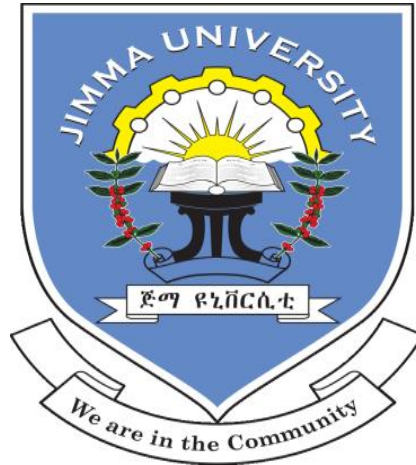


THE RELATIONSHIP BETWEEN TEACHERS' PARTICIPATION IN DECISION-
MAKING AND THEIR JOB SATISFACTION IN GOVERNMENT SECONDARY
SCHOOLS OF JIMMA ZONE, OROMIA REGIONAL STATE

BY:

ADAMU BULTI HIRPHA



JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

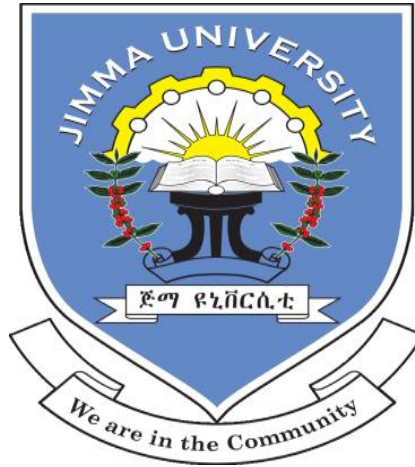
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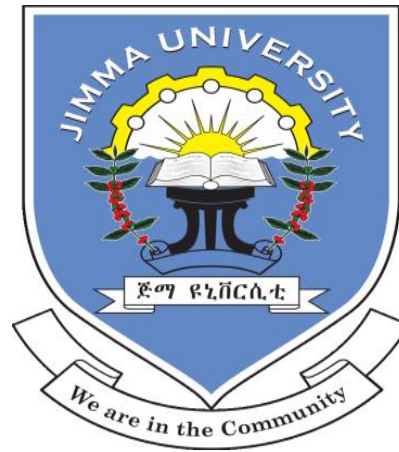
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A THESIS SUBMITTED TO DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT, COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES, JIMMA
UNIVERSITY IN PARTIAL FULFILLMENT FOR THE REQUIREMENTS OF MASTER OF
ARTS DEGREE IN EDUCATIONAL LEADERSHIP

JUNE , 2019
JIMMA, ETHIOPIA

DECLARATION

I, the under signed, declare that this thesis is my original work and has not been presented for a degree in any other university and that all source of materials used for the thesis have been duly acknowledged.

Name. **Adamu Bulti**

Sign. _____

Date _____

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

AdvisorName **Dessalegn Beyene (PhD)**

Sign. _____

Date _____

Place: Department of Educational planning and Management, College of Education and Behavioral Science, Jimma University.

Date of Submission _____

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ABBREVIATIONS

KETB: Kebele Education and Training Board

MoE: Ministry Of Education

PTSA: Parent Teacher Students Association

SPSS: Statistical Package for the Social Science

TAP: The Teacher Advancement Program

WEO: Woreda Education Office

ZED: Zonal Education Department

ABSTRACT

*The main purpose of this study was to investigate the relationship between teacher participation in decision making and their job satisfaction in government secondary schools of Jimma Zone, Oromia Regional State. To conduct this study, correlational design and a quantitative research method was employed. A total of 150 respondents (120 teachers, 10 principals and 10 PTSA heads and 10 KETB heads) were included into the study. Teacher respondents were selected by using Yamane (1967) formula sampling technique while principals, PTSA and KETB heads were selected by census sampling technique because their number was manageable. The data were collected through questionnaires, semi structured interview and document review. Data gathered through questionnaires were analyzed by using, chi-square, percentage, mean, standard deviation, Pearson product correlation coefficient and average mean. Data obtained through interview and document review were qualitatively analyzed by narration. The study revealed that the extent of teachers' participation in decision-making was no significant difference between school principal and teachers in participation on different areas of decision making. Findings regarding job satisfaction indicated that teachers were, generally, satisfied with various aspects of their job. The overall mean score for job satisfaction was indicating that the teachers were moderately satisfied with their job. Regarding their relationship, Pearson product correlation coefficient results revealed that a significant and positive relationship between teachers' participation in decision making and their job satisfaction ($N=119$, $r=.667^{**}$, $p<0.01$ level of significance). From this result one can understand that teachers' participation in decision-making has moderately correlation with job satisfaction. The findings indicate that the level of job satisfaction for Teachers at the Jimma Zone Secondary schools increases proportionately with an increase in their level of participation in decision-making. It was, thus, concluded that teachers' level of participation in decision-making was moderate. There is a significant positive correlation between participation in decision-making and teachers' job satisfaction. Based on the conclusion, consequently, it was recommended that the participation of teachers in decision-making process is crucial for the betterment of the teacher satisfaction and school performance. Hence, the school management body devises strategies by which teachers can participate more in the decision-making process as well as Provide meaningful encouragement and economic incentives to teachers. Future researchers advised also replicate the same study in private secondary schools. Because the findings of this study were limited to government secondary schools.*

Key words: *Decision making, teacher participation, Job satisfaction, Secondary schools, Jimma Zone*

CHAPTER ONE

INTRODUCTION

This chapter dealt with background of the study, statement of the problem, objectives, significance of the study, delimitation of the study as well as conceptual Framework, definition of key terms and organization of the study.

1.1. Background of the Study

The concept of teachers' participation in decision-making and job satisfaction has gained wide attention in both Human Resource Management theory and practice. 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.

The concept of teacher participation in decision-making has lately emerged as an effective strategy in the management of human resources in the workplace following its contribution to the success of Japanese companies. One of the basic purposes of Education is to produce trained human resource, which can overcome development impediments of a given country. To achieve this, there should be a satisfied work force in the sector. Employees who have high level of job satisfaction commit their time, energy and efforts to work which result in high productivity (Scott, 2004). As Kousteliou (2001) writes job satisfaction is the most interesting field for many researchers to study work attitude of workers. Due to better performance shown by satisfied workers, it is the top priority of all organizations to achieve the desired goals by increasing their satisfaction.

Decisions are made towards solving problems aimed at achieving the stated goals of the schools effectively and efficiently. These decisions may be related to students/staff discipline, curriculum implementation, resource utilization, school policy or extra-curricular activities. Good schools depend on administrators recognizing that teachers are capable of being responsible for their students' learning. Such schools also empower teachers with the ability to make the decisions on how to best accomplish success (Raudonis, 2011). This entails that school leaders should involve teachers in the decision-making processes as they are the ones closest to student achievement (Lashway, 2003).

The United Nations Education, Science and cultural Organization (UNESCO) document asserts that without the participation of teachers, changes in education are impossible (UNESCO, 2005). This proposition confirms that teachers are the corner–stone of school activities. Moreover, it can be said that the quality of school performance largely depends upon teachers who occupy the most important place in the teaching learning process. Therefore, the involvement of teachers in decision–making is likely to motivate them to exert their mental and emotional energy in a group situation that may contribute to group goals and shared responsibilities. Teachers play crucial role in the teaching learning process. They are the guardians of instruction, implementers of school policies and co-organizers of school activities. Thus, the decisions made in schools directly or indirectly affect teachers. This implies that “teachers are suited to make better decisions having in mind what is required of them as professionals” (Mualuko et al., 2009). Teachers can take a larger role in the overall success of the school when they become committed to active participate in the decision-making process.

A number of researchers have studied the relationships of teachers’ increased involvement in decision–making with a number of important school variables. In relation to this, Smylie (1996) stated that participation improves teacher’s opportunities in acquiring new knowledge and insights. One of the reasons for involving teachers in decision-making is that it improves the overall performance of the school. Involving teachers in decision-making process is a means to increase the productivity and efficiency of an educational organization. Pashiards (1994) in this regard, explained that increasing the level of teacher participation in decision-making process makes school policy and management more responsive to societal needs.

Participation in decision-making can also make teachers feel a sense of ownership to the decision and belongingness to their institutions. In this regards, Kumar and Scuderi (2000) asserted that participation enables teachers to become active participants in school management process.

For Armstrong(2006), positive or favorable attitudes about the work and the work environment indicate job satisfaction, and the inverse, referring to negative or unfavorable attitudes towards the work indicate job dissatisfaction.

Zembylas, and Papanastasiou, (2006) viewed teacher job satisfaction as a function of the perceived relation between what one wants from teaching, and what one perceives teaching is

offering to a teacher. As Hongying (2008) adds, job satisfaction refers to the overall attitude and views of teachers toward their working conditions and profession.

Teachers' 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). The underlying logic is that, by involving workers in the decision that affect them and increasing their autonomy and control over their work life, employees will become more motivated, more committed to the organization, more productive and, therefore, more satisfied with their jobs. Job satisfaction is not only vital for employees but also for the employers as it enhances productivity and reduces employee turnover.

According to Leat (2011), job satisfaction is an important aspect in a work situation and has been associated with improved performance and employee commitment to the organization. Teachers' participation in decision-making is a means of empowering employees (Nykodym et al., 1994). 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. Employee involvement and participation have been used interchangeably given that it is difficult to isolate one from the other.

Armstrong (2006) defines participation in decision-making as the inclusion of employees in the decision-making process of the organization. Empirical evidence shows that involving workers in decision making reduces dysfunctional behaviors which negatively impact on organizational performance such as staff absenteeism, tardiness and turnover; improves organizational commitment, enhances performance and leads to greater job satisfaction (Luthans, 2005).

Employee participation is defined as a process in which influence is shared among individuals who are otherwise hierarchically unequal (Locke and Sweigger, 1979 and Wagner, 1994). At an organizational level, managers and their subordinates are both involved in the process of information processing, decision making and problem solving.

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. It is the direct involvement of individuals in decisions relating to their immediate work environment as well as in direct involvement in the decision-making through representation in the broader socio -technological and political structures of the firm. Management cannot, of its own, make and implement decisions and expect to achieve its goals (Zuvarashe, 2011). Encouraging the participation of workers is, therefore, critical; it enables them to exercise their varied skills and ingenuity, enhances their motivation and increases their commitment to the organization.

Muindi (2011) and Rice and Schneider (1994) postulate increasing workforce diversity, changing patterns of work and an increasing population of knowledge workers pose serious challenges to management and hence, putting organization under constant pressure to embrace Human Resource Management practices that allow employees discretion in making decisions that influence their work and work environments without compromising on organizational goals, mission and vision.

Job satisfaction is a pre-requisite for employee performance in any organization and is emerging as a critical issue in Human Resource Management. Job satisfaction is important because it accords the worker sense of security and fulfillment while for the employer, job satisfaction ensures committed staff and a stable workforce and hence, saving the organization from regular recruitment and training of new staff. Job satisfaction is a measure of the degree to which employees express contentment with their jobs. It is an attitude or perception that reflects how individuals feel about their jobs.

Locke (1996) defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences achieving or facilitating one's values. When people perceive and experience what they are undertaking as fulfilling, their productivity and commitment to the organization increases. This, according to Locke (1996) constitutes job satisfaction. If a worker perceives and believes that what s/he wants from a job is what in reality they are getting from the job, then, they are likely to experience job satisfaction.

There are many aspects that influence the levels of job satisfaction of employees; these include pay and benefits, the quality of supervision, conditions of work, opportunities for promotion and career growth, leadership and social relationships at the workplace and the nature of the work itself (Luthans 2006 and Armstrong, 2001). The importance that individual workers attach to each of these elements varies from one employee to another. However, it is generally held that employee involvement and participation, and employee empowerment do also influence the job satisfaction of workers. 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.

Measuring job satisfaction of workers has become a prime focus of attention in organizations given the dramatic reshaping of the business environment. Spector (1997) 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 while Nykodym, Simonetti, Nielsen and Welling (1994) posit that earlier research findings suggested that there is great potential for improving job satisfaction and performance through the use of worker participation.

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. Lawler (1991) postulates that employee involvement emphasizes on cascading power, information, rewards, and training to the lowest level possible in the organizational hierarchy to increase worker discretion.

Autonomy is vital because it allows the worker more influence on work-related aspects and decisions of the job to create the conditions that foster initiative and self-determination and enhance their job satisfaction. Dissatisfied employees are a burden to any organization as they may engage in counter-productive behaviors such as poor service, theft, sabotage of organizational equipment, absenteeism and turnover. These behaviors result in direct financial costs to the organization in terms of lost productivity and replacement costs. Few researches have been to establish the extent of teachers' involvement in decision making and especially in government secondary schools in Jimma Zone. Records also indicate a growing population of

teacher enrolment in institutions of higher learning pursuing other courses besides their professional training suggesting an underlying problem of teacher dissatisfaction with their jobs.

Thus, the researcher was motivated to assess the relationship between teachers' participation in decision making and job satisfaction in government secondary schools' of Jimma Zone, Oromia Regional State.

1.2. Statement of the Problem

Education is a complex endeavor. It encompasses various decision-making processes concerning different issues and educational problems. The decision made could also be categorized as the collection of scarce teaching and learning resources, the enrolment of students, employment of teaching and non-teaching staff, introduction of the new curriculum, student and staff discipline, staff training and methods of improving pedagogy and educational research. Okumbe (1998) and Anwar (2011) stated lack of involvement in decision making, lack of transparency and fairness were the sources of job dissatisfaction in public organizations. Teachers' participation in decision making has a great role in enhancing the relationship between the school and community relation. It increases teachers' participation in instructional process which has a vital importance in bringing about quality of education, improving the overall teaching learning process and making the school compound attractive and promoting the school progress. In supporting this idea, De Grauwe *et al.* (2011) remarked that the involvement of school teachers in school management can promote decision making at school level and improves the quality of schooling and students' achievement.

Job satisfaction studies in Ethiopia have been carried out in recent years Fenot (2005) and Gedefaws's (2012) conducted such studies in Addis Ababa. Their study showed that teachers' job satisfaction is most closely related to those aspects that are intrinsic to the task of teaching namely teacher efficacy and development. Especially, Gedefaws's (2012) study included 300 secondary school teachers and 10 interview participants in Addis Ababa. The results indicated that the teachers were significantly dissatisfied with their work.

As stated above, teacher's participation in decision making plays a great role in improving their job satisfaction. To do so, school governing bodies should make deliberate efforts by involving teachers in making decisions which have ramifications on their work and work environments in an attempt to motivate and retain their key staff. In supporting this idea, Nykodym et al (1994)

postulate that there is a growing emphasis on participative management which gives room for subordinates including teachers and that the complexities of business decisions require the integrated knowledge of specialists in different functional and technical areas.

Moreover, Luthans (2005) and Moorhead and Griffins (2004) observed that in organizations where teachers are highly involved in the activities of the organization, they will be more contented, motivated and committed to the goals and values of the organization and thus will be more productive. Organizations have also realized the significant role of Human Resource Management in developing strategies and using techniques that result in teachers giving their best efforts for the success of the organization and reaching their full potential to create the competitive edge in an environment where increasing competition remains a dominant factor (Foot and Cook, 2008).

Peters and Waterman (1982) observed that employees are the most valuable resource of an organization and that involving employees in organizational policy making particularly at customer interface would enhance employee motivation and performance. It is the employees who make things happen in the organization and are, perhaps, the only asset wielding both expertise and knowledge to move things within the organization.

According to Abwavo (2005), job dissatisfaction is the root cause of dysfunctional behavior (such as turnover) at the workplace. With the employee looking beyond the pay-cheque, other factors that affect job satisfaction ought to be considered.

In addition, according to the researcher's knowledge, very few researches were conducted on the relationship between teachers participation in decision making and job satisfaction. For example a studies conducted by Koech (2002), Ukur (2003), King'ori (2003), Okoth (2003), Azegele (2005), Bulitia (2006) and Nyanga (2007) addressed various issues that affect job satisfaction. None of these studies have addressed the issues related to job satisfaction and teachers participation in decisions making. Similarly, in the context of Ethiopia, different researchers were conducted on the schools' decision making practices but all had their own limitation.

For instance, Workneh Abebe (2012) studied on School Management and Decision Making in Ethiopian Government Schools' with the objective to examine the extent to which management at school level contributes to improved decision making. He looked into the roles of stakeholders in improving school management and decision making at school level by taking only three

schools from Oromia. Balcha (2012) also did an investigation of Teachers' Participation in Decision Making Process in Bale Zone. This research had only investigated teachers' participation in the decision making process in schools. Desalegn (2014) studied the practices of Teachers' Involvement in Decision-Making in Government Secondary Schools of Jimma Town. This research also had only investigated teachers' involvement in decision- making process of school. None of these studies have addressed the issues related to job satisfaction and decisions making. Currently the frequent teacher absent form school, aggressive behavior towards colleagues and learners, early exists from the profession and psychological withdrawal from the work is the major problems in secondary school of Jimma Zone area seen by researcher own experiences. Some are changing their profession and field of study rather than teaching and applying for vacancy to sector offices by holding different documents and some are forms the small enterprise. At the same time some teachers left the teaching profession and joined other professions. Additionally, I witnessed teachers joining the teacher union in an attempt to fight for their rights against their respective employers. These experiences together motivated me to conduct the current study as an attempt to create awareness about the phenomenon of job satisfaction to school administrators, employers and school owners with the hope that it would provide possible solutions to some of the issues I have mentioned previously for the good of beneficiaries of the education service in Jimma Zone.

Therefore, the study was aimed at filling the gap in research and literature by examining the relationship between teachers' participation in decision making and their job satisfaction in government secondary schools of Jimma zone by raising the following basic research questions:

1. To what extent do teachers participate in decision-making in secondary schools of Jimma Zone?
2. What are the areas of decision in which teachers involve in secondary schools of Jimma Zone?
3. To what extent secondary school teachers in the Jimma Zone are satisfied with in their job?
4. Is there any significant relationship between participation in decision-making and job Satisfaction among teachers in government secondary schools in Jimma Zone?

1.3. Objective of the Study

1.3.1 General Objective

The general objective of this study was to investigate the relationship between teacher participation in decision making and their job satisfaction in government secondary schools of jimma Zone.

1.3.2 Specific Objectives

- 1.To assess how far teachers took part in decision-making in secondary schools of Jimma zone.
2. To identify decision areas where teachers actually involve.
- 3.To examine the extent of job satisfaction aspects teachers were satisfied with.
4. To investigate the relationship between teacher participation in decision making and job satisfaction in government secondary schools of Jimma Zone Oromia Regional State.

1.4. Significance of the Study

The participation of teachers in decision-making and their job satisfaction at all levels of the school system is very important for the well-being of the schools. Therefore, this study is believed to have the following advantages:

- The study may increase awareness for school principals, teachers, students and educational office about the relationship between teacher participation in decision making and their job satisfaction.
- The may help know areas in which teachers in secondary schools of Jimma Zone involve in relation to decision making.
- It may help all those concerned bodies understand aspects of job satisfaction teachers in secondary schools of Jimma Zone are satisfied with.
- It may also help those concerned bodies learn the relationship between teachers' participation in decision making and their job satisfaction.

1.5 Delimitation of the Study

In order to make the study more manageable, the study focused on the relationship between teacher participation in decision making and their job satisfaction in selected government secondary schools of Jimma zone, Oromia Regional state, Ethiopia. The zone was selected as the study site purposively because the student researcher has well acquaintance with the principals

and teachers in the Zone where he has worked for four years in one of the secondary schools. It is clear that conducting a study in all secondary schools of the Jimma zone would be advantageous in order to have a complete picture of the relationship between teacher participation in decision making and job satisfaction. However, due to time and financial constraints, the study was conducted on five Woredas and ten selected government secondary schools of Jimma zone. It also enclosed to selected secondary school leadership and teachers at Jimma Zone, Oromia Regional State. Furthermore, the study will be conducted from January 2019 to June 2018G.C

1.6 Limitation of the Study

This study did not come to end without drawbacks. To this end, some limitations were also observed in this study. The major problem that faced the researcher in understanding this study was shortage of domestic reference book in Ethiopian context. The researcher feels that, had it been possible to access these literatures, it would have been possible to substantiate more and come up with better work. Hence, the researcher believes that this problem contributed to limitation of the study. Attempts were made to overcome these limitations by making use of some unpublished teaching materials, journals and literatures with the world wide experience. Another limitation was some of the KETB and PTSA heads were busy and had no enough time to respond the interview; and they were creating delaying tactics by giving appointment for various reason. The condition made the researcher consume more time than previously allocated for data collection.

1.7. Conceptual Framework

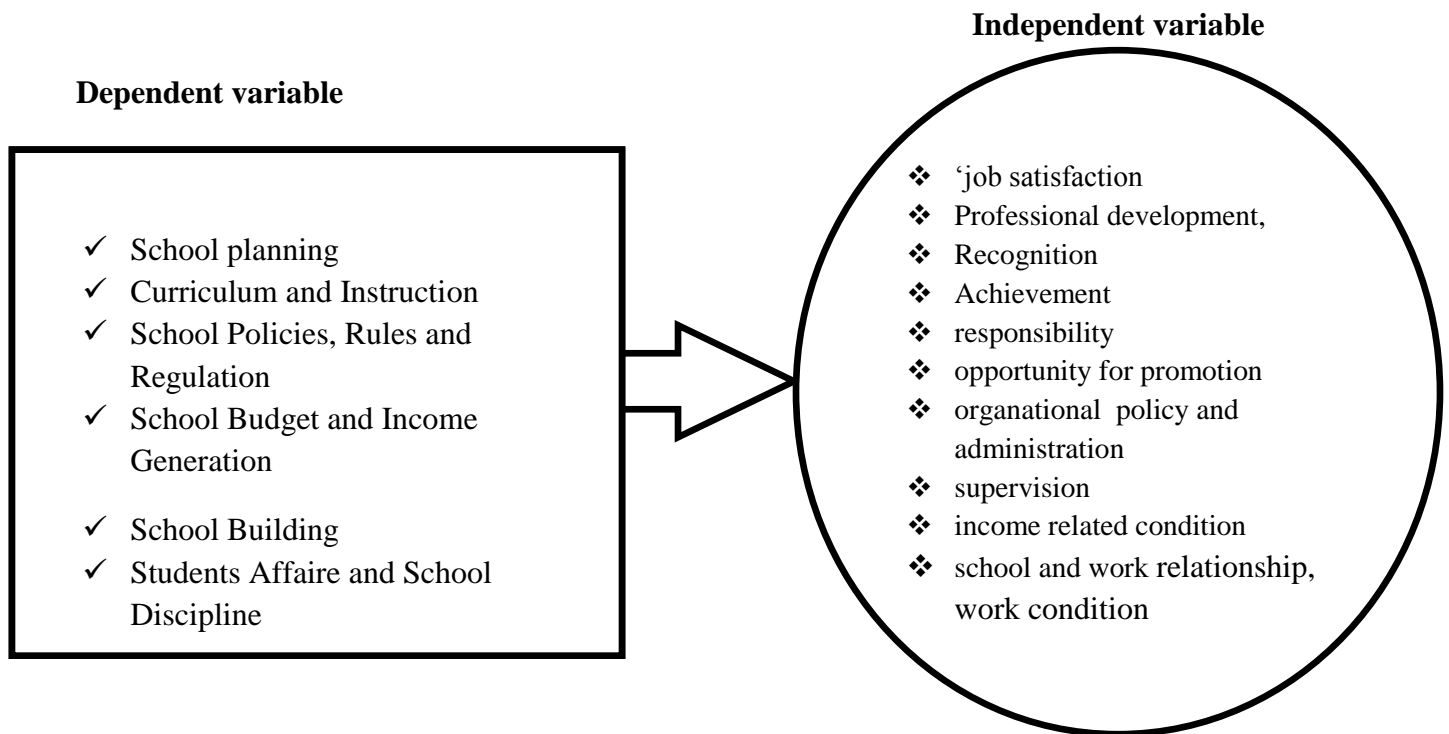
Arnold and Feldman (cited in Keung, 2008) proposed three level of categorization of decision participation for teachers: the individual level, the group level and the organizational level. The individual level includes issues closely related to the individual teacher's performance within classrooms such as choice of teaching materials, teaching schedule and student assessment.

The group level includes issues relating to the functioning of groups such as subject panels and co-curricular activity groups. Many authors, Crockenberg and Clark(1979), Dressel(1981) and Wilson, (1996) have tried to identify different areas of decision-making. Wilson (1996), for example, identifies like policy development, personnel procedures, curriculum and instruction, budget development, physical facilities, school discipline and other important concerns. He argues teachers can play a vital role in each of these areas if given the opportunity.

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

The framework below shows the relationship between the independent and the dependent variables of the study. The independent variables are School planning, Curriculum and Instruction, School Policies, Rules and Regulation, School Budget and Income Generation, School Building, Students Affairs and School Discipline whereas dependent variable is job satisfaction.

Figure: 2.1 Conceptual Framework Model of relationship between teacher participation in decision making and their job satisfaction,



This research was organized into five chapters. The first chapter deals with background of the study, statement of the problem, objectives, significance, the delimitations and operational definition of key terms. The second chapter presents a review of relevant literatures. The third chapter relates to research design and methodology.

1.8. Definition of Key Terms

Decision making: is the process of identifying and choosing alternatives based on the values and Preferences of the decision maker, not only to identify these alternatives but to choose the one that best fits with our goals, objectives, desires and values (Harris, 2012)

level education to learners who are typically between the ages of 15 and 18 it is provided after primary school education and before vocational and higher education

Teachers' job satisfaction: The term job satisfactions refer to the attitude and feelings teachers Have about their work. Positive and favorable attitudes towards the job indicate job satisfaction (Aremstrong.M.2006).

According to Spector (1997, 2), job satisfaction is defined as “simply how people feel about their different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs.”

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

Parent, Teachers and Students Association:-an organ which is formed from the coalition of representatives of parents, teachers and students in schools. It is a higher organ which has a Power on administrative issues and plays facilitation role between schools and the communities (MoE.1994).

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter aims at describing the influence of Teachers participation in decision making and their job satisfaction by looking at various literatures and advancing further interest in this field and other areas that seem to have been ignored. The chapter outlines the concept of teachers' participation in decision making, its forms, benefits and challenges and the concept of job satisfaction. With respect to this various literatures have been reviewed including both published and unpublished works.

2.2. Concepts of Decision-Making

Various authors define decision making differently. While some authors (e.g. Newstrom and Pierce, 1990) focus on the process involved in decision making, other (e.g. Hoy and Miskel, 1991) emphasize the problem solved during a decision making. On the other hand, some other writers (e.g. Irwin, 1996) focused on the actors involved in decision making. Okumbe (1998) define decision-making as the process of specifying the nature of particular problem and selecting among available alternatives in order to solve the problem. This definition of decision-making indicates that a problem precedes any decision and that there must be a number of alternative courses of action from which an optimum course will be selected Knezevich (1969) also define decision and decision making as follows: A decision can be defined as a conscious choice action from among a well-defined set of often competing alternatives. Decision-making is a sequential process culminating in a single decision or series of decisions (choices) which stimulate moves or actions.

Decisions are a composite of values, facts, and assumptions. Each or all of these may be subject to change from time. Decision-making, therefore, is not a onetime activity but rather a continuing enterprