expressed by statically significant independent variables were  $y = 1.679 - 0.26x_1 + 0.2x_2$ , where 1.679 is constant. The negative slope of the first variable and positive slope of the second variable respectively were (-0.26, and 0.2) which used to indicate that as per a unit decrease of the first independent variable would

tends to increase and as per a unit increase of the second variable would tends to increase in the level of teachers' involvement in decision-making in school activities.

The results of many research noted that school principals can highly influence their teachers if they focused on the following management strategies: staff development, communication about school norms, power sharing and manipulation of symbols to foster cooperative relationships with teachers (Blasé, 1993).

**Table 1: Regression Analysis on the Factors Related to Related to Delegation of Authority and Responsibility**

Model	Coefficients <sup>a</sup>						
	R	R <sup>2</sup>	USC		SC	t	Sig.
			B	SE	Beta		
<b>1</b> (Constant)	0.482	0.232	0.861	0.08		10.68	.000
There is organized delegation trend in this school			0.22	0.03	0.45	6.82	.000
In this school teachers are willing to perform energetically when they were represented with principals			0.04	0.02	0.14	2.04	.002
a. Dependent Variable: Decision Making		(n <sub>i</sub> = 181, P <0.05)					

As Table 10 reveals, the regression analysis on the factors related to delegation of authority and responsibility affect teachers' involvement in decision-making measured by regression correlation coefficient (0.861) was contributing 23.2% to deteriorating the teachers' involvement in decision-making as measured by the stepwise regression analysis coefficient (R<sup>2</sup>) \*100. These result means that 23.2% of the variation on the dependent variable is accounted for the variation in the independent variable, whereas the rest unexplained variables (1-R<sup>2</sup>) \*100 were contributing 76.8% to deteriorating teachers' involvement in decision-making. This means the rest of variation 36.7% is unexplained. The t-value is significant for the two variables namely there is organized delegation trend in the school and teachers are willing to perform energetically when they were represented with principals. The accompanying computer printout shows a regression equation that predicts the absence of organized delegation trend in the school (x<sub>1</sub>), and teachers are willing to perform energetically when they were represented with principals (x<sub>2</sub>), affect teachers' involvement in decision-making were expressed by statically significant independent variables were  $y = 0.861 + 0.22x_1 + 0.04x_2$  where 0.861 is constant. The positive slopes of the two independent variables respectively were (0.22, and 0.04) which used to indicate that as per a unit increase of the independent variables would tends to increase in the level of teachers' involvement in decision-making in school activities.

**Table 2: Regression Analysis on the Factors Related to Teachers' Motivation**

Model	Coefficients <sup>a</sup>						
	R	R <sup>2</sup>	USC		SC	t	Sig.
			B	SE	Beta		
<b>1</b> (Constant)	0.755	0.570	2.131	.126		16.968	.000
Lacks of incentives affect involvement in school decision making processes			-0.29	0.023	-0.586	-10.408	.000
Making decision is the responsibility of school principals and few selected teachers			0.12	0.03	0.249	4.429	.000
Lack of motivation in school affects involvement in school decision making			-0.33	0.03	-	-12.345	.000
a. Dependent Variable: Decision-making		(n <sub>i</sub> = 181, P <0.05)					

As Table 11 reveals, the regression analysis on the lack of incentives affects teachers' involvement in decision-making. Making decision is the responsibility of school principals and few selected teachers and lack of motivation in school affect teachers' involvement in decision-making measured by regression correlation coefficient (2.13) was contributing 57.0% to deteriorating the teachers' involvement in decision-making as measured by the stepwise regression analysis coefficient ( $R^2$ ) \*100. This result indicates that 57.0% of the variation on the dependent variable is accounted for the variation in the independent variable, whereas the rest unexplained variables ( $1-R^2$ ) \*100 were contributing 43.0% to deteriorating teachers' involvement in decision making. This means the rest of variation 43.0% is unexplained. The t-value is significant for the three variables namely lack of incentives affect teachers' involvement in decision-making. The accompanying computer printout shows a regression equation that predicts the lack of incentives affect teachers' involvement in decision-making ( $x_1$ ), making a decision is the responsibility of school principals and few selected teachers ( $x_2$ ), and lack of motivation in school ( $x_3$ ) affect teachers' involvement in decision making were expressed by statically significant independent variables were  $y = 2.13 - 0.29x_1 + 0.12x_2 - 0.33x_3$  where 2.13 is constant. The negative slopes of the two independent variables respectively were (-0.29, and -0.33) which used to indicate that as per a unit increase of the independent variables would tends to decrease in the level of teachers' involvement in decision-making in school activities.

