

**THE RELATIONSHIP BETWEEN TEACHERS' PARTICIPATION IN  
DECISION MAKING AND JOB SATISFACTION IN SOME  
SELECTED GOVERNMENTAL SECONDARY SCHOOLS OF JIMMA  
ZONE**

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**JIMMA, ETHIOPIA**

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MAKING AND JOB SATISFACTION IN SOME SELECTED GOVERNMENTAL  
SECONDARY SCHOOLS OFJIMMA ZONE OROMIA REGIONAL STATE**

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## **Declaration**

I, the under signed, declared that the thesis in titled by the relationship between teachers' participation in decision-making and job satisfaction in some selected governmental secondary schools of Jimma zone is my original work and has not been presented for a degree in any other university, that all source of materials used for the thesis have been duly acknowledged.

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### **Board of examiners thesis approval sheet**

As members of the board of examiners of final MA thesis open defense, we certify that we have read and evaluated the thesis prepared by Phawulos Asirat entitled the relationship between teachers participation in decision making and job satisfaction in governmental secondary school of Jimma zone and recommended that the thesis be accepted in partial fulfillment of the requirements for the Degree of Master of Arts in school leadership.

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## **ABBREVIATION AND ACRONYMS**

M: mean

MOE: ministry of education

PTA: Parents and Teachers Association

SD: standard deviation

SPSS: Statistical Package for the Social Science

UNESCO United Nations Educational, Scientific and Cultural Organization

## ABSTRACT

*The main purpose of this study was to investigate the relationship between Teacher Participation in Decision Making and their Job Satisfaction in Governmental secondary Schools of Jimma Zone. To conduct the study, correlational design was employed. Both quantitative and qualitative method was employed to collect extensive data. A total of 160 respondents (120 teachers, 12 principals, 10 vice principals, 6 supervisors, and 12 PTA) were included into the study. Teachers respondent were selected by using Kothari (2004), of systematic sampling technique while 12 principals, 10 vice principal, 6 supervisor, 12 PTA were selected by purposive sampling technique due to their manageability of school and available knowledge concerning to their teachers. The data were collected through questionnaires, semi structured interview and document analysis. Data gathered through questionnaires were analyzed by using, mean, standard deviation, Pearson product correlation coefficient and average mean. Data obtained through interview and document review were analyzed qualitatively by describing the respondents' ideas. The study revealed that the extent of teachers participation in decision-making had average mean scores was medium, indicating that, the respondents participated in decision-making in their respective schools were not enough as it was required. Findings regarding job satisfaction indicated that the overall mean score for job satisfaction was also medium which indicating that the teachers were moderately satisfied with their job. Regarding their relationship, Pearson product correlation coefficient results revealed that, there were a significant and positive relationship between teachers' participation in decision making and their job satisfaction ( $N=120$ ,  $r=.530^{**}$ ,  $p<0.01$  level of significance). From the result, it was concluded that, one can understand that teachers' participation in decision-making has strong correlation with job satisfaction. Consequently, it was also some of the major recommendations forwarded in order to actively participating teachers' in decision-making in their schools to develop the sense of transparency in between teachers and school leaders, encourage, motivate and utilize their wide range of experience and personal characteristics, and capability.*

**Key words:** *Decision-making, teacher participation and Job satisfaction*

# **CHAPTER ONE**

## **INTRODUCTION**

This chapter presents background of the study, statement of the problem, objectives of study, Significance of the study, delimitation of the study, limitation of the study, definition of key terms and organization of the study.

### **1.1. Background of the Study**

Governments around the world are introducing a range of strategies aimed at improving the delivery of education services in case of the quality, efficiency, equity; decentralize educational decision making, internationalization and others. Education is a factor for competitiveness in our modern world. The current priorities in educational development is to raise the level of education and upgrade competencies among the population and the literate manpower, to improve the efficiency of the education system, to enhances the ability to make rational decision by improve the knowledge and develop skills of the learners.

Decision making is a process of making a choice from a number of alternatives to achieve a desired result (Eisenfuhr, 2011). Decision-making is regarded as the most important process among the management process (Gulkan, 2008). The strategy of decentralize educational decision making is to increasing the parental, community and teachers involvement in schools. Decentralizing decision-making authority to parents, communities and teachers fosters demand and ensures that schools provide the social and economic benefits that best reflect the priorities and values of those local communities (Chen, 2011). 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 of paramount importance (Wekesa, cited in Mualuko et al, 2009).

Thus, at an organizational level, managers and their subordinates are both involved in the process of information processing, decision making and problem solving. Among other groups, very important groups who need to be involved in decision-making in schools are teachers. “Teachers are the custodians of instruction, implementers of school policies and co-organizers for school activities” (Lunenburg & Ornstein, 2008).

Participation in decision making is referred to as shared, collaborative, or group decision making, focuses on decision processes that involve others. In education, participatory decision making is based on the idea that active involvement of teachers, parents, or

community members, students in school decisions will lead to improved school performance (Lunenburg & Ornstein, 2008). Participative decision-Making can be identified as an important contributor to successful educational management. It is not only facilitating implementation of decision but also leads teacher to feel respected and empowered. Moreover, such participation builds trust, helps teachers acquires new skills, increase school effectiveness and strengthens staff morale, commitment and team work (Gardian and Rathore, 2010).

Teachers' participation in decision making is an approach in management in which there is consultation with staffs and serious consideration of their opinions before making a decision. It can lead to increased acceptance of the decision of those affected easier co – ordination, greater varieties of alternatives and solutions considered; greater job satisfaction and work achievements as well as greater individual integration into the organization (Ajibade and Ajayi, 2008).

Thus, teachers' participation in decision making means the day to day activities or practices of teachers' inputs in a decision making process for sustainable development of the educational system that can creates more and better solutions for the schools. That means, teachers' participation in decision making can help to bring more knowledge and experience to the problem-solving situation which is beneficial to the schools.

Armstrong (2006) defines, job satisfaction as the attitudes and feelings people have about their work. Positive and favorable attitude toward their job indicates job satisfaction. Negative and unfavorable attitudes indicate dissatisfaction. George and Jones (2008), view job satisfaction as the collection of feelings, beliefs and attitudes about the job, especially about work and its kinds and about co-workers, supervisors, subordinates and pay. The teachers' overall career satisfaction in general, and satisfaction with their jobs in particular, are pivotal to maintaining quality teaching, and to retaining motivated and quality individuals in the teaching profession (Turner, 2007).

In a study by Chang, Kim and Tickle (2010) they find that the teachers' job satisfaction is the most significant predictor of their intent to remain in the profession. Weasmer and Woods (2004) also argue that teacher satisfaction reduces attrition, enhances collegiality between and among superiors, teachers, students and parents, improves job performance, and has an impact on student outcomes. Satisfied teachers are committed and motivated to do what is expected from them. According to Spector (1997), job satisfaction is a critical element in

management because it is linked to the performance and productivity of both individuals and groups within an organization. He observes that assessing employee attitudes such as job satisfaction has become a common activity in organizations in which management is concerned with the physical and psychological wellbeing of people that suggests there is great potential for improving job satisfaction and performance through the use of worker participation.

Teachers' job satisfaction has emotional, cognitive and behavioral components. It may consist of different levels of boredom, anxiety and excitement; beliefs and feelings; and demanding and challenging work-related actions, such as being tardy, staying late and avoiding work which have significant influence on, and important implications for their effectiveness and their delivery of quality education (Bernstein & Nash, 2008; Mullins and Lineham 2006). Thus, teachers' job satisfaction means the needs and feels of teachers' in their life in order to produce positive results in their work.

The concept of teachers' participation in decision-making and job satisfaction would have great role in both quality education and practice of education. This is because of its enormous effects on job outcomes such as increase in productivity, commitment to organizational goals, and decrease in employee absenteeism, tardiness and job turnover (Luthans, 2005; Moorhead & Grifcin, 2004).

Participation in decision-making itself can be a source of motivation to workers and can be used effectively to gain and sustain commitment of employees the result of which is increased job satisfaction (Gamage and Pang, 2003; Akomolafe, 2004). According to Johns on (2007), a motivated and satisfied teacher is the primary contributors to a positive academic environment, and therefore, this has a high premium, among others, for maintaining quality in the education system. A motivated teacher is more likely to motivate students to learn in the classroom, to warrant the implementation of educational reforms and progressive legislation, and will result in feelings of satisfaction and fulfillment (Conboy & De Jesus, 2001). Seco (2002) also states that for a number of years, teacher job satisfaction has accepted as extremely important for the implementation of educational reform, for the sustainment of the teacher in life-long learning, for the quality of the teaching-learning process, and for satisfaction with life in general.

This study, were try to examine the extent of teacher's participation in decision-making process, to analyze the current status of teachers' job satisfaction, and to investigate the

relationship, between teacher participation in decision making and their job satisfaction in secondary school of Jimma zone.

## **1.2. Statement of the Problem**

It was important to note that, maintain the provision of effective education at school requires a coordinated effort from all the bodies concerned. The “greater participation in school enhance communication among teachers and administrators and improve the quality of educational decision making, it also thought that participation may contribute to the quality of teachers “work life” (Algoush, 2010).

In the school setting, some school principals allow their teachers to participate in few decisions than they preferred which is referred to as deprivation level of participation in decision-making. Even when the principal allows them to give suggestions, he will end up not using them because he feels to know them all. Teachers are suppressed and there is little co-operation between principal and teachers in the school. Such situation causes negative effects on teachers’ level of job satisfaction, and makes their job performance to be drastically dwindling ( Wondesen, 2011).

Various empirical studies were carried out in the education sector related to job satisfaction of teachers. For example, Okoth (2003) study factors that determine the level of job satisfaction among teachers in top ranked private schools in Nairobi and find that students, leadership styles, pay and recognition influence the level of job satisfaction among teachers in top private schools in Nairobi. Odhiambo (2010) conducted a study on factors influencing job satisfaction among secondary school teachers in Rachuonyo South Sub-county and find out that pay, opportunities for promotion, nature of supervision, involvement in decision-making and recognition from management as key factors influencing teacher job satisfaction while Wamoto (2009) studied the effects of leadership behavior on job satisfaction among teachers in private primary schools in Kisumu City and find that leader behavior has a significant influence on job satisfaction of teachers. Teachers’ satisfaction, motivation, moral and self-esteem are affected positively by involvement in decision-making and implementation (Pang, 2003 and Akomolafe, 2004).

Similarly, in the context of Ethiopia, different researcher’s conducts on the schools’ decision making practice. For example, the participation of teacher in decision-making was likely motivated teacher to exert their mental and emotional involvement in group situation that might contribute to group goals and shared responsibilities (Legesse, 2008; Wondesen, 2011).

Desalegn (2014) studied the practices of Teachers' Involvement in Decision-Making. Further, they argue that allowing teachers and stakeholders to take part in decision-making yields salutary results. Salary and benefits emerged as the primary dissatisfying aspects of all the work factors (Gedefaws's 2012). Fenot (2005) also identified the inequality in salary between teachers and non-teachers with similar qualifications, economic, social, political personal, and school arenas as critical matters in teacher job dissatisfaction.

Thus, as stated above, involving teachers in decision making improves the quality of the decision and the effectiveness of educational organization goals. Since, most of the decision is made by the school principal without due consultation with the entire members of staff, the programs of education activities usually fail because, teachers feel that they have been neglected and considered insignificant. To cope with these objectives, it requires to improving the quality of school effectiveness through the mobilization of teachers and providing them opportunities to participate in school decision-making. But, as personal observation of the researcher reveals, that there is a **serious** problem in involving teachers in school decision-making and job satisfaction in the areas of the study. These, thus essence the researcher to carry out research which was guided by raising the following basic research questions:

1. To what extent do teachers' participate in decision-making in governmental secondary schools of Jimma Zone?
2. What is the current status of teachers' job satisfaction in governmental secondary schools of Jimma Zone?
3. Is there statistically significant relationship, between teacher's participation in decision-making and job satisfaction in governmental secondary schools of Jimma zone?
4. To what extent teachers' participation in decision-making enhance teachers' job satisfaction in governmental secondary schools of Jimma Zone?

### **1.3. Objective of the Study**

#### **1.3.1. General Objective**

The overall objective of this study was to investigate the relationship, between teachers' participation in decision making and their job satisfaction in governmental secondary schools of jimma zone.

#### **1.3.2. Specific Objectives**

1. To examine the extent of teachers' participate in decision-making in governmental secondary schools of Jimma zone.
2. To analyze the current status of teachers' job satisfaction in governmental secondary schools of Jimma Zone
3. To investigate the statistical relationship, between teacher participation in decision making and job satisfaction in secondary schools of Jimma Zone.

### **1.4. Significance of the Study**

The participation of teachers in decision-making and their job satisfaction is an essential to enhance the quality of educational reform at all levels of the school.

The findings of the study are expected to have the following benefits:

- It is hoped that, the study may contribute to the improvement of quality education by encouraging the teachers to appreciate the value of their participation by understanding their roles in decision making in school.
- Enhance interpersonal relationship between teachers and school administrator toward sharing their ideas and learn from each other's.
- The study will help to bridge the gap between teachers' and other stakeholders in education; by being acquainted with the various areas where teachers can be professionally served for the smooth running of the school affairs and the same can enhance teachers' level of satisfaction.
- Establish a collaborative relationship among teachers, treating and motivating all teachers equally and the school leaders /principals, vice principal, supervisor and PTA should communicate and give clear information by allowing teachers to sharing responsibility, on the issues related with school planning, school policies, rules and

regulation, disciplinary matters, conflict resolution, co-curriculum activities and others issues.

- It may encourage other researchers who have an interest in related problems that they can use this study as reference material for further studies.

### **1.5. Delimitation of the Study**

The study focused on the relationship between teacher participation in decision making particular emphases on identifying some areas of teachers' participation on the issues related with school planning, school policies, rules and regulation, disciplinary matters, conflict resolution, co-curriculum activities and their job satisfaction in terms of interpersonal relation, working condition, supervision, leadership styles, nature of the job, promotion opportunities and recognition. To make the study more manageable geographically, the study was delimited to six woredas and twelve secondary schools in selected governmental secondary schools of Jimma zone, Oromia Regional state, Ethiopia.

### **1.6. Limitations of the Study**

Some limitations were encountered the researcher during data collection of the study. These problems were low level of cooperation on the part of some teachers and leaders to fill in the questionnaires in accordance with the time and difficulty to access some school principals for interview during the time of appointment. Some of the respondents did not respond to the open ended questions. Time constraint would be other limitation of this study since the study would be conducted side by side with regular work. Lack of reference materials and getting local research were some of the limitations faced the researcher. The views and reflections of other educational stakeholders were not determined that the study only assessed the teacher's participation in decision making and their job satisfaction. Despite the above problems, the researcher has exerted utmost effort and was able to overcome this problem by holding prolonged dialogue, discussion with the respondents and reviewing relatively related literatures.

### **1.7. Definition of key terms**

**Decision-making:-** the process of deciding about something by a group of people which is relating to the determinant of the organizational objective and formulation of plans, strategies and policies fall in this category (Mualuko, 2009).

**Participation in decision making:** - is a participative process that uses the input of employees to increase their commitment to the organization success (Robbins and Timothy, 2007).

**Teachers' participation in decision making:** - is a participative process that uses the entire capacity of teachers and design to encourage increased commitment to organizations success (Robbins, 2003).

**Teachers' job satisfaction:** - the attitude and feelings of teachers to have about their work (Armstrong, 2006).

## **1.8. Organization of the Study**

This thesis was organized in five chapters. The first chapter deals with introductory elements including the background of the study, statement of the problem; objectives of the study; significance of the study; delimitation of the study; and organization of the study. The second chapter covers review of the related literature which discusses important topics related to the study. The third Chapter dealing with research methodology which consists of the research design and method, sources of data, sample and sampling techniques, instruments and procedures of data collection and method of data analysis. The fourth chapter is about data analysis and interpretation of the data, the last chapter provides the main point of the study which set under summery, conclusion and recommendation based on finding of research questions.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2. Introduction**

The chapter provides a comprehensive review of the related literature on different aspect of teachers' participation in decision-making and their job satisfaction. It comprises concepts, forms and benefits of teachers' participation in decision-making in school. The review also emphasizes the concepts and factors affecting job satisfaction of teachers, the conceptual frame work and summary of this chapter.

#### **2.1. Concepts of decision making**

A decision can be defined as a conscious choice action from among a well-defined set of often competing alternatives. Decision-making is a sequential process culminating in a single decision or series of decisions (choices) which stimulate moves or actions. The sequences of activities called decision-making result in the selection of course of action from alternative course intended bring about the future state affairs (Anderson, 2002). Governments around the world are introducing a range of strategies aimed at improving the delivery of education services. One such strategy is to decentralize education decision making by increasing parental, community and teachers involvement in schools.

Decentralizing decision-making authority to parents, communities and teachers fosters demand and ensures that schools provide the social and economic benefits that best reflect the priorities and values of those local communities (Chen, 2011).

Decisions are a composite of values, facts, and assumptions. Each or all of these may be subject to change from time. Decision-making, therefore, is not a onetime activity but rather a continuing enterprise (Okumbe, 1998). Every successful organization must make decision that enable the organization to achieve its goal and which meet the critical needs of members of the organization (Harris, 2012).

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

## **2.2. Types of Decision making**

Different researchers developed way of classifying different type of decision based on the nature and purpose they serve in to individual and group decision, personal and organizational decisions, programmed and non-programmed decision intermediary, appellate and creative decisions, rational and non-rational decisions (Ivancevich et al. 2005) and (Okumbe 1998) and also, operational and strategic decisions (Furnham, 2005). The present researcher also believes that almost all the ideas proposed by the authors are similar except in their scope, width and ways of expressing the different types of decision-making.

Individual decision making was decision making process in which individual selects the way to be followed reasoning about own needs, capabilities, experiences and others. Group decision-making is designed to sort a large number of ideas, process variables, concepts, and opinions into naturally related groups. This means its participative decision -making, collective judgment management or plural management (McEwan, 1997). Group decision is better than individuals once; this is because there is great deal of information available in a participative decision-making process. Supporting this idea, Chanda ( Legesse, 2008) stated that, group decision would become particularly appropriate to make higher quality decision than individuals because different ideas come together from different groups and select the best form the given alternative.

In case of nature of the problem decision making may also performed as programmed decision that is repetitive and routine activities and none-programmed decisions that is novel, unstructured, and new problem or consequential issues for which no cut-and dried method can be developed (Hebert Simo, 2001). The programmed decision are basically of routine type for which systematic procedures have been devised so that the problem may not be treated as a unique case each time it crops up. However in non-programmed decision is deserved for some specific treatment.

Operational decisions are these which a leader makes over and over again adhering to certain established rules, policies, and procedures. They are repetitive nature and related to general functioning. Authority for taking operational decisions is usually delegated to lower levels in the organization. Strategic decisions on the other hand are relatively more difficult. This decision is pertaining to the objective of the organization (Furnham, 2005).

Organizational decisions are those which an executive takes in his official capacity and which can be delegated to others. On the other hand, personal decisions are those which an executive takes in his individual capacity but not as a member of organization (George and Jones, 2008).

Then, decisions may be taken in different types, moreover; group decision helps to facilitate the identification of creative and innovative solution to the problems through participating staff members.

### **2.3. The teachers' Participation in Decision-Making**

Various writers define employees' participation in decision making differently. For example, According to Peretomode (2001) employee participation is defined as the act taking part of employees in the process of choosing among alternative ways of achieving objectives or providing a solution to problem. Beardwell and Claydon (2007) define workers participation as the distribution and exercise of power in all its manifestations between the owners and managers of organizations and those employed by them.

Employee participation is a participative process that uses the input of employees to increase their commitment to the organization success (Robbins and Timothy, 2007). It encompasses involving employees in the decision-making process, allowing them access to information and sharing power with the employees. According to Leat (2011), discretionary behavior which contributes to organizational success is most likely to happen if and when employees are genuinely involved and actively participate in the management process.

Armstrong (2006) defines participation in decision-making as the inclusion of employees in the decision-making process of the organization. Robbins and Judge (2007) define employee participation as a participative process that uses the input of employees to increase their commitment to the organization's success and where the subordinates share a significant degree of decision making power with their immediate superiors. Mullins (2007) postulate state that, employee participation is a form of employee empowerment- a condition where employees are allowed greater freedom, autonomy and self- control over their work, and responsibility for decision making. According to Newstrom (2007), worker participation refers to the mental and emotional involvement of people in group situations which encourages them to contribute to group goals and share in the responsibility of achieving them.

In education, participatory decision making is based on the idea that active involvement of teachers, parents, or community members, students in school decisions will lead to improved school performance (Lunenburg & Ornstein, 2008). The important decision-making in educational organizations has been recognized as a key function required by administrators. In school where a clear commitment in students learning is apparent, made teacher participatory decision making is crucial to the overall effective operation of the school (pashiardis, 1994).

Teachers' participation in decision making is an approach in management in which there is consultation with staffs and serious consideration of their opinions before making a decision. It can lead to increased acceptance of the decision of those affected easier co – ordination, greater varieties of alternatives and solutions considered; greater job satisfaction and work achievements as well as greater individual integration into the organization (Ajibade & Ajayi, 2008). Moreover, teachers' participation in decision making builds trust, helps teachers acquires new skills, increase school effectiveness and strengthens staff morale, commitment and team work (Gardian & Rathore, 2010). Teachers' participation in decision-making has the potential of creating an environment where teachers feel valued and able to contribute to school goal thus increasing not only their sense of efficacy but also their professional fulfillment (Harris, 2004).

Thus, teachers' participation in decision-making was the process of coming together to making decision which benefits everyone in the day-to-day activities of the school.

#### **2.4. Benefits of teachers' Participation in Decision-Making**

The objectives of an organization are effectively and efficiently achieved if employees have some say in decision-making (Torrington et al 2008). Teacher involvement in decision-making has been advanced for a variety of reason. If teachers have an opportunity to be involved in and to exert influence on decision –making processes, their participation is believed to increase willingness to implement them in class, hence to promote educational productivity (Somech, 2010). The belief is that teachers' will likely take decisions to ensure maximum satisfaction to customers. The chances of management reaching and implementing the right decisions are greatly enhanced if they listen to the views of others and allow their own ideas to be subjected to some degree of scrutiny and constructive criticism.

Participation in decision-making processes is found to increase employee creativity, productivity and job satisfaction (Nelson & Quick 2008; Luthans 2008). According to Nelson & Quick (2008), teachers' participation in decision making brings more knowledge and experience to the problem-solving situation. In properly managed systems, Mc Shane & von Glinon (2008) and Nelson & Quick (2008) posit that teachers' participation in decision making creates synergy that can generate more and better solutions for the schools. They argue that synergy can help bring more knowledge and experience to the problem-solving situation which is beneficial to the organization. White (Algoush, 2010) also found five major benefits of impact of increased decision making authority on teacher work life; (a) improve teacher moral, (b) better informed teachers, (c) improve teacher communication within and across school, (d) improve student motivation (e) and increased incentives that serve to attract and retain quality teachers. Participation of teachers in making decision enables higher quality products and services, less absenteeism, less turn over, better problem solving for the schools (Luthans, 2005).

## **2.5. Some areas of teachers' Participation in Decision-Making**

There are many areas in which teachers can be involved in decision making, schools can particularly encourage and open avenues for teacher to participate in activities outside the classroom. Various researchers (Wilson 1996, Prowler 2011, Kamat, 2008, Newcombe & McCormick 2001) have tried to identify different areas of decision-making for teachers to participate like: policy development, personnel procedures, curriculum and instruction, budget development, physical facilities, school discipline and other important concerns. They argue teachers can play a vital role in each of these areas if given the opportunity.

Ayegbusi Emmanuel Taiwo & Lucas Akin Ogunlade, (2015) identify teachers' decisional participation in school financial matter, conflict resolution, examination matters, staff welfare, disciplinary matters, school academic work and co – curricular activities that level of teachers' decisional participation was significantly related to teachers' job satisfaction.

For the purpose of the study, the researcher can identify some decisional areas for teachers to participate. The selection of these is made by taking the current school practices under the study into account. The areas identified are, School planning, Curriculum and instruction, School policies, rules and regulation, disciplinary matters, conflict resolution, co-curriculum activities, academic/exam, sanitary and health and others. Among all these areas, we discuss the most common ones which identified above.

### **2.5.1. School planning**

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” (Adaire, 2010). An effective planning process is an essential feature of every successful organization. Decision-making and problem solving are used in all management functions, although usually they considered a part of the planning phase. If planning truly “deciding in advance what to do, how to do it, when to do it, and who is to do it,” then decision-making is an essential part of planning (Amos & Bernard, 1981). So the best method of increasing the involvement of teachers in school decision-making is by involving teachers in the formulation of school’s plan. Besides the school principals should facilitate the conditions that teachers take part in the formulation of school plan.

Then, Teachers’ participation in planning can increase the creativity and information available for planning. It can also increase the understanding acceptance and, commitment of people. That is because no better method of achieving acceptance and understanding can be devised than the method of participation.

### **2.5.2 Curriculum and Instruction**

The educational tasks of schools, and the focus for decision-making by school-based governance structures, include curriculum development and instructional program development, according to Glickman (1993).

Without doubt, the most important person in the curriculum implementation process is the teachers. Teachers should exercise their professional autonomy on curriculum and instructional decision making by their knowledge, experiences and competencies which enhance the effectiveness of learning and teaching process during implementation. The way for school professional to interact with each other is to participate in management decision at building level that affect school curriculum and instruction (Ubben & Hughes, in Lammessa, 2010). And teacher’s involvement in this area can be multifaceted including creating the curriculum or using externally prepared materials; teachers always act as “curriculum makers”. Thus, teachers’ participation is important for successful and meaningful curriculum development and to align content of curriculum with students needs in the classroom which

enhance the effectiveness of learning and teaching process during implementation of different curriculums in the school.

### **2.5.3 School Policies, Rules and Regulation**

In school organization policies, rules and regulations are usually set by school members. Because they are the one who carried out the designed policy, rules and regulation. Therefore, the school principals should take in to account while they designed all these. Melaku (2011) states that rather, the school principal relies on a problem decision, of which there are three types; a procedure, rules or policies.

A procedure is a series of interrelated sequential steps that principal can use to respond to a structured problem. The only real difficulty is in identifying the problem. Once it's clear, so is the procedure. A rule is explicit statement that tells a school principal what he/she can or cannot do. Rules are frequently used because they are simple to follow and ensure consistency. A policy is a guide line for making a decision. In contrast to rule, a policy establishes general parameter for a decision-maker rather than specifically stating what should or should not be done. Policy typically contains ambiguous term that leaves interpretation up to the decision maker. Boon me (2001) had pointed out that school decision policy represent the joint agreement of all personnel concerned to carry out the necessary tasks on continuous bases. Nothing is personal; change in the position by no means affect the policy which belongs to the school policy formulation must also suit to their own contexts and lead to quality assurance. The teachers have been found to increase their cooperation and lend mutual support (Boon me, 2001). This implies in order to get an acceptance; teachers should take part while school policy, rule and regulation designed.

### **2.5.4 Co-curricular activity**

Co-curricular activities are the components of non-academic curriculum that helps to develop various facets of students (MadanRana, 2016). For the all-round development of students there is a need for emotional, physical, spiritual, and moral development that is complemented and supplemented by co-curricular activities. A co-curricular activity includes sports, art, debate and discussion, school decoration, recitation competition, and other activities that are organized after school hours. The intellectual aspects of personality are solely accomplished by the classroom, while aesthetic development, character building, spiritual growth, moral values, creativity, etc, are supported by co-curricular activities. It

helps to develop coordination, adjustment, speech fluency, extempore expressions among students both at the schools as well as in the community.

Then, teachers are the good planner and able to encouraging students to do different activities that could be carried out in school systematically throughout the year.

### **2.5.5 Conflict resolution**

Decisional participation of teachers in conflicts and disagreement resolution would help to create and protect peaceful environment. Teachers' participation in conflict resolution would help such teachers to know the problems of individuals and the possible solution to forestall its prevalence" (Kosa, 2008). It would however complement management effort in ensuring ideal learning environment for learning. Whereas, teachers who are not involved in conflicts resolution in their school may not work hard and show positive interest in any issue that can hamper the peaceful co – existence of both staff and students in the school system. Thus, teacher can use several mechanisms to establish and maintain good discipline in the school by incorporating and providing support through guidance and counseling services and involving students in various co-curricular activities.

### **2.5.6. Disciplinary matters**

The term discipline means "to teach someone to obey rules and control their behavior or to punish someone in order to keep order and control" (Longman Dictionary of Contemporary English, 2005); and thus it is mostly connoted with punishment in case of disobedience.

In this framework, discipline is viewed to be associated with the act of teaching students self-control based on a contract that binds a teacher and a group of students together by, emphasis is put on student self-regulation by negotiating, discussing, and contracting between teachers and students (Vitto, 2003) to let the group take responsibility for ensuring the appropriateness of the behavior of all its members (Johnson & Johnson, 2006). Effective classroom management is obviously linked to teachers' ability to set an appropriate tone and gain learner respect and cooperation in class (Williams & Burden, 1997).

The way teachers discipline their classes has a profound impact on the way they project themselves as effective teachers. When teachers involve students in decision makings or recognize their good behavior, they act more responsibly in class (Lewis, 2001), show more positive affect to their teachers, and express a greater belief that the intervention was necessary (Lewis, Romi, Katz, & Qui, 2008). Students prefer teachers who enact caring

attitudes, establish community and family type environment, and make learning fun (Howard, 2001). This is rooted in the fact that caring teachers show more empathy towards their students and see a situation from their point of view and feel how they feel about it. They also understand their students' personal feelings and needs, are attentive to students, listen to what they say, and react to their needs or problems quickly. Thus, teachers' appropriate discipline strategies also help students to learn better as class discipline.

Most students at the secondary school can be affected by peers and shows some disciplinary problem. Therefore, this requires teacher can use several mechanisms to establish and maintain good discipline in the school by using some disciplinary measures. On the first place teacher can establish good student's behavior in the schools by incorporating and providing support through guidance and counseling services and involving students in various co-curricular activities.

The other strategy that teacher use to establish good discipline is by effective classroom management. Therefore, developing and maintaining good discipline in the school should be one of the primary functions of teachers and also school principals, and other none teaching staff should involve in any decision of school discipline. Through participation, the school becomes effective and efficient at producing goods, while the teachers' increase their job satisfaction (Nelson & Quick, 2008).

Thus, teachers' participation in decision making can help to bring more knowledge and experience to the problem-solving situation which is beneficial to the schools. Reversely the non-involvement of teachers in the process of decision making could cause low productivity, less commitment, and nonchalant attitude toward teachers' statutory duties. Then, teachers involvement in decision making to the extents of teaching load allocation, choice of curriculum, school based promotion, school discipline policies, ordering of text books, school planning and recruitment can have crucial roles to the school activities.

## **2.6 The concept of job satisfaction**

Job satisfaction is a complex variable, due to its the collection of feelings, beliefs and attitudes about the job, especially about work and its kinds and about co-workers, supervisors, subordinates and pay (George & Jones 2008). It is a complex and multifaceted concept which can mean different things to different people. Darboe (2003) defined job satisfaction as the extent to which a staff member has favorable or Positive feelings about

work or the work environment. Schmidt (2007) also state that job satisfaction refers to an individual's understanding of the degree of attractiveness of a job if both positive and negative outcomes are weighed up against each other.

Green (2000), in his review, conclude that there are three theoretical frameworks of job Satisfaction namely content or needs theories, process theories, and situational models of job satisfaction. The content or needs theories mainly focus on identifying the specific needs (e.g., food, shelter, air, and rest) or values (respect, recognition, and achievement) are the most favorable to job satisfaction. According to Amos, Pearson & Ristaw (2008), the needs or content theories focus on the individual factors within each person that initiate, guide, sustain, or stop behavior. Needs theorists attempt to stipulate particular needs that must be satisfied, or the values that must be attained, for an individual to be satisfies with his or her job.

The process theories (Armstrong, 2006, Amos et al., 2008) explain the processes of how behavior is initiated, directed, sustained and stopped. This theories emphasis with the individual's perceptions of their work environment, and also with the way individuals interpret and understand events. The process theories attempt to identify the relationships among variables such as values, needs, and expectancies, which make up motivation and job satisfaction. According to Green (2000), process theorists, argue that overall job satisfaction is determined by the interaction between expectancies, values, and needs.

The third one is situational models, that explain the interaction of variables such as job Characteristics (e.g., the nature of the work), organizational characteristics (the infrastructure of the organization, leadership, promotion criteria, and facilities), and individual characteristics (e.g., sex, age, and education) influence job satisfaction (Hoy and Miskel, 1996). According to Glassman, et al. (1992), individuals who are in the same organization and have similar jobs, pay, and working conditions may have different levels of satisfaction due to the differences in the situational occurrences. According to the theory of situational models, overall job satisfaction can better be predicted from both situational characteristics and situational occurrences.

## **2.7 Job Satisfaction Theories**

Job satisfaction has been the focus of much research in the developed countries (Papanastasiou & Zembylas, 2006), and has been the topic of interest of researchers and practitioners in many fields, including organizational psychology, public administration, education, and management (Kim, 2005). These researches have formulated many generic theories, and have attempted to explain job satisfaction in the workplace. Various theories on job satisfaction were discussed below. These theories are Maslow's Hierarchy of Needs Theory; Herzberg's Two-Factor Theory, the Expectancy Theory, Adam's Equity Theory and, finally, Locke's Value Theory

### **2.7.1. Maslow's Hierarchy of Needs Theories**

Abraham Maslow (1954) a well-known theory, studies individuals behaves and exhibit in certain manner. Human gets satisfaction only when their needs are fulfilled. His theory has three assumptions i.e. human needs never ends, when one needs is fulfilled, the next hierarch of needs to be fulfilled as soon as to be satisfied and lastly human needs can be divided in to various level depending the importance as and when the lastly level of need is fulfilled, the next level needs to be scaled and fulfilled to derive satisfaction.

According to Schermerhorn et al. (2004), Abraham H. Maslow's hierarchical model of human needs can be used to identify the factors affecting job satisfaction. The hierarchy of needs identifies five distinct levels of individual needs. These include physiological, safety, social, esteem and self-actualization needs.

Physiological needs according to Schermerhorn et al. (2004) represent the most basic of all human needs which are the basic biological needs. These include food, water, and shelter and clothing: According Maslow's theory people would first want to have these needs fulfilled before they move on to the next level of needs.

Safety needs include the need for security, protection and stability in the physical and interpersonal events of day to day life. According to this theory people want to feel safe, secure, and free from fear. In this regard, they need stability, structure, and order. In the workplace, job Security and fringe benefits, along with an environment free of violence, fills these needs. The theory reiterates that individuals would want to satisfy safety needs only if their basic biological needs have been satisfied.

Social needs involve the need for love, affection, a sense of belonging in ones relationships with others. Daft (1997) also explained this need by writing that it involves the need for friends, Family, and intimacy for social acceptance and affection from one's peers. In the workplace, this need is satisfied by participation in work groups with good relationships among co-workers and between workers and managers.

Esteem needs according to Robbins (2005), esteem needs include the need for status, recognition and achievement. People want the esteem of others and they want to be regarded as useful, competent, and important. People also desire self-esteem and need a good self-image. In the workplace, increased responsibility, high status, and recognition for contributions satisfy these needs.

Self-actualization is the highest motivation level according to Maslow's hierarchy of needs. This involves people striving to actualize their full potential, in order to become more of what they are capable of being.

Maslow's need hierarchy illustrates, Maslow's conception of people satisfying their needs in a specified order from bottom to top that is people are motivated to satisfy the lower needs before they try to satisfy the higher needs. Once a need is satisfied it is no longer a powerful motivator. It is only after the physiological and safety needs are reasonably satisfied do the higher level needs: social, esteem, and self-actualization become dominant concern (Bateman & Snell, 2009). Schermerhorn et al., (2004) add that, Maslow assumes that some needs are more important than others and must be satisfied before other needs. The theory states that individuals experience a hierarchy of needs, from lower level to higher level of psychological needs. One has to satisfy the current needs before going to the next level of needs. Thus, the theory assumes that the fulfillment of each need level suggest satisfaction. Using Maslow's theory managers can motivate and ensure job satisfaction in their employees by making sure that each individual need level is satisfied.

### **2.7.2. Herzberg's Two-Factor Theory**

The Two-factor Theory was developed by Herzberg, Mausner, and Snyderman (1959), following an investigation into the sources of job satisfaction and dissatisfaction revealed that there are two sets of factors affecting motivation and work. This led to the Two-factor Theory of motivation and job satisfaction (Herzberg, et al., 1959).

The first set of factors, if present, caused happy feelings or positive attitudes. These factors, on the whole, were task-related. The other set of factors, if absent, caused feelings of unhappiness, bad attitudes or dissatisfaction. These factors, Herzberg claimed, are not directly related to the job itself, but to the conditions that surrounded the execution of the job (Herzberg, et al., 1959).

Herzberg (1966) suggested that factors involved in creating job satisfaction are separate and distinct from factors that led to job dissatisfaction. According to Herzberg (1966), intrinsic factors such as the work itself, achievement in the work, the possibilities of personal growth and recognition, and being charged with important responsibilities, seemed to result from the human ability to personally advance and grow. He called these factors motivators, satisfiers or intrinsic factors, and posited that they led to job satisfaction. On the other hand, extrinsic factors were those elements that prevented job satisfaction and employee growth. The extrinsic factors such as working conditions, salary, job security, and relationships with others are not part of the work, but they refer to the environment, and prevent job dissatisfaction. Herzberg calls these factors hygiene, dis-satisfiers or maintenance factors, and proposed that, if absent, it led to job dissatisfaction (Herzberg, 1966).

Herzberg's Two-factor Theory has been linked to that of Maslow's Hierarchy of Needs Theory. The Theory suggests that Maslow's higher-order needs are similar to Herzberg's satisfier factors, and Maslow's lower-order needs are similar to Herzberg's hygiene factors (Ellsworth, Hawley, & Mau, 2008). According to Herzberg, et al., (1959), motivation factors are internal factors that are associated with higher-order needs, and include the opportunity to achieve in the job, recognition of accomplishment, challenging work and growth options, responsibility in the job, and the work itself – if the work is interesting (Amos, et al., 2008). The presence of intrinsic factors or motivators lead to job satisfaction, but their absence will not lead to job dissatisfaction (Perrachione, et al., 2008).

In the teaching profession, the intrinsic factors play a significant role in motivating individuals to join the profession (Jyoti & Sharma, 2009). If we want people to be encouraged, satisfied, and motivated about their jobs, Herzberg, et al. (1959) claimed, the emphasis should be on factors associated with the nature of the work, or with outcomes directly derived from the work, such as opportunities for promotion, for personal growth, recognition, responsibility and achievement. Thus, satisfaction with the intrinsic aspects of the job is long-lived and, therefore, enables teachers to sustain their motivation over a long

period of time. Hygiene or maintenance factors are extrinsic satisfiers that are associated with lower-order needs, and include organizational policy and administration, supervision, interpersonal relations with peers and supervisors, working conditions, status, job security, and salary (Amos, et al., 2008; Bogler, 2001; Ellsworth, et al., 2008). The extrinsic job characteristics reflect outcomes generated by performing the job, and are concerned with the context or environment in which the job has to be performed (Furnham, 2005).

According to Herzberg (1966), extrinsic hygiene factors, which are external to what a person does, do not contribute to job satisfaction when present, but rather to job dissatisfaction when absent (Perrachione, et al., 2008). In other words, when the hygiene factors are satisfied, they do not motivate or lead to satisfaction; they only prevent dissatisfaction (Herzberg, et al., 1959).

With regard to teachers, a teacher who feels that his or her salary is not ample will be dissatisfied, but improving the salary to an acceptable level will not necessarily lead to job satisfaction. Similarly, when teachers perceive that their working conditions (hygiene factors), are good, the reasons for job dissatisfaction are removed (Furnham, 2005). However, the fulfilment of hygiene factors cannot by itself result in job satisfaction, only in the reduction or elimination of dissatisfaction. If for example, the air conditioner breaks in the middle of the school-day in hot summer, the teachers will be greatly dissatisfied. However, if the air conditioner works throughout the school day, this will not increase the teachers' job satisfaction.

As a result, Herzberg characterized conditions surrounding the job as quality of supervision, pay, company policies, physical working conditions, relations with others, and job security, as hygiene factors. Changes in these factors are short-lived, and merely help in removing dissatisfaction in the teachers' work. They are not important in the overall satisfaction of the teachers with their work.

In applying the above concepts to teaching, if the teachers' working conditions at the school are improved, or if the relationship between the teachers and the school principal in the school setting are enhanced, this will result in improved school performance, but will not necessarily enhance the job satisfaction of the teachers. Similarly, if motivator factors are present, they will bring about satisfaction, but their absence will not cause dissatisfaction, unless the hygiene factors are also inadequate. The theory proposes a dual continuum, the opposite of satisfaction being no satisfaction, and the opposite of dissatisfaction being no

dissatisfaction (Amos et al., 2008). It is possible for teachers to be satisfied with their work, while being dissatisfied with their conditions of work.

### **2.7.3. The Expectancy Theory**

#### **2.7.3.1. Outcomes and expectations**

The Expectancy Theory was first formulated by (Vroom; 1964), (Armstrong, 2006; Mullins, 2005; The Certified Accountant, 2008). This Theory states that individuals have different sets of goals (outcomes), and can be motivated if they have certain expectations (The Certified Accountant, 2008). From their previous experiences, employees tend to develop expectations regarding the level of their job performance. Employees also develop expectations regarding performance-related outcomes. They think about what they have to do to be rewarded, and how much the reward means to them, before they do the job (Aswathappa, 2005).

Maslow and Herzberg focuses on the relationship between needs and the associated effort expected to fulfill them. The Expectancy Theory, on the other hand, separates the effort expected, from the fulfillment of the needs. According to the Expectancy Theory, effort arises from performance, motivation, and outcomes. The Theory suggests that motivation that will lead to job satisfaction is a function of the perceived relationship between an individual's effort and performance, and the outcomes associated with job performance (Vroom, 1964). Making a greater effort will improve job performance. A high level of performance, in turn, will bring a good reward (outcome). When the three variables (effort, performance, and outcome) are high, we expect the motivation and satisfaction to be high. However, effort alone will not necessarily lead to a high performance. There are other variables that prevent a great performance, such as an individual's personality, knowledge, skills, abilities, and experience, or the supervisor's perceptions. Individuals who are under-qualified, or who lack skills and experience, will not be effective in their performance, simply by making a greater effort, for example, Vroom's Expectancy Theory is referred Expectancy is the degree of certainty people have that the choice of a particular alternative will indeed lead to a desired outcome (Miner, 2005). Individuals choose a particular alternative act based on the maximization of desirable outcomes. It is the strength of a person's belief about whether or not a particular job performance is attainable (The Certified Accountant, 2008). Simply put, it is an action-outcome relationship (Vroom, 1964). This relationship is expressed in terms of probabilities. A value of zero indicates that the probability that an action will be followed by an outcome is null, which means that action and outcome are not related. A value of one

indicates that the probability that action will be followed by an outcome is high, showing that action and outcome have high relationships.

Thus, the greater the expectation of the individuals that they will receive the rewards they value in their job (e.g., opportunities to learn and to develop skills, decent pay, the respect of their colleagues), the higher the probability that they will experience a high level of job satisfaction (Linz, 2003).

Valence is the feeling people have about specific outcomes. It is the anticipated satisfaction from expected outcomes (Mullins, 2005). This feeling about specific outcomes may be positive or negative. If the outcome is positive and rewarding, then the individuals will exert more effort for improved performance. In the school setting, if a reward (intrinsic and/or extrinsic), is encouraging, the teachers will probably make more of an effort for improved performance. The opposite is also true.

The key principle of the Expectancy Theory is the understanding of an individual's goals and the relationship between effort and performance, performance and reward, and reward and the individual's goal satisfaction. People are motivated and satisfied to work toward an outcome (goal) if they believe that their efforts will produce positive results (excellent performance), which is followed by a reward or outcome that is valued (valence), making the effort expended worthwhile.

The most important implication of the Expectancy Theory is that it draws the attention to the effects of the perceptual processes on the teachers' working conditions. It indicates to teaching administrators and policy-makers that the link between the teachers' efforts, performance and outcomes should be given due attention. Moreover, education leaders and significant others should determine which outcomes teachers value (e.g., decent salaries), and link these outcomes to their work. If the reward (in the form of intrinsic and/or extrinsic factors), for the teachers is valued, they will make an effort to attain the educational objectives, and the national goals of their country.

According to the above, Ethiopian teachers will not engage in motivated behaviour unless (1) they value the expected rewards; (2) they believe their efforts will lead to first-rate performance; and (3) their performance will result in the desired rewards (Griffin & Moorhead, 2010).

## **2.7.4. Adam's Equity Theory**

### **2.7.4.1. Effort versus reward**

The Equity Theory was formulated by Adams (1963). This Theory proposes that the way individuals are treated at the workplace affects their behaviour, and also the attitude they have towards their work (Okpara, 2006). The basis of the Theory in the work context is that people/workers look around and observe what effort they put into their work, in comparison to others, and what reward follows that effort. Thus, individuals make comparisons between themselves and relevant others in terms of the outcomes they receive for their efforts, and the inputs they invested into that effort. In other words, employees compare their own outcome-to-input to the outcome-to-input ratio of relevant others (Green, 2000).

The Equity Theory is also concerned with the perceptions of individuals of how they are treated in comparison to others in the organisation. It is based on the assumption that individuals are motivated and satisfied by their desire to be equitably treated in their work relationships (Aswathappa, 2005). According to Kannan (2005), workers expect justice, fairness and equal treatment by their employers and immediate supervisors. Employees (including teachers) want to be treated fairly.

Adams suggests that individuals form perceptions of fair balance by comparing their own situation with that of other 'referents' (reference points or examples, or relevant others) in the workplace (Okpara, 2006). The referent may be a co-worker, relative, neighbor, group of co-workers, or other professionals. The individuals compare the inputs they bring to the job in the form of skills, training, education, work-experience, time, and effort with the outcomes they receive in the form of pay, fringe benefits, status, opportunities for advancement, promotions, prestige, and anything else that the workers desire and receive from an organisation, as compared to relevant other employees in the organisation (Green, 2000). Inputs, according to Miner (2005), include intelligence, health, job effort, and training. Outcomes include pay, intrinsic rewards, satisfying supervision, seniority benefits, and Herzberg's dis-satisfiers. If people feel that their rewards-to-contributions ratios are fair, then, according to the Equity Theory, they are happy, and experience job satisfaction. They are then motivated to continue to maintain their current contributions. They also raise their contributions if they want their rewards to increase. However, if employees feel that their reward-to-contribution ratio is not equal to that of others, and that they are not fairly treated, they develop a sense of job dissatisfaction (Green, 2000) and inequity.

Based on the Equity Theory, as employees perceive inequity, their behavioral responses are feelings of dissatisfaction.

In Ethiopia, the teachers' low salaries are a frequently-mentioned issue by the community and the teachers themselves. The teachers are not seen as being rewarded for their qualifications (VSO, 2008). Their pay is not viewed as comparable to that of other professional groups. "Many families and friends view teaching as a low income job because teachers are paid less compared to other government and private employees", according to VSO (2008). The report by VSO further indicated that the low pay in comparison with other professional groups (e.g., lawyers, physicians, engineers) is a major cause of teacher dissatisfaction. In Ethiopia it is a common practice to see schools being run by individuals who are not suitably qualified, while others, who believe they are better qualified, and are not appointed. This may lead to job dissatisfaction.

According to the Equity Theory, a fair balance serves to ensure satisfied and motivated teachers (Ololube, 2006). If there is a feeling of inequity on the part of teachers, there is a high probability that they will be de-motivated and dissatisfied with their work and with their employer (Ololube, 2006). Thus, Adam's Equity Theory is useful for this study.

## **2.7.5. Locke's Value Theory**

### **2.7.5.1. Goal-setting and commitment**

This Theory was developed by Edwin Locke (1969). Locke's Value Theory, also called the Goal-setting Theory, and suggests that employees' goals help to explain motivation, job satisfaction and performance. The Theory assumes that behaviour is a result of the individuals' conscious goals and intentions (Griffin & Moorhead, 2010). According to Locke, when employees perceive that the goals they set for themselves or are set by the managers, are fulfilling and attainable, their commitment and productivity will increase. This could lead to job satisfaction (Badenhorst, et al., 2008).

Locke (1969) also indicated that job dissatisfaction is a function of the size of the perceived discrepancy between the intended and the actual performance (Miner, 2005). The non-fulfillment of a goal creates a non-pleasurable emotional state, called job dissatisfaction.

Different variables affect the attainment of goal-directed performance. These variables include effort, organizational support, individual abilities and personal traits (Griffin &

Moorhead, 2010). In a study of goal-setting, Hansson, Hasanen, and Hellgren (2011), indicated that providing organizational support (through a supervisor), and letting employees participate in setting goals affected job satisfaction positively. Hansson, et al. (2011) also stated that rewarding employees for improved performance, giving feedback and recognizing their performance, getting support from their managers, and having low levels of goal-conflict and goal-stress have been found to be positively related to job satisfaction.

According to the researcher's view from the above theory, job satisfaction was a broad concept that has emotional, cognitive, feeling and behavioral components described in different variables in which employees or individuals are treated at the workplace and express their happiness or contentment with their jobs.

## **2.8. Factors Influencing Teachers' Job Satisfaction**

Various writers also study other different factors that determine job satisfaction of employees. As suggested by Bolin (2007), the factors influencing job satisfaction identified by different studies are not identical, but the contents of the items are basically similar. According to Buitendach & De Witte (2005) these factors have been arranged according to two dimensions, namely, extrinsic and intrinsic factors. The extrinsic motivation (external motivation) is when we are motivated to perform a behavior or engage in an activity because we want to earn a reward or avoid punishment, whereas intrinsic motivation is when we engage in a behavior / performing an activity for its own sake rather than from a desire for some external reward. For example, participating in a sport to win a reward is extrinsic motivation whereas participating in a sport because we find the activity enjoyable is intrinsic motivation.

### **2.8.1. Extrinsic Factors of Job Satisfaction.**

Extrinsic sources of job satisfaction are determined by conditions that are beyond the control of the employee (Atchison, 1999). These are, interpersonal relation, working condition, organizational policy & administration and others.

**I. Interpersonal relation:** - (teacher-student, teacher-teachers/colleagues, teacher-principal/supervisor, and teacher-parent relationships). Interpersonal relationships are grouped under extrinsic factors. Interpersonal relations of teachers within the school community influence job satisfaction. In the school environment, interpersonal relationships could be with the students, the teachers, the principals/superiors, and with the parents. The relationship between

teachers and students is considered to be vital for positive educational outcomes in the school setting. It creates an atmosphere conducive to students benefiting from the teachers' successful teaching and learning to take place. According to Davis (2003), good teacher-student relationship facilitates motivation of and learning of students. He states that teacher-student relationships may have also impact on the students' social and cognitive outcomes during their preschool years and this may continue to their social and intellectual development at primary school, and up to adolescence. It will influence the outcomes and the academic achievement of students. As indicated by Johnson (2006), teachers working with collaborative colleagues can generate a more productive and healthy working environment than teachers working in isolation. Collaborative colleagues will establish harmonious cooperation.

**II. Working condition:** -Ellickson (2002) suggests that work environment (factors related to the work itself), and the personal characteristics of the individual as two general categories of variables associated with job satisfaction. Working conditions refers to salary, fringe benefits, supervision, school management, leadership styles, and workload. It has positive effect on the teachers' contentment. Working condition sensible impact on teacher's job satisfaction because the teachers prefer physical surroundings that are safe, clean, and comfortable for works (Robbins, 2005).

On this point, Ladebo (2005) found that, if working conditions are poor, the situations will have a negative impact on the job satisfaction of the teachers. Perie (1997) also confirmed that comfortable working conditions are directly correlated to higher job satisfaction.

**i. Leadership styles:** - Administrative support is found to be the most significant and a strong predictor of the teachers' job satisfaction. It has much power, directly and indirectly, to predict the teachers' intent to stay in the profession. As indicated by Baker (2007), if they are not properly accompanied by the administration in their formative ages, it could become a primary reason for teachers leaving the profession early in their careers. Teachers' greater satisfaction comes when they are recognized by their principal as someone who shares information with them, who delegates authority, and who keeps open channels of communication with them (Boggler, 2000). Poor leadership decreases job satisfaction. Poor leadership resulted in the teachers' perceptions as lack of school support, and resulted in a decreased commitment to the teaching profession. The level of a school leadership's accompaniment and continuous encouragement significantly determines the teachers'

satisfaction and commitment, or their intention to leave the profession. Thus, when working conditions are inadequate they would discourage the efforts expended to have quality education at all levels of the education system.

**ii. Supervision:** is a way of stimulating, guiding, improving, refreshing and encouraging and overseeing certain group with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision (Jyoti, J. & Sharma, and RD. 2006). Supervision requires the teachers' job satisfaction and participation in decision making competency or technical ability of the supervisor. This includes the supervisor's willingness to teach or delegate authority, fairness and job knowledge. Supervision in school is a vital process and it is the combination of activities which is concerned with the teaching and improvement of the teaching in the school. The supervisor's ability to provide emotional, technical support and guidance with work related tasks forms a pivotal role relating to job satisfaction (Robbins et al., 2003). Supervisors with high relationship behavior strongly impact on job satisfaction (Graham & Messner, 1998).

### **2.8.2. Intrinsic Factors of Job Satisfaction**

Intrinsic factors is related to psychological rewards such as the opportunity to use one's ability, a sense of challenge and achievement, receiving appreciation, positive recognition and being teachers' job satisfaction and commitment treated in a caring and considerate manner.

Intrinsic satisfaction is based on taking pleasure in an activity rather than working towards an external reward. It is positively valued work outcomes that the individual receives directly as a result of task performance; they do not require the participation of another person or sources (Schermerhorn, et al., 2011)

**i. The nature of the job** (the work itself, responsibility, recognition, advancement and promotion) these are Variables that are related to intrinsic job characteristics. The nature of the work is one of Herzberg's intrinsic or motivator factors of job satisfaction. The nature of an individual's work is a very important element to facilitate that person's attitude towards the work. It is also one of the major determinants of job satisfaction.

According to Victory and other authors (in Jyoti & Sharma, 2006), employees who have boring jobs tend to be less satisfied with their work. High-strained jobs result in ill health, such as emotional exhaustion or psycho-somatic health problems, whereas high-demand jobs

give rise to high challenges and job satisfaction (De Jonge, Dollard, Dormann, Le Blanc & Houtman, 2000). According to Kim (2005), individuals who score high in the intrinsic aspects of the work related to the work itself, have high possibilities of reporting satisfaction. Intrinsically-motivated individuals give high values to the work itself, to feelings of self-determination, and to competence and personal development.

Regarding teaching, the individuals will be motivated to enter into the profession and to become teachers if the profession seems attractive to them (Gates & Mtika, 2011). Thus, individuals who exhibit explicit personal motivations to becoming teachers have a higher probability to pursue it as a career and stay on as life-long teachers.

**ii. Promotion opportunities:** - As stated by Choi and Tang (2009), teachers said that the availability of opportunities for career advancement and recognition of their contribution to schools improved their teaching efforts. Teachers are more satisfied if their jobs provide opportunities for personal and professional advancement (Rosenholtz, in Sargent & Hannum, 2005). Promotion is a means of advancement. According to the Expectancy Theory, promotion is a visible reward that comes as a result of the employees' effort and performance. If the teachers are promoted to a level higher than their present position as a result of their increased efforts, they are rewarded for their efforts. This will also lead to increased pay, status, and respect. According to the Expectancy Theory, this may lead to high motivation and satisfaction.

**iii. Recognition:** - Recognition is a motivator, according to Maslow's hierarchy of needs that refers to esteem-needs. In educational institutions, students and teachers are the most important resources. The impact teachers have on student achievements, quality education and educational reforms should be recognized by school administrators, and also by other teachers. As affirmed by Karsli and Iskender (2009), teachers need the appreciation, approval and respect of school administrators, and of others. Administrators that consider and meet these needs help the teachers to feel valuable, able, functional, and important.

Teachers as professionals, in all cultures, need to be recognized for their accomplishments, and be appreciated by the parents, communities, governments, and by their colleagues. Towards this, Ahuja & Shukla (2007) describes good motivation is dependent on proper proportioning of rewards and recognitions among persons and for the person at different time.

## **2.9. Teachers' Participation in Decision-Making and Job Satisfaction**

Teacher participation in decision-making enhance communication among teachers and administrators and improve the quality of educational decision making, it also thought that participation may contribute to the quality of teachers "work life" (Algoush, 2010) Furthermore, because teachers have an opportunity to be involved in and to exert influence on decision –making processes, their participation is believes to increase willingness to implement them in class, hence to promote educational productivity (Somech, 2010). Moreover, such participation builds trust, helps teachers acquires new skills, increase school effectiveness and strengthens staff morale, commitment and team work (Gardian & Rathore, 2010).

In school where a clear commitment in students learning is apparent, made teacher participatory decision making is crucial to the overall effective operation of the school (pashiardis, 1994). Mangunda (2003) also state that "participative management ensures that members in organization take ownership of the decision, and are willing to defend decision take through collaborative means". Participation in decision making can also lead to a win-win situation in the organization for both employers and employees because, as Anzemo (2008) observes, the employer will gain by experiencing increased efficiency and the workers will gain by achieving greater job satisfaction.

Teachers' job satisfaction is an integral indicator leading to effectiveness in schools, which is considered as the product and work quality which is an important indicator of effectiveness of a school (Hoy & Miskel, 2001). Job satisfaction and motivation of teachers is key interventions and guarantees to quality teaching and high standards of academic performance at all levels and stages of education (Pilot, 2007; Ingwu & Ekefre, 2006; Aldermon, 2004; Ngada, 2003). It is also teachers become satisfied and develop their positive feelings when they reach the ideals in their profession (Sirin, 2009). The level of job satisfaction increases, performance and organizational commitment improve, absenteeism and turnover decrease, when employees give proper participation in decision-making in any organization (Luthans, 2005; Moorhead & Grifcin, 2004). In this way, employees can gain freedom regarding, how to go about their daily activities and they can also acquire empowerment (Hass, 2010; Carless, 2004).

Additionally, through participation, the organization becomes effective and efficient at producing goods and services, while the employees increase their job satisfaction (Nelson & Quick, 2008). Thus, as view of researcher, learning is facilitated if teachers have access to and able to successfully participate in schools activities and there is a significant relationship between teachers' Participative decision-Making and their job satisfaction in case of, the overall effective operation of the schools.

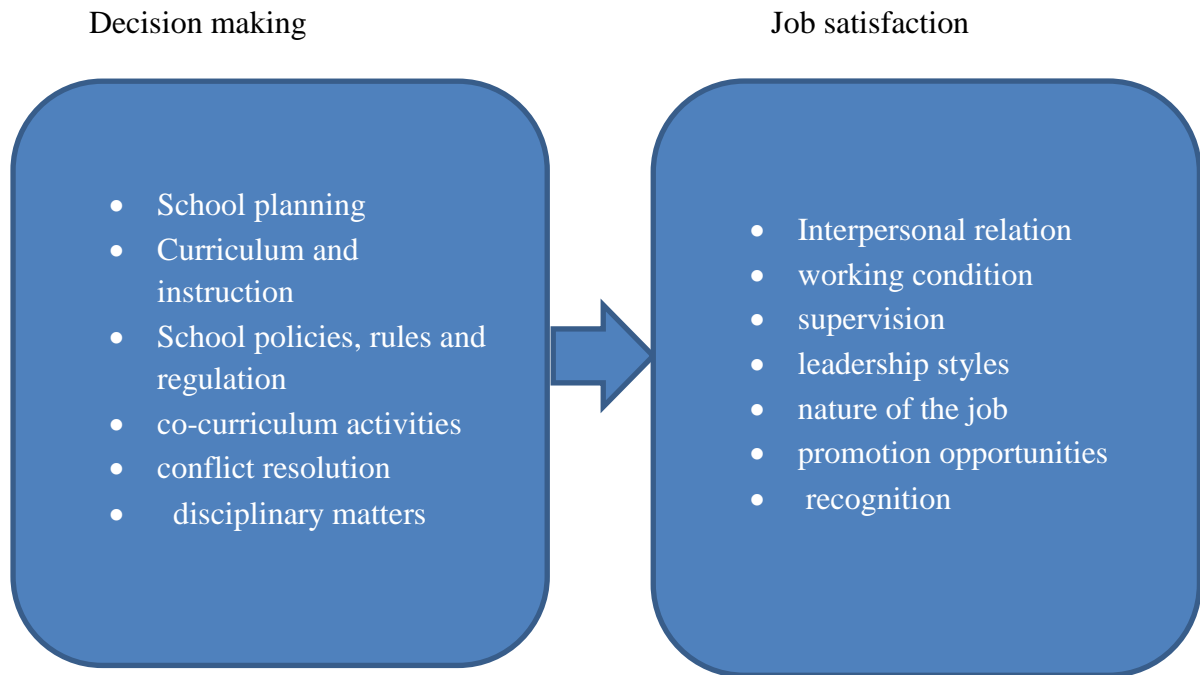
Generally, allowing teachers to have greater voice, giving recognition to teachers' ideas and facilitating criticism when unusual ideas come forth from the groups, could be improving the teachers' satisfaction, motivation, effectiveness in their work.

## **2.10. Conceptual Frame Work**

According to Ayegbusi Emmanuel Taiwo & Lucas Akin Ogunlade, (2015) the non-involvement of teachers in the process of decision making could cause low productivity, less commitment, and nonchalant attitude toward teachers statutory duties. Teachers may not be interested in embracing any decision that they have no input. The implication of this is that indiscipline, truancy (absenteeism), moral decadence, cheating, fighting, poor academic performances, property destruction, examination malpractice, students' loitering around the school compound may be peculiar in the students' lifestyle. Employee participation is a participative process that uses the input of employees to increase their commitment to the organization success (Robbins and Timothy, 2007). There are many decision making areas that call for teachers' participation. But, to make the study manageable, the researcher can identifies some decisional areas for teachers to participate. These areas are; School planning, Curriculum and instruction, School policies, rules and regulation, co-curriculum activities, conflict resolution, and disciplinary matters.

Various authors' studies different factors that determine job satisfaction of teachers'. For example, Ellickson (2002) suggests that work environment (factors related to the work itself), and the personal characteristics of the individual as two general categories of variables associated with job satisfaction. The management system, working environment and employees' involvement in decision making process are the major factors that influence job satisfaction (Kreitner, 2002). Poor pay directly affects job satisfaction (Jyoti & Sharma, 2006). But for this study, the researcher identifies interpersonal relation, working condition, supervision, leadership styles, nature of the job, promotion opportunities and recognition as the main factors of job satisfaction.

The framework below shows the relationship between the independent and the dependent variables of the study. The independent variables are Decision making area such as; School planning, Curriculum and instruction, School policies, rules and regulation, co-curriculum activities, conflict resolution, disciplinary matters. Whereas the dependent variables are factors of job satisfaction shown below.



## **2.11. Summary**

Decision-making is a sequential process culminating in a single decision or series of decisions (choices) which stimulate moves or actions (Anderson, 2002). Different researchers developed way of classifying different type of decision based on the nature and purpose they serve in to individual and group decision, personal and organizational decisions, programmed and non-programmed decision intermediary, appellate and creative decisions, rational and non-rational decisions (Ivancevich et al. 2005) and (Okumbe 1998) and Operational and strategic decisions (Furnham, 2005). Then, decisions may be taken in different types, moreover; group decision helps to facilitate the identification of creative and innovative solution to the problems through participating staff members.

In education, participatory decision making is based on the idea that active involvement of teachers, parents, or community members, students in school decisions will lead to improved school performance (Lunenburg & Ornstein, 2008). There are many areas in which teachers can be involved in decision making, in the schools. By taking the current school practices under the study in to account, some areas of decision making identified were, School planning, Curriculum and instruction, School policies, rules and regulation, disciplinary matters, conflict resolution, co-curriculum activities.

Job satisfaction was a complex and multifaceted concept which can mean different things to different people. Schmidt (2007) defined job satisfaction as, an individual's understanding of the degree of attractiveness of a job if both positive and negative outcomes are weighed up against each other. Different researches have formulated many generic theories, and have attempted to explain job satisfaction in the workplace. These theories are Maslow's Hierarchy of Needs Theory; Herzberg's Two-Factor Theory, the Expectancy Theory, Adam's Equity Theory and, Locke's Value Theory. Generally, job satisfaction was abroad concept that has emotional, cognitive, feeling and behavioral components described in different variables in which employees or individuals are treated at the workplace and express their happiness or contentment with their jobs.

Various writers also study different factors that determine job satisfaction of employees. These factors have been arranged according to two dimensions, namely, extrinsic and intrinsic factors. The extrinsic motivation (external motivation) is when we are motivated to perform a behavior or engage in an activity because we want to earn a reward or avoid punishment, whereas intrinsic motivation is when we engage in a behavior / performing an activity for its own sake rather than from a desire for some external reward. For this study, the researcher identifies interpersonal relation, working condition, supervision, leadership styles, nature of the job, promotion opportunities and recognition as the main factors of job satisfaction.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

The chapter presents the research design, research methodology, the sources of data, the study population, the sample size and sampling technique, data gathering tools, procedures of data collection, validity and reliability checks, the method of data analysis and ethical consideration.

#### **3.1. The Research Design**

For conducting the study, the research design stands for advance to plan and implement the study in a way that was help the researcher to obtain factual and detailed data from selected number of respondents as they exist at the time of the study (Bryman, 2004).

This study was employed co relational design to determine the relationship between teachers' participation in decision-making and job satisfaction in secondary school of Jimma zone. The method was selected because of correlational research can provide information that allows predictability based on associations, for the analysis of multiple variables in one study, and it also indicates the degree of relationship among variables (Creswell & John, 2012). The current study was to determine the statistical relationship between teacher's participation in decision making and their job satisfaction in secondary schools of jimma zone.

#### **3.2. The Research Method**

In the study, both quantitative and qualitative research approach were employed to collect extensive data. Quantitative approach was emphasized because, it helps to use specific, directed narrow question with major statements of problem from larger sample in the short time and to obtain measurable and observable data on variables (Deslander & Bertland 2005). In order to examine the relation between the two variables in selected governmental secondary schools at Jimma zone, it requires better understand by collecting large quantitative data through questionnaires.

Qualitative approach was used since; it would be helpful to obtain reliable and relevant information from experiences, views and thoughts of individuals through, open-ended question from various participants in cases of teachers' decision making and their job satisfaction in secondary schools. For this study the quantitative data collected were used to draw valid generalization and qualitatively collected data was embedding or supporting quantitative data.

### **3.3. Sources of Data**

The data for the study was collected from both primary and secondary data, so as to address the overall objective of the study and research questions. As to primary sources, both quantitative and qualitative data related to teachers' participation in decision-making and their job satisfaction information were collected through the use of questionnaire and interview from teachers, school leader /principals, vice principal, supervisor and PTA from selected secondary schools of Jimma zone and as secondary sources, qualitative data were gathered through the review of the recently school documents (such as minutes of meeting in the schools , discussion agenda, guidelines relating to committee works and different extracurricular activities written on the involvement of teachers in school decision-making were used as secondary data sources.

### **3.4. Population, Sampling Techniques and Sample size**

#### **3.4.1. Population**

Population is all the members of a real or hypothetical set of people, events or objects. These are the ones to which the investigator wants to generalize the results (Borg and Gall, 1989). The population for the study were taken from the selected sample woredas of secondary schools teachers, school leaders (principals, vice principals, supervisors and PTA) in Jimma Zone. There were 21 Woreda, and 2235 male and 473 female, total 2708 teachers in governmental secondary schools of Jimma Zone. For this study, six woredas, namely, Nedi Gibe, Omo Nada, Kersa, Seka Chokorsa, Manna and Botor Tolay were selected by simple random sampling technique particularly, by lottery method which was the best way to get representative of the woreda with equal chance of the representativeness for the collected data for study, and from each sample woreda, two secondary schools were selected by cluster sampling technique which helps as representative of other schools.

The researcher believed that the sample sizes of 12 secondary schools were represents and helps the researcher to generalize the finding of the study for others secondary schools of Jimma zone.

#### **3.4.2. Sampling Size and Sampling Techniques**

A sample is a set of target respondents selected from a larger population for the purposes of study (Singh, 2007). Since the researcher has a work experience of six years in Jimma zone,

this zone is selected purposively among others zone of Oromia regional state. In 2022 academic year in the 12 secondary schools of selected sampling woredas, there were a total of 420 teachers; out of which 312 and 108 were male and females respectively. According to Kothari (2004), 20% -30% of total population can represent the total population. Then, to make the sample population more representative and measurable, 94(nearly 30%) and 32 (nearly 30%) of male and female teachers respectively from the sample school were selected. Again due to the numbers of male and female teachers varies from school to school the total number of male/female teacher in the sample school is represented by **N'** and the determined sample percent to be taken is '**p**'. Then  $N \times p\%$  gives the proportional number which is used to determine the number of male teachers in each school. For example, the total number of male teachers in Dimtu secondary school was 28 (100%) of the total number of male teacher 8(30%) of them were included in the sample of the study. Similarly, the total number of female teachers in this School was 8 and the determined sample to be 30%, Therefore, from 8(100%) of the total number female teachers 2 (30%) of them were included in the sample of the study. A similar procedure was followed to select respondents in other Schools.

Finally, male/female teachers were selected from each stratum by systematic random sampling techniques. The technique should be help to list of information of all individuals of the population in systematic way to gives equal chance for each male/female participant. From each school all principals and Supervisors of secondary schools were selected through purposively sampling due to their manageability of their school and their available knowledge concerning to their teachers and 1 vice principals were selected from each school through availability sampling which helps to use the option of weather academic or administrative vice principal.

**Table1. The summary of population and sample size to be taken from each selected schools**

<u>N</u> <u>o</u>	<b>Respondent</b>	<b>Populat</b> <b>ion size</b>	<b>Sample</b> <b>size</b>	<b>Sample technique</b>	<b>Justification</b>
1	Principals	12	12	Purposive sampling	Their manageability of their school
2	Vice principals	12	10	Availability sampling	To use the option of weather academic or administrative vice principal
3	Supervisors	6	6	Purposive sampling	Their manageability of their school
4	Teachers	420	120	systematic random sampling	For propositional number of male & female teachers
5	PTA heads	12	12	Purposive sampling	Census

### **3.5. Instruments of Data Collection**

Using different types of tools for gathering data help to get adequate and sufficient data for the problem under the study. Therefore, the researcher employed three data gathering tools in this study. These were: questionnaire, Interviews and documents analysis.

#### **3.5.1. Questionnaire**

The researcher used questionnaires to collect data from teachers which were developed by the researcher based on review of the literature. The main reason to use questionnaire was to obtain factual information, opinions and attitudes from large number of respondents in relatively shorter time with minimum cost. Since, the respondents were able to read and understand English; the adapted (approving) questionnaires from various authors which were close-ended questionnaires were prepared by English. The questionnaires were divided into 3 parts; part 1 focused on the teachers' bio-data, 2 focused on the dimensions of employee participation, while part 3 focused on job satisfaction.

The researcher developed the questionnaires based on Kumar's (1999) in which items was rating on 5-Point Likert-type scale ranging in order to respondents were asked to indicate their degree of agreement using from 1 to 5 (where 1 =strongly disagree; 2 =disagree; 3 =undecided; 4 =agree; 5 = strongly agree. Then, the questionnaires paper were distributed to the teachers concerning to teachers' participation in decision-making and job satisfaction.

#### **3.5.2. Interview**

Semi structured interviews was prepared to secondary school principal, vice-principal, supervisor and PTA of the target schools concerning to teachers' participation in decision-making and their job satisfaction. Semi structured interviews should have a better benefit over both interviews and questionnaire as the means allows flexibility for both the interviewee and the interviewer. Any of them can ask for explanation to clear misunderstanding. Since, this method is open to get in-depth information, the intellectuals, emotional and subconscious stirrings of the interviewee would be used in the study area. The interview was performed to the interviewee in Afan oromo to avoid communication barriers. The interview notes were taken, summarized and translated to English by researcher.

### **3.5.3. Document review**

According to Abiyi et al. (2009) document review can give an expert understanding of the available data and it is cheap. Since, document review can give confidential information about the real situation exists in the school, in addition to questionnaire and interview, documents such as recent minutes of meetings in the schools, written agenda (decisions) books were analyzed to determine participation of teachers in decision making and their job satisfaction.

### **3.6. Procedures of data collection**

The expected relevant data were gathered by questionnaires, interviews and document review.

Before conducting the final data collection the questionnaire was tested and necessary correction was made to avoid ambiguity and confusion. Then, researchers went to sample woreda education offices and principals of perspective schools for consent. After making agreement with the concerned participants, the researcher could introduce the objective and purposes of the study. Then, questionnaires administered to sample, written by English language were distributed to the teachers concerning to teachers' participation in decision-making and job satisfaction. For the sake of clarity, all interviews were conducted in Afan Oromo by researcher for school principal, vice-principal, supervisor and PTA heads because; the researcher believed that all participants would explain their ideas appropriately and sufficiently using Afan Oromo rather than English. The filled questionnaires were collected with the help of vice principal as assistant data collectors.

Finally, document analysis was done by the researcher and analyzed in order to check teachers' current participating in decision making and their job satisfaction in schools under study.

### **3.7. Validity and Reliability Checks**

To check content validity and internal constancy (reliability) of the instruments pilot test were conducted prior to the final administration of the questionnaires. This helps the researcher to make necessary modifications so as to correct and avoid confused and ambiguous questions (Adams et al., 2007).

For pilot testing, 12 randomly selected teachers, 5 department head teachers and 1 school principal purposively selected from Raga secondary school were made to fill the questionnaires and the researcher asked the respondents about the clarity and whether or not the questionnaire fully covered all the area and measures issues related to teachers' participation in decision-making and their job satisfaction. Based on the comments obtained from respondents, items which were not clear could be made clear, unnecessary items were made omit and other items which were assumed to be important for the objective of the research and not included would be made the part of the questionnaire. For face validity of the instruments, the researcher was showed to advisor and experienced staffs.

### **3.8. Method of Data Analysis.**

The data obtained from questionnaires, were analyzed interpreted and discussed by, descriptive statistics such as means, percentages, and standard deviation were employed due to its easier to interpret and useful to compare the trend over item for analysis of data. The close-ended questionnaire was systematically tabulated, coded and organized for analysis using quantitative method. The organized and tabulated data were stored in an editable excel spreadsheet are importing to statistical package for the social science /SPSS version 26/ and analyzed by using Pearson's coefficient of co relational design which was the most widely used method of measuring the degree of relationship between two variables (Creswell and John W. 2012). In addition, the data gathered through open ended question, interview and document reviewed were analyzed by clarifying the respondent ideas according to similarities of issues raised in the questionnaire and analyzed and interpreted by describing or narrating the ideas provided by the respondents based on their themes. Summary sheets were prepared and translated to English.

### **3.9. Ethical Consideration**

Since, ethical considerations play a great role in all research studies, after receiving official letter of cooperation from Jimma University, the researcher communicated all institutions and individual participants legally and smoothly. The purpose of the study was made clear and understandable for all respondents. Any communication with the concerned bodies was accomplished at their voluntarily consent without harming and threatening the personal and institutional wellbeing. In addition, all information obtained from individual respondents and the school records were kept confidential.



## **CHAPTER FOUR**

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

This chapter deals with the presentation, analysis and interpretation of data gathered from sample population. It consists of two parts. The first part is concerned with presenting personal information of the sample population and part two deals with the presentation and analysis of the findings of the study.

In this study, 120 teachers, 22 principals (twelve principals and ten vice principals), 6 supervisor and 12 PTAs from twelve secondary schools were included. Questionnaires were distributed to all sample teachers were duly filled and returned and interviewee can be performed to school leaders (principals, vice principals and PTAs). Documents were also reviewed (such as minutes of meeting) as supplementary data collecting tool. Therefore, analysis was made based on the data obtained from the total of 160 respondents with addition, of the document analyzed.

#### **4.1. Demographic Characteristics of Respondents**

The general information about the respondents' sex, age, qualification and years of experiences are presented for better understanding of their background. The summaries of data collected on the characteristics of the respondents are presented in the table 2 below.

**Table: 2. Background of respondents**

No	Items		Respondents										Total	
			Teachers		School Leaders									
					Principal		V/Principal		Supervisor		PTA			
			No	%	No	%	No	%	No	%	No	%		
1	Sex	M	89	94.7	12	100	9	72.7	6	100	12	100	128	94.8
		F	31	96.8	-	-	1	100	-	-	-	-	32	97
		T	120	95.2	12	100	10	83.3	6	100	8	100	160	95.2
2	Age in year	< 25	2	1.67	-	-	-	-	-	-	-	-	2	1.2
		26-35	86	71.7	7	58.3	7	58.3	2	33.3	5	41.7	107	66.5
		36-45	27	22.5	5	41.7	3	25	4	66.6	7	58.3	46	28.8
		46-55	4	3.3	-	-	-	-	-	-	-	-	4	2.5
		> 55	1	0.8	-	-	-	-	-	-	-	-	1	0.63
		Total	120	95.2	12	100	10	83.3	10	100	12	100	160	100
3	Qualification	Diplo.	2	1.7	-	-	-	-	-	-	-	-	2	1.3
		Degree	100	83.3	4	33.3	7	58.3	1	16.7	-	-	112	70
		MA/MSC	18	15	8	66.7	3	25	5	83.3	-	-	34	21.3
		Total	120	95.2	12	100	10	83.3	6	100	-	-	148	92.5
4	Areas of qualification	Language	28	23.2	3	25	2	16.7	2	33.3	-	-	35	21.9
		Math's	15	12.5	1	11.1	1	11.1	-	-	-	-	17	10.6
		N/Science	34	28.3	2	16.7	2	16.7	1	16.7	-	-	39	24.4
		S/ Science	35	29.2	2	16.7	3	25	-	-	-	-	40	25
		Business	3	2.4	-	-	-	-	-	-	-	-	3	1.9
		Ed.M.	5	4.2	4	33.3	2	16.7	3	50	-	-	14	8.8
		Total	120	95.2	12	100	10	83.3	6	100	-	-	148	92.5
5	Total Service year	1-5	10	8.3	1	11.1	1	8.3	-	-	3	25	15	9.4
		6-10	33	27.5	1	-	2	16.7	-	-	5	41.7	25	25.6
		11-15	36	30	1	11.1	3	25	-	-	4	33.3	38	23.8
		16-20	27	22.5	2	22.2	1	8.3	2	33.3	-	-	32	20
		> 21	14	11.7	7	55.5	3	25	4	66.7	-	-	28	17.5
		Total	120	95.2	12	100	10	83.3	6	100	12	100	160	100

As shown in table 2, among the respondents, 120 (95.2%) teachers, 12 (100%) principals, 10(75%) vice principal, 6 (100%) supervisor and 12 (100%) PTA, 89 (94.7%) teachers, 12 (100%) principal, 9 (75%) vice principal and 12 (100%) PTA was males. Whereas, 31 (97%) teachers, 1 (3%) vice principal were females. From the data, one can understand that male teachers dominate the teaching force in the schools understand. There were no female Principals. There were also no female PTA. Thus, implies series intervention to bring more females to teaching as well as leadership position.

Concerning the age of respondents, 2 (1.67%) teachers were  $\leq$  25 years old, 86(71.7%) teachers, 7(58.3%) principal,7 (58.3%) vice principal, 2 (33.3%) supervisor and 5 (41.7%) PTA was between 26-35 years old. 5 (41.7%) principal, 3 (25%) vice principal, 4 (supervisor), 7 (58.3%) PTA and 47 (39.5) teachers was interval of 36-45, while 27 (22.5%), 4 (3.3%) teachers fall between the age interval of 46 -55 years and 1(0.8%) teacher is above 55 year. Overall, the majority of the respondents' ages fall between the age intervals of 26-45 years. From this one can understood that most of the populations of the study were in adult age to participate and contribute their concern in school decision making practice and all school activities.

The academic qualifications of principals and teacher respondents showed that 2 (1.7%) teachers had Diploma, 4 (33.3%) principal, 7 (58.3%) vice principal, and 100(83.3) teachers had BA/BSc degree whereas 18 (15%) teachers, 8 (66.6%) principal, 3(25%) vice principal, 6 (100%) supervisor had MA/MSc degree. This indicates that majority of teachers 111 (75%) in secondary schools of Jimma zone are degree holders. Some of PTA heads had completed grade eight.

Regarding respondents' field of study, 56 (35%) of teachers were from natural sciences whereas 43 (26.9%) and 35 (21.9%) of the respondents' were from social sciences and languages respectively. Only 14 (8.8%) respondent had qualification in educational administration. In general, the majority of them had field of study in the areas of natural sciences. This indicates that many number of teachers found in secondary schools were natural science as compared to the number of teachers in other fields of study.

Regarding years of service, 10 (8.3%) teacher, 1 (11.1) principal, 1 (8.3%) vice principal respondents had served below 5 years while 1(8.3%) principal, 2(16.7%) vice principal and 33(27.5%) teachers had a service year between 6-10. 34(22.9%) of respondents served

between 11-15 whereas 32 (20%) respondents served between 16-20 and 28 (17.5%) had above 21 years work experience. From this we conclude that majority of teacher respondents' were youngsters that helps them actively participate in the school.

## **4.2. Presentation, Analysis and Interpretation of the Data**

### **4.2.1. The extent of teachers participation in some areas of school decision-making teachers often take part in**

The participation of teachers in different issues of school decision making is believed to improve the quality of education decision, and therefore improve instruction.

As regards the role played by teachers, UNESCO (2005) writes that “without the participation of teachers, changes in education are impossible”. This proposition confirms that teachers are the corner-stone of school activities. Moreover, it can be said that the quality of schools' performance largely depends upon teachers who occupy the most important place in teaching learning process. Therefore, the involvement of teacher in decision-making is likely motivating teacher to exert their mental and emotional involvement in group situation that may contribute to group goals and shared responsibilities.

In short, greater organizational effectiveness can be brought by making teachers part of the decision making venture. Thus, the first purpose of this study was to examine the relationship between teachers' participation in decision-making and their job satisfaction in governmental secondary schools of Jimma Zone. Then, this study established that teacher participation in school decision-making relates to individual teachers' performance within the school, in:- ; School planning, Curriculum and instruction, School policies, rules and regulation, co-curriculum activities, conflict resolution, disciplinary matters and their job satisfaction were taken by considering the current Ethiopian secondary school practices.

In each of these areas of decision-making, teachers' were requested to give their extent of participation on the rating scale that varies from strongly disagree to strongly agree. The summaries of respondents in each area of decision-making and their job satisfaction were shown in the following successive tables (table 3 to 8 & table 9 to 15) respectively.

**Table: 3. Teacher’s participation in School Planning**

No	Items	Teachers (No = 120)	
		M	SD
1.1	Planning the school activities	3.42	1.017
1.2	Setting the mission, vision and values of the school	3.42	1.009
1.3	Involving in preparing school budget plan	3.33	.989
1.4	Determine the mechanism of controlling and supervising plan implementation	3.53	.952
<b>Overall/ Grand Mean</b>		3.425	.992

**Note Note.** *M= mean, SD = standard deviation M = below 1.49-strongly disagree, M= 1.5-2.49- disagree, M= 2.5-3.49-medium/moderate, M=3.5-4.49 agree, M=4.5-5- strongly agree.*

As observed from table 3, item1 teacher’s participation in planning the schools activities. The mean and SD scores for teachers were (3.42 and 1.017) respectively. These showed that the extent of the participation of teachers regarding in planning the schools’ activities was medium. Item 2 of table 3 was about the participation setting the mission, vision and values of the school. The mean and SD scores revealed 3.42& 1.009 respectively. These indicated that the level of the participation of teachers regarding participation setting the mission, vision and values of the school was medium. Item 3 of table 3 was about the involving in preparing school budget plan with the mean and SD scores revealed 3.33 & 0.989 respectively. These indicated that the level of the participation of teachers regarding participation in preparing school budget plan was medium. Again, With regard to Participation in determining the mechanism of controlling and supervising the implementation of the plan, item 4,table 3, the mean and SD scores rate found were (3.53 &.952) respectively. These indicated that the level of the participation was agreed. The overall, means for the item was 3.42. The overall, mean of the respondents indicated that the level of teachers’ participation regarding to school planning on how to move the school forward was medium.

In order to substantiate the above findings, interview was conducted with school leaders (principal, vice principal, supervisor and heads of PTA). From their responses, it was learned that, most of the time, school plan was prepared by school principals, supervisor and woreda education bureau with minimum involvement of other stakeholders. Again during data gathering, document of school showed that, participation of teachers on school planning are

focused on implementation of that plan rather than planning, setting and preparing of the school plan.

**Table: 4. Teacher’s participation in curriculum and Instruction**

No	Items	Teachers (No = 120)	
		M	SD
2.1	Setting the learning objectives	3.48	1.045
2.2	Deciding on the content and form of lesson plan	3.48	1.029
2.3	Evaluating how well the department is operating	3.43	3.48
2.4	Participating in developing teaching methodologies	3.48	1.012
2.5	Developing procedures for assessing student achievement	3.45	1.020
2.6	Determining when and how instructional supervision can be delivered	3.47	1.045
<b>Overall/ Grand Mean</b>		3.4653	.50018

*Note: M=below 1.49-strongly disagree, M= 1.5-2.49-disagree, M= 2.5-3.49 medium/moderate, M=3.5-4.49 agree, M=4.5-5- strongly agree.*

As can be observed from table 4, item 1 relates to the extent of participation of teachers in decisions regarding the setting of learning objectives. The mean and SD scores were 3.48 & 1.045 respectively. These showed that the level of the participation of teachers regarding participation in such activities as setting the learning objectives was medium. Item 2 of table 4 was about the extent teachers’ participation in decisions that relate to deciding on the format of lesson plan. The mean and SD scores showed for teachers were 3.48 & 1.029 respectively. These showed that the extent of the participation of teachers regarding participation in deciding on the content and form of lesson plan was medium.

With item 3 of table 4, the respondents were asked to rate the extent of teachers’ participation in evaluating how well the department was operating. The mean and SD scores were 3.43 & 1.027 respectively. This mean score showed that the level of teachers’ participation in evaluating how well the departments operate was medium.

With regard to participation in decisions regarding the development of procedures for assessing student achievement, item 4 of table 4, the mean and SD scores rate found revealed were 3.48 & 1.012 respectively. This average mean of the respondents indicated the level of participation of teachers regarding the development of teaching methodologies was medium.

With regard to participation in decisions regarding the development of procedures for assessing student achievement, item 5, table 4, the mean and SD scores rate found were 3.45 & 1.020 respectively. Thus, mean of the respondents indicated that the level of participation of teachers regarding the development of procedures for assessing student achievement was medium.

With item 6 of table 4, the respondents were requested to rate the extent of their participation in determining the time instructional supervision could be conducted. As regards this, the mean and SD scores were 3.47 & 1.045 respectively. The grand mean for all item was  $M=3.465$  and  $SD=0.5$ . These indicated that the level of the participation of teachers in decisions concerning curriculum and instruction could be carried out was medium.

Results obtained from interview, the finding of the decisions concerning to curriculum and instruction indicated that teachers had participated in asking for supplementary reference books, evaluating textbooks, conducting action researches, producing teaching aids and exchange of good experience, teaching normal class and supporting students by makeup and tutorial classes performed was high. But, the researcher observation during data collection, there is no properly putting the document that showed teachers' participation in curriculum and instruction.

**Table: 5. Teacher's participation in policy, rules and regulation**

No	Items	Teachers (No =120)	
		M	SD
3.1	Determining the administrative and organizational structure	3.27	1.019
3.2	Setting school rules and regulation	3.27	1.002
3.3	Developing disciplinary policies of the school	3.28	.987
3.4	Establishing relationship between the principals and teachers	3.30	.967
<b>Overall/ Grand Mean</b>		3.2771	.53530

*Note: M=below 1.49-strongly disagree, M= 1.5-2.49- disagree, M= 2.5-3.49-medium/moderate, M=3.5-4.49 agree, M=4.5-5- strongly agree.*

As can be understood from items, the responses to 1 & 2 of Table 5, the respondents were asked their level of participation in determining the administrative and organizational structure and regulation and level of participation setting school rules and regulation. For both item the mean and SD scores found were 3.27 & 1.09 respectively. Thus, mean of

respondents showed the participation of teachers in determining the administrative and organizational structure & setting school rules and regulation was medium.

The total calculated grand mean ( $M=3.277$  &  $SD=0.535$ ) score of teachers' revealed that teachers' involvement in school policy, rule and regulation was average point. These indicated that the level of the participation of teachers in decisions concerning school policy, rules regulation could be carried out was medium.

**Table: 6. Teacher's participation in co-curriculum activities**

No	Items	Teachers (No = 120)	
		M	SD
4.1	Participating in developing non-academic programs of school	3.22	.891
4.2	Establishing and encouraging team work and group activities	3.83	.973
4.3	Determining when and how co-curriculum activities can be delivered	3.62	.900
<b>Overall/ Grand Mean</b>		3.56	.921

*Note: M=below 1.49-strongly disagree, M= 1.5-2.49- disagree, M= 2.5-3.49-medium/moderate, M=3.5-4.49 agree, M=4.5-5- strongly agree.*

As can also be understood from responses to item 1 of table, 6 the respondents were asked their extent of participation in developing non-academic programs of school in their school. The mean and SD score rate were found to be 3.22 & .891 respectively. Thus, mean of the respondents indicated that the extent of participation of teachers regarding to participation in developing non-academic programs was medium. Item 2 of table 6 related to participation of teachers in decision concerning to establishing and encouraging team work and group activities. The mean and SD scores were 3.83 & .973. These showed that the extent of the participation of teachers regarding participation in establishing and encouraging team work and group activities was agreed. Item 3 of table 6 has to do with weather of teachers participate in determining when and how co-curriculum activities can be delivered. As to this, mean and SD scores found were 3.62 & .900 respectively, teachers are agreed in participating in the co-curriculum activities.

The average mean & SD for the item were 3.56 & .921 respectively. The average mean of respondents showed teachers are agreed in participating in decisions making concerning to co-curriculum activities.

Additionally, the results of an interview respondents (school leaders) describes, the participation of teachers in co-curricular activity includes sports, debate and discussion, school decoration, recitation competition, and other activities was highly performed in their school.

**Table: 7. Teacher’s participation in conflict resolution**

No	Items	Teachers (No = 120)	
		M	SD
5.1	Proving support and establishing environment of trust and peaceful.	3.29	1.162
5.2	Participating in solving students problem with the school and parents	3.28	1.159
5.3	Determining by means for generating new ideas to become agreement in decision areas.	3.29	1.162
<b>Overall/ Grand Mean</b>		3.2861	.80416

*Note: M=below 1.49-strongly disagree, M= 1.5-2.49- disagree, M= 2.5-3.49-medium/moderate, M=3.5-4.49 agree, M=4.5-5- strongly agree.*

From the responses to item 1 of table 7 which relates to the extent of participation in decisions concerning to proving support and establishing environment of trust and peaceful, the mean and SD scores rate were 3.29 & 1.162 respectively. The mean showed that teacher’s participation in relation to proving support and establishing environment of trust and peaceful was found to be medium. As can be seen from responses to item 2 of table 7 regarding the extent of participation in decisions relating to Participating in solving students problem with the school and parents, the mean and SD scores rate obtained were 3.28 & 1.159 respectively. The mean of respondents showed the extent of the participation in Participating in solving students’ problem with the school and parents was medium. Item 3 of table 7 has to do with the extent of participation of teachers in decisions that relate to determining by means for generating new ideas to become agreement. As to this, mean and SD scores obtained were 3.29 & 1.16 respectively. The mean of respondents showed that, there was medium participation of teachers’ in generating new ideas to become agreement.

The averages mean for the participation of teachers in decisions making concerning to conflict resolution was 3.28. The average mean of respondents showed the participation of teachers regarding to decisions making concerning to conflict resolution was medium.

**Table: 8. Teacher’s participation in disciplinary matters**

No	Items	Teachers (No =120)	
		M	SD
6.1	Determining students’ rights and welfare	3.78	.952
6.2	Participating in solving students problem with parents	3.77	.941
6.3	Identifying Students with disciplinary problems and providing proper guidance	3.78	.957
6.4	Determine disciplinary measures on students with misconduct	3.74	.966
6.5	They actively participate in supervising students behavior	3.81	.929
<b>Overall/ Grand Mean</b>		3.7767	.45812

*Note: M=below 1.49-strongly disagree, M= 1.5-2.49- disagree, M= 2.5-3.49-medium/moderate, M=3.5-4.49 agree, M=4.5-5- strongly agree.*

As shown in table 8, item 1 relates to participation of teachers in determining students’ rights and welfare. As could be seen from the responses, the mean and SD scores were found to be 3.8 & .958 respectively. These reveal that the level of the participation of teachers in determining students’ rights and welfare was high. As shown in table 8, item 2 relates to participation of teachers in decisions pertain to solving student’s problem with parents. As could be seen from the responses, the mean and SD scores were 3.78 & .948 respectively. The computed value showed that teachers’ were agreed toward participating solving student’s problems with parents.

As shown in table 8 item 3, was about participation of teachers’ identifying Students with disciplinary problems and providing proper guidance. As could be seen from the responses, the mean and SD scores were 3.78 & .963 respectively. These reveal that teachers’ were agreed concerning to identifying Students with disciplinary problems and providing proper guidance.

As shown in table 8 item 4, was about participation of teachers’ in determining disciplinary measures on students with misconduct. As could be seen from the responses, the mean and

SD scores were 3.75 & .972 respectively. These showed that the extent of the participation of teachers in determining disciplinary measures on students with misconduct was also high.

As shown in table 8, item 5, relates to participation of teachers in supervising students. As could be seen from the responses, the mean and SD scores were 3.82 & .935 respectively. These revealed that the extent of the participation of teachers in participate in supervising students was founded to be high. The overall mean and SD was 3.77 & .458 respectively. These, generally showed that, teachers are agreed in participating disciplinary matters.

However, in order to substantiate these findings, reacting to the interview, explained that teachers did not all ways participate in determining disciplinary measures to be taken on student's misconduct, rather they transfer or goes to school leaders in order to solve the problem. These explained that teachers' participation in disciplining the students was not enough (very high). Again, the written documents such as a format in which undisciplined students signed in front of their parents were in the hand of principals that showed minimum roles of the teachers in determining disciplinary measures students.

Generally, the researchers' observation of school documents (i.e., school minutes particularly of staff meeting topics also revealed that teachers role participation in and raise their concerns on the issues of school decision making not have been given attention in the schools. This is likely to affect the overall activities of school in general and teaching learning process in particular. Finally, since the teachers' participation was not enough the study called for the need to facilitate condition in which trained school leaders in school will be assigned, to share responsibility in order to perform the school activities.

#### **4.2.2. The current status of teachers' job satisfaction**

Job satisfaction of teachers is key interventions and guarantees to quality teaching and high standards of academic performance at all levels and stages of education (Pilot, 2007; Ingwu & Ekefre, 2006). It is also teachers become satisfied and develop their positive feelings when they reach the ideals in their profession (Sirin, 2009). The level of job satisfaction increases, performance and organizational commitment improve, absenteeism and turnover decrease, when employees give proper participation in decision-making in any organization (Luthans, 2005; Moorhead & Grifcin, 2004).

Then, this study established that level of teachers job satisfaction in regarding, how to go about their daily activities relates to interpersonal relation, working condition, supervision,

leadership styles, nature of the job, promotion opportunities and recognition as the main job satisfaction were taken by considering the current Ethiopian secondary school practices. In each of these items of job satisfaction, teachers' were requested to give their extent of satisfaction on the likert scale that varies from strongly disagree to strongly agree. The summaries of respondents in each items of job satisfaction were shown in the following successive tables.

**Table: 9. Items Related to interpersonal Relationship**

No	Items	Teachers (No =120)	
		M	SD
1.1	I am satisfied with my relationship with my school's management team.	3.92	.963
1.2	I am satisfied with my staff members' relationship to cooperate with me to work	3.92	.992
1.3	I am satisfied with my relationship with the students of my school.	3.88	1.006
1.4	School administration supports good teacher-student relationships	3.89	.968
1.5	I am satisfied with my relationship with supervisors of my school.	3.92	.963
1.6	My good relations with students keep me in teaching	3.88	1.006
1.7	I am satisfied with my relationship with supervisors of my school.	3.92	.992
<b>Overall/ Grand Mean</b>		3.9042	.50887

**Note.** *M* = mean, *SD* = standard deviation *M* = below 1.49-strongly disagree, *M*= 1.5-2.49-disagree, *M*= 2.5-3.49-medium/moderate, *M*=3.5-4.49 agree, *M*=4.5-5- strongly agree.

As shown in table 9, seven items that can measure job satisfaction in terms of interpersonal relationship related questionnaires were distributed to the respondents and their overall mean and SD scores were 3.9 & 0.508 respectively. The computed value showed that teachers' are agree towards their job satisfaction concerning to interpersonal relationship. Then, majority of the teacher respondents mentioned that, collegial relationships as a strong satisfactory aspect of their teaching job. A good interpersonal relationship with others is one of the preconditions of being positive about the job of teaching. Additionally, the interviews respondents' (leaders

of school; principals, vice principals and super visors) from the open-ended questionnaire items revealed that interpersonal relationships were a significant aspect of their job satisfaction. Positive social relationships with staff, school leaders and communities were important sources of the teachers' emotional well-being; because the teachers believed that the relationship was their source of friendship, as well as of social and emotional support. But, the interviewed PTA rose that, the parents of the students were very little involved in their children's learning. Thus, implies no close relationship between the parents and teachers. Only a few parents come to school and address their issues with the school principal. Thus, interpersonal relationships were seen as the most satisfying aspect of the teachers' work, as revealed by both the questionnaire items and the interviews.

**Table: 10. Items related to working condition**

No	Items	Teachers (No =120)	
		M	SD
2.1	I am satisfied with clean, initiating and comfortable working area.	3.36	.953
2.2	I am satisfied with accessibility of transportation.	3.23	.941
2.3	I would not like to be transferred to another school.	3.18	.980
2.4	I am satisfies with participation in co-curricular activities in my school.	3.75	.955
2.5	I am satisfied with the supply of sufficient material and tools for the teaching-learning process.	3.73	.941
2.6	I am interested in attending my instructional all the time.	3.63	.978
2.7	Student attitudes towards education in my school enhanced my job satisfaction	3.43	.923
<b>Overall/ Grand Mean</b>		3.48	.46114

Note. M=below 1.49-*strongly* disagree, M= 1.5-2.49- disagree, M= 2.5-3.49- medium/moderate, M=3.5-4.49 agree, M=4.5-5- *strongly* agree.

There were various methods of measuring teachers' satisfaction in their working condition. However, as shown in table 10, the overall mean score, that can measure teachers the extent of satisfaction with respect to working conditions were raised for teachers and found that their satisfaction with the working condition was found to be medium with mean value of 3.48 and SD of 0.46. Even though, the above finding showed that the teachers' satisfaction with the working condition was medium.

Regarding to this item, the researcher conducted an interview with School leaders (principals, vice principals, super visors and PTA), their responses, explained that, in some schools the absence of sufficient material and tools for the teaching-learning process, accessibility of transportation, un comfortable working areas are some challenges that faced in their school. But, if these conditions are good and will be determined facilities, the situations would have a positive impact on the job satisfaction of the teachers. In order to substantiate these Robbins (2005), the working condition has sensible impact on an employee’s jobs satisfaction because the employees prefer physical surroundings that clean, initiating and comfortable working area.

**Table: 11. Items related to supervision**

No	Items	Teachers (No =120)	
		M	SD
3.1	The supervisor initiate me to discuss on various academic issues	3.37	.821
3.2	I am supervised in a supportive and democratic manner.	3.41	.825
3.3	School supervisors observe classroom instructions regularly.	3.38	.822
3.4	School supervisors provide training on various issues.	3.41	.825
<b>Overall/ Grand Mean</b>		3.4938	.52004

**Note.** M=below 1.49-strongly disagree, M= 1.5-2.49- disagree, M= 2.5-3.49-medium/moderate, M=3.5-4.49 agree, M=4.5-5- strongly agree.

As shown in table11, four items that can measure job satisfaction in terms of supervision questionnaires were distributed to the respondents. As the overall mean and SD scores of teachers in the above table were 3.49 & 0.520 respectively, which indicates supervision was relatively medium. In order to substantiate the above findings, the researcher conducted an interview with school leaders (principals, vice principals, super visors and PTA), the result indicate that, the practice of supervision in the school was insufficient due to insufficient available resource to initiate, follow and support teachers’ in their work which, in turn, reduces the effectiveness of performance of teachers. Thus, revealed that supervision support was one of the most significant and strongest predictors of teachers’ job satisfaction, in comparison to other variables

**Table: 12. Items related to leadership styles**

No	Items	Teachers (No = 120)	
		M	SD
4.1	All teachers in my school are treated equally.	3.21	.888
4.2	I am satisfied with involvement in decisions in the school.	3.82	.976
4.3	Proper implementation of rules and regulations with in my school satisfy me.	3.61	.901
4.4	My school leaders listen to my suggestions.	3.55	.878
4.5	The school administration fairly evaluates my work.	3.13	.869
4.6	The leadership style at my school enhances my commitment	3.14	.890
4.7	I am pleased with the leadership quality of my school director(s) how they handles the teachers	3.63	.869
<b>Overall/ Grand Mean</b>		3.441	.42086

As shown in table 12, seven items that can measure job satisfaction in terms of leadership styles, the overall mean and SD scores were 3.44 & 0.420 respectively. The computed value showed that teachers' satisfaction towards their job in terms of leadership styles was medium. Thus, most of teachers' complaints were not returned with the most leadership and administrative support practices (Tables 12.5 to 12.6). The administrative support and leadership practices which were viewed and perceived negatively and as most dissatisfying, included the following, namely poor administrative support at the schools, leading to decreased teacher commitment; the lack of the availability of instructional materials; inefficient administrative support and the evaluation of the teachers' work by the school administration.

In line with this item some PTA head explained that most teachers' are dissatisfying with absence of administrative support. In order to substantiate these, Baker (2007) reported that the teacher respondents in his study viewed administrative support as inadequate, and this was one of the primary reasons for the teachers leaving the profession. In their study of teacher commitment trends in Hong Kong, Choi and Tang (2009) found that the teacher respondents appeared uncommitted to their job, as was found in this study, due to their perceived lack of administrative support.

**Table: 13. Items related to nature of job**

No	Items	Teachers (No =120)	
		M	SD
5.1	I am happy with my work hours	3.77	.914
5.2	I am happy with the type of work	3.34	1.025
5.3	Provision of job related workshops enhance my academic Performance.	3.33	.968
5.4	I prefer to continue with teaching profession.	3.29	.868
5.5	Teaching professions is challenging job for me.	2.33	1.030
<b>Overall/ Grand Mean</b>		3.212	.46610

As shown in table 13, the overall mean score of 3.21 and SD of 0.466, that can measure teachers the extent of satisfaction with respect to nature of work were raised for teachers and found that their extent of satisfaction with the nature of work was medium.

**Table: 14. Items related to promotion opportunities**

No	Items	Teachers (No = 120)	
		M	SD
6.1	I have the opportunity to use my skills at school	3.44	1.121
6.2	I have many opportunities for professional advancement.	3.43	.984
6.3	I have opportunities for promotion.	3.45	.951
6.4	I am happy with the way teachers are evaluated	3.53	1.069
6.5	My job provides me with an opportunity to achieve professionally	3.48	.830
<b>Overall/ Grand Mean</b>		3.466	.37590

**Note.** M=below 1.49-strongly disagree, M= 1.5-2.49- disagree, M= 2.5-3.49-medium/moderate, M=3.5-4.49 agree, M=4.5-5- strongly agree.

As shown, in table 14, concerning to promotion opportunities, the results of this study showed that, the teachers were medium with the overall mean of 3.466 and SD of 0.375. This confirms Boey's (2010) statement that when teachers are not given the opportunity to solve practical school problems, and do not receive support from their superiors, this can contribute to job dissatisfaction and demotivation. Then, promotion helps to boost teachers' morale and motivates them to work properly and more effectively (Bevendum, 2000).

**Table: 15. Items related to recognition**

No	Items	Teachers (No = 120)	
		M	SD
7.1	In my school I am recognized for a job well done	3.28	1.014
7.2	I get enough recognition from education leaders.	3.28	.997
7.3	At my school the parents respect the teachers.	3.29	.982
7.4	At my school the students respect the teachers.	3.32	.961
7.5	I get enough recognition from my immediate supervisor for my work	3.44	.977
<b>Overall/ Grand Mean</b>		3.3233	.45443

As affirmed by Karsli and Iskender (2009), teachers need the appreciation, approval and respect of school administrators, and of others. As shown in table 15, five items that can measure job satisfaction in terms of recognition, the overall mean and SD scores were 3.323 & 0.454 respectively. Thus, computed value showed that teachers' satisfaction towards their job in terms of recognition was medium. In line with this, recognition and rewards are found to be the key factors that influence the job satisfaction of employees (Jun, Cai & Shin, 2006). The PTA heads interview result indicated that, recognizing teachers of their effort in the school was medium because of, weak social interaction with their leaders, top to down management style, lack of timely support from supervisor, unclear fringe benefits and promotion of teachers as per their efforts.

**Table: 16. The relationship between teachers Participation in decision-making and job satisfaction**

In order to measure the relationship between teachers' participation in decision making and their job satisfaction Pearson's Correlation Coefficients was determined. Table 16 shows the correlation matrix between the variables of decision making such as:- School planning, Curriculum and instruction, School policies, rules and regulation, co-curriculum activities, conflict resolution, disciplinary matters and over all variables of job satisfaction.

**Correlations**

**SC.PLAN CURR POLI CO-CU CONFL DISP JOB**

<b>SC.PLAN</b>	Pearson Correlation	1	.014	.029	.730	.650*	.240	.462*
	Sig. (2-tailed)	.880	.754	.310	.049	.384	.470	...
	N	120	120	120	120	120	120	120
<b>CURR</b>	Pearson Correlation	.014	1	.610	.480	.033	.720	.217
	Sig. (2-tailed)	.880	....	.913	.341	.720	.435	.202
	N	120	120	120	120	120	120	120
<b>POLI</b>	Pearson Correlation	.029	.610	1	.010	.065	.086	.361
	Sig. (2-tailed)	.754	.913	....	.917	.482	.351	.857
	N	120	120	120	120	120	120	120
<b>CO-CU</b>	Pearson Correlation	.730	.480	.010	1	.022	.210	.036
	Sig. (2-tailed)	.310	.341	.917	...	.814	.284	.693
	N	120	120	120	120	120	120	120
<b>CONFL</b>	Pearson Correlation	.065*	.033	.065	.022	1	.137	.560
	Sig. (2-tailed)	.049	.720	.482	.814	....	.135	.332
	N	120	120	120	120	120	120	120
<b>DISP</b>	Pearson Correlation	.240	.720	.086	.210	.137	1	.550
	Sig. (2-tailed)	.384	.435	.351	.284	.135	....	.219
	N	120	120	120	120	120	120	120
<b>JOB</b>	Pearson Correlation	.462*	.117	.017	.036	.560	.150	1
	Sig. (2-tailed)	.470	.202	.857	.693	.332	.219	...
	N	120	120	120	120	120	120	120

\* Correlation is significant at the 0.05 level (2-tailed).

According to available literature (Harris, 2012; Johnson and Kruse, 2009; Wade Sango, 2011) in situations where teachers feel satisfied and motivated to take part in decision-making the school eventually improve because it is believed that teachers will be able to associate themselves with the school and work towards maximizing output. The computed correlational values of table 16 showed that the relationship between teachers' participation concerning to school planning, Curriculum and instruction, School policies, rules and regulation, co-curriculum activities, conflict resolution, disciplinary matters and over all above discussed variables of, job satisfaction at N =120, were  $r = .462^*$ , .217, .361, .361, .560, .550, respectively with  $p < 0.05$  level of significance.

Then, the results of table 16 indicate that there was a positive relationship between teachers' participation in decision-making and their job satisfaction. Dada (2008) emphasized that well applied decisional participation improves workers' job satisfaction. Thus, better participation of teachers in school decision-making activities would positively enhance the level of their job satisfaction. In other hand, if teachers are excluded from participating in the various aspects of school decision-making activities, their level of job satisfaction could be adversely affected. This shows that, as teachers' participation in decision-making increases, their level of job satisfaction also increases.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter provides a summary of the findings and conclusions. Based on the conclusions, recommendations for improvement and for further research are made.

#### **5.1. Summary of the major findings**

The purpose of this study was to investigate the extent of teachers' participation in decision making and their job satisfaction in governmental secondary school of Jimma zone, Oromia Regional State. An attempt was also made to identify major impediments to teachers' participation and measures to be taken by school leaders and teachers in order to promote teachers participation.

In order to achieve the above objectives, the following basic questions were raised:

1. To what extent do teachers participate, in decision-making in secondary schools of Jimma Zone?
2. What is the current status of teachers' job satisfaction in secondary schools of Jimma Zone?
3. Is there statistically significant relation, between teacher's participation in decision-making and job satisfaction in secondary schools of Jimma zone?

The study was carried out in 12 secondary schools of Jimma zone that were selected by simple random sampling techniques. In the study a total of 160 respondents (120 teachers, 12 principals, 10 vice principals, 6 super visor, 12 PTA) were used. The data for the study were collected by using questionnaire, interview and document review. A total of 79 usable questionnaires were provided and collected as the basic data for the study. The data obtained were analyzed using statistical tools such as, mean, standard deviation and Pearson Correlation. Depending on the result of the analysis made, the following major findings were obtained.

1. Personal information of the respondents and the result of interview have revealed that, there was a wide proportional variation between males and females of the sample population, and no female principals in the sample school and there were only 1 female vice Principal members from the twelve schools. With regard to their age, the majority of the respondents' ages fall between the age intervals of 26- 45 years. With regard to areas of specialization, all teachers, principals, vice principals and supervisors were from different academic discipline such as natural science, social science, language, business and management. Regarding respondents' field of study, 56 (35%) of teachers were from natural sciences. This indicates that many number of teachers found in secondary schools were natural science teachers as compared to the number of teachers in other fields of study.

2. The analysis of this study indicated that, the mean score of subjects on extent of secondary schools teachers' participation in the decision making process was computed. The standard deviation was also obtained. As to the issue of teacher's participate in decision-making was found that the level of medium in six areas of decision-making. The total mean or grand mean response of teachers' participation in the decision making was 3.46 on a 5-point scale, which indicated medium level of teachers' participation in decision-making in governmental secondary schools of Jimma Zone. The review of related literature in school decision making suggests that failure to involve teachers in school decision-making is a plan to fail (Harris, 2012; Somech, 2010). The finding of this study shows that among the basic schools in the study, staff meetings were generally considered as the medium for involving the entire staff in school decision making. Thus, teachers' participation in school decision-making was not enough as it was required.

3. Previous study conducted that, teachers become satisfied and develop their positive feelings when they reach the ideals in their profession (Sirin, 2009). The analysis of this study indicated that, the current status of teacher's job satisfaction was found that the level of medium in the activities related to interpersonal relation, working condition, supervision, leadership styles, nature of the job, promotion opportunities and recognition with the total mean or grand mean response of teachers' job satisfaction was 3.47, which indicated medium level of teachers' job satisfaction. But, the most important for improving teaching and learning at school is the management and leadership styles and qualities that the school principals display in their schools. Addressing the factors that negatively affect the job satisfaction and motivation of teachers should be a primary concern of the school leaders.

4. Regarding the relationships between teacher participation in decision making and their job satisfaction; this study corroborate that of (Adeniyi, 2002), who believes that there exists a relationship between teachers' decisional participations and job satisfaction, the result of this study also indicates the correlation was strong and positive relationship, significant and positive relationship between teacher participation in decision making and their job satisfaction. Thus, teacher's participation in decision-making process can have great contribution to higher level outcomes of job satisfaction and efficiency.

## **5.2. Conclusion**

Based on the findings, the following conclusions were made.

From this thesis, the final analysis of the result reflected that, teachers were not adequately participating in the decision making process on the various variables examined in the study. This implies that, less attention was given to teacher's contribution for efficient and effective of school performance. From this study, it was concluded that the school principals role were less supportive in interest, knowledge, unfriendly, unapproachable and attitude to attract teachers toward school decision-making to reach and lacked common goal to achieve, as it is determined.

This study again indicated that, the current status of teacher's job satisfaction was medium. Teachers were not satisfactorily implementing the intended school activities and, as a result they are not systematically and collaboratively alleviating professional challenges to take procedural measures on limitations observed in attaining school objectives. This implies that, the minimum administrative support and leadership practices which were viewed and perceived as negatively and as dissatisfying them. Thus, the existence of participation in decision making had significant positive correlation with teachers' job satisfaction. i.e. participation of teachers in decision making activities would positively enhance the teachers to high level of job satisfaction. However, using participation alone may not be the answer to increasing the teachers' job satisfaction probably because there are many factors which affect job satisfaction.

### **5.3. Recommendation**

Based on the major findings of the study and the conclusions drawn, the following recommendations are forwarded.

Since the level of teachers' participation in decision making and their job satisfaction were not enough, the stakeholders in the running of secondary schools education should ensure that, teachers are more involved in the decision making process of their schools.

1. Teachers advised to actively participate in decision-making in their schools to encourage, motivate and utilize their wide range of experience and personal characteristics, and capability. In order to promote teachers participation in school decision-making, the school leaders advised to: providing freedom to teachers in expressing their opinions, encouraging teachers to participate, giving recognition to teachers' ideas and facilitating criticism when unusual ideas come from the groups, sharing responsibility, aware teachers the point of discussion, trigger teachers to forward ideas and support teachers to develop sense ownership, providing support and establishing environment of trust, establishing and maintaining good interpersonal relation-ship.

2.The school management body (school leaders) needs to devise strategies by which their teachers' initiatives and making decision in order to enhance higher level of teacher's job satisfaction and teachers explaining transparently what is expected from them, allowing and encouraging team work and group activities, sharing responsibility etc. to increase their participation in school.

3. Zone and woreda education office experts need to make sense of giving recognition to teachers' in the Zone. So, to change deciding alone situation, they need to provide critical supervision on forming collaborative school climate which is highly correlated with teachers' job satisfaction than making shallow supervision and providing smooth comments. In doing so, they need to support teachers' in decision making and they can share their ideas and learn from each other's that would be improving the teachers' satisfaction, motivation, effectiveness, and in the end for the overall quality in the education system.

4.The Regional education bureau expect to give appropriate recognition to teachers in coordination with the media, teachers' associations, and government officials should work intensively to promote the teachers' professional status, their rights and their roles, through publishing positive stories and articles, through conducting panel discussions on teachers'

issues, and promoting the profession. The appreciation and affection given to teachers for the work they do has an indeterminable value. This, in addition to improving the professional status of teachers, would have strong positive implications for the improvement of quality in education systems. It also expect to give chance to the teachers to express their views, through media programs, regarding the support, status and recognition they need to develop their profession, and the respect from the society.

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## Part II. The Extent of Teachers' Participation in Decision-Making

**Direction:** The following items are some of the decision areas in which teachers expected to be participated. Please indicate the extent of teachers' participation in decision making individually or as a group in your school. Indicate your answer by putting a tick (√) mark in the box given across each statement. **Key:** 1 =strongly disagree; 2 =disagree; 3 =undecided; 4 =agree; 5 = strongly agree.

NO	Item	Rating scale				
		1	2	3	4	5
1	<b>Teacher's participation on Decisions Concerning School Planning</b>					
1.1	Planning the schools' activities					
1.2	Setting the mission, vision and values of the school					
1.3	Involving in Preparing school budget plan					
1.4	Determine the mechanism of controlling and supervising plan implementation					
2	<b>Teacher's participation in Decisions Concerning curriculum and Instruction</b>					
2.1	Setting the learning objectives					
2.2	Deciding on the content and form of lesson plan					
2.3	Evaluating how well the department is operating					
2.4	Participating in developing teaching methodologies					
2.5	Developing procedures for assessing student achievement					
2.6	Determining when and how instructional supervision can be delivered					
3	<b>Teacher's participation in Decisions-making Concerning School policy, rules regulation</b>					
3.1	Determining the administrative and organizational structure					
3.2	Setting school rules and regulation					
3.3	Developing disciplinary policies of the school					
3.4	Establishing relationship between the principals and teachers					

4	<b>Teacher's participation in Decisions making Concerning to co-curriculum activities</b>					
4.1	Participating in developing non-academic programs of school					
4.2	Establishing and encouraging team work and group activities					
4.3	Determining when and how co-curriculum activities can be delivered					
5	<b>Teacher's participation in Decisions making Concerning to conflict resolution</b>					
5.1	Proving support and establishing environment of trust and peaceful.					
5.2	Participating in solving students problem with the school and parents					
5.3	Determining by means for generating new ideas to become agreement in decision areas.					
6	<b>Teacher's participation in Decisions making Concerning to disciplinary matters</b>					
6.1	Determining students' rights and welfare					
6.2	Participating in solving students problem with parents					
6.3	Identifying Students with disciplinary problems and providing proper guidance					
6.4	Determine disciplinary measures on students with misconduct					
6.5	They actively participate in supervising students behavior					

## 2.2. Measure of Job Satisfaction

Please, respond to all items given below by putting a tick (√) in the appropriate space using the following rating scales: 1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

No	Item	Rating scale				
		1	2	3	4	5
<b>1</b>	<b>Items Related to interpersonal Relationship</b>					
1.1	I am satisfied with my relationship with my school's management team.					
1.2	I am satisfied with my staff members' relationship to cooperate with me to work.					
1.3	I am satisfied with my relationship with the students of my school.					
1.4	I am satisfied with my relationship with staff of my school.					
1.5	School administration supports good teacher-student relationships					
1.6	My good relations with students keep me in teaching					
1.7	I am satisfied with my relationship with supervisors of my school.					
<b>2</b>	<b>Items related to working condition</b>					
2.1	I am satisfied with clean, initiating and comfortable working area.					
2.2	I am satisfied with accessibility of transportation.					
2.3	I would not like to be transferred to another school.					
2.4	I am satisfies with participation in co-curricular activities in my school.					
2.5	I am satisfied with the supply of sufficient material and tools for the teaching-learning process.					
2.6	I am interested in attending my instructional all the time.					
2.7	Student attitudes towards education in my school enhanced my job satisfaction.					
<b>3</b>	<b>Items related to supervision</b>					
3.1	The supervisor initiate me to discuss on various academic issues					
3.2	I am supervised in a supportive and democratic manner.					
3.3	School supervisors observe classroom instructions regularly.					
3.4	School supervisors provide training on various issues.					
<b>4</b>	<b>Items related to leadership styles</b>					
4.1	All teachers in my school are treated equally.					
4.2	I am satisfied with involvement in decisions in the school.					
4.3	Proper implementation of rules and regulations with in my school satisfy me.					
4.4	My school leaders listen to my suggestions					
4.5	The school administration fairly evaluates my work					
4.6	The leadership style at my school enhances my commitment					
4.7	I am pleased with the leadership quality of my school					

	director(s) how they handles the teachers					
<b>5</b>	<b>Items related to nature of job</b>					
5.1	I am happy with my work hours					
5.2	I am happy with the type of work I do as a teacher					
5.3	Provision of job related workshops enhance my academic Performance.					
5.4	I prefer to continue with teaching profession.					
5.5	Teaching professions is challenging job for me.					
<b>6</b>	<b>Items related to promotion opportunities</b>					
6.1	I have the opportunity to use my skills at school					
6.2	I have many opportunities for professional advancement					
6.3	I have opportunities for promotion					
6.4	I am happy with the way teachers are evaluated					
6.5	My job provides me with an opportunity to achieve professionally					
<b>7</b>	<b>Items related to recognition</b>					
7.1	In my school I am recognized for a job well done					
7.2	I get enough recognition from education leaders					
7.3	At my school the parents respect the teachers					
7.4	At my school the students respect the teachers					
7.5	I get enough recognition from my immediate supervisor for my work					

**APPENDIX II**  
**JIMMA UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**

**DEPARTMENT EDUCATIONAL PLANNING AND MANAGEMENT**

Interview Guidelines (For school principal, vice principal and supervisor)

Name of the school \_\_\_\_\_

1. Do you have any training in educational management areas?
2. To what extent do you allow teachers to participate in different decision – Making activities in your secondary schools?
3. In your opinion, to what extent do you think that teachers participate in school decision making currently?
4. According to your opinion, in what areas of decision making do teachers actively participate? School planning, Curriculum and instruction, School policies, rules and regulation, co-curriculum activities, conflict resolution, disciplinary matters
5. What factors do you think that affecting the job satisfaction of teachers in your schools?
6. What kinds of encouragement do you provide to increase their participation?
7. What role do you play as school leader, in order to make environment conducive for teachers to be more participated in decision –making?
8. To what extent does teachers' participation in school decision making enhance their job satisfaction?

**APPENDIX-III**  
**JIMMA UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**INTERVIEW FOR PTA**

An interview to be completed by PTA heads of secondary schools of Jimma Zone.

**Woreda----- school----- sex----- age-----**

**Dear respondent:-**The purpose of this research is to identify the current practices of participatory decision-making of governmental secondary school teachers of jimma zone, aiming at assessing some areas of effective participation in decision-making and their job satisfaction.

This interview is designed to obtain your perceptions and views on participation of school teachers in participatory decision-making of your school. The information provided in the interview will be handled in secret and used for academic purpose only. Hence, your honest and professional opinion contribution will be enabling the research project to be a successful one.

**Thank you in advance for your genuine opinion.**

1. To what extent do you allow teachers to participate in different decision making actives in your school?
2. According to your opinion, in what areas of decision-making, do teachers actively participate?
3. What kinds of encouragement do you provide to increase their participation?
4. As PTA what role do you play in order to make the teachers to participate in decision-making process to enhance the teaching and learning process effective?
5. What factors do you think that affecting the job satisfaction of teachers in your schools?
6. Do you believe that participating teachers in decision-making is important to enhance their job satisfaction? How?