## 5. CONCLUSIONS AND RECOMMENDATIONS

### 5.1. CONCLUSIONS

Based on the analysis of the data and the findings of the study, the following major conclusions were derived in relation to basic questions of the study:

The extent of teachers' involvement in school activities planning, school budgeting and income generation, student's affair and disciplinary problems, school curriculum and instruction was assessed in this study. From the analysis and interpretation of data, it was concluded that in relation to extent of teachers' involvement in these activities, teachers involved most in curriculum and instruction. On the extent to which teachers' involvement in preparation of school plan activities, school budget and income, students' affairs and disciplinary problems, curriculum and instruction and affect teachers' involvement in decision-making measured by regression correlation was contributing 46.9%, 39.6%, 65.1% and 25.3% to deteriorating the teachers' involvement in decision-making respectively. The rest of variables were unexplained variables. This needs more attention to scale up the extent of involvement of teachers to the needed requirements.

On the areas of school decision-making do teachers often take part, school improvement program, school plan activities, curriculum and instruction and students' affairs and disciplinary problems affect teachers' involvement in decision-making measured by regression correlation was contributing 45.8%, 23.8%, 61.3% and 57% to deteriorating the teachers' involvement in decision-making, respectively, and the rest of variables



were unexplained variables. This needs more attention to scale up the areas of involvement of teachers to the needed requirements.

Regarding factors affecting teachers' involvement in school decision-making, three hindrances were assessed. These are principals' related factor that encompasses motivation and communication, delegation of authority and responsibilities and teachers related factors were analyzed in this research. On the factors affecting teachers' involvement in school decision-making, principals' related factor, relation to delegation of authority and responsibility and factors related to motivation that affect teachers' involvement in decision-making measured by regression correlation was contributing 59.4%, 23.2%, and 57.0% were to deteriorating the teachers' involvement in decision-making, respectively. The rest of variables were unexplained variables. So, it was concluded that principals related factors such as autocratic style of leadership, lack of accepting comments and suggestions from teachers (deterred communication), lack of provision timely information, lack of sharing knowledge and skills and lack of evaluation of implementation of decisions made seen as impeding factors. In relation to delegation of authority and responsibility, it was concluded that lack of knowledge, skill and attitude to share responsibility, lack of teachers' willingness to perform energetically on what they were represented, poor delegation trend were the items identified as impeding factors. Factors related to teachers themselves as hindering factors were also discussed and analyzed. Regarding to this, issues like personal relation among teachers, lack of motivation, ideology of teachers that decision-making was not their responsibility, fear of risk taking, lacks of incentives, awareness issue in school decision-making, and lacks of personal commitment were treated as impeding factors.

## 5.2. RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations were made to enhance teachers' involvement in the school decision-making processes.

Teachers need to be actively involved in decision-making in their schools to encourage, motivate and utilize their wide range of experience and personal characteristics, and capability. Therefore, in order to promote and sustain the extent and areas of teachers' involvement in school decision-making to better use teachers' knowledge and skills and to improve decision-making, the following recommendations were forwarded to all concerning bodies (ministry of education, non-governmental education stakeholders, regional and zonal education offices, woreda (district) education offices), and the secondary schools themselves.

- ❖ Leaders of these organizations should encourage teachers by providing meaningful incentives to teachers with exemplary performance in their involvement of decision-making. They should also provide proper orientation on the rights, duties and responsibilities of individual teachers in each area of decision-making and involve them to bring change in the teaching-learning process and other related issues of school activities.
- ❖ It is also recommended that the school leaders encourage teachers and create a conducive environment to participate in decision-making in the school.

- ❖ Further, it is suggested that the school leaders need to communicate, involve and give clear information to teachers on the issues related to income generation and school budget, and school building to develop a sense of transparency between teachers and school leaders.
- ❖ School leaders should create positive relationships between teachers and themselves and be committed to making quality decisions in the school. The quality decision-making process is the backbone of school activities. Therefore, school leaders and other stakeholders should make a good decision that is accountable, transparent, and satisfy the needs of the school community in general and students and teachers in particular.
- ❖ In one way or another, teachers' involvement in school decision-making depends largely on school leaders' ability and interest to divide and delegate tasks to teachers and train and involve them in all areas of decisions that affect them. To carry out these tasks effectively and efficiently, the researchers recommended that school leaders need to be considered and equipped with the appropriate knowledge, skills, and attitude. Since the unilateral decision is not the order of the education sector, openness and trust should be maintained to strengthen the smooth relationship and channel of communication in the secondary schools.
- ❖ As shown in the findings of the study, the absence of a participative leadership style was mentioned as one of the constraints in involving teachers in school decision-making. To alleviate this problem, the researchers recommended that the school leaders consider treating all teachers equally regardless of their sex, experience, academic qualification, religion and ethnicity and practice various leadership styles depending on teachers' needs, experiences, maturity level, and the organizational objectives.
- ❖ The researchers also recommended that MoE, regional, zonal, and district education bureaus need to minimize the overall factors that affect teachers' involvement in school decision-making.
- ❖ Finally, this study identified the extent of teachers' involvement in different areas of school decision-making processes and the impeding factors of teachers' involvement in decision-making. Even though these issues have been identified in the selected secondary schools of West Haraghe Zone, it is still recommended that further studies need to be conducted in a wider geographical area/at the national level with a larger sample size.

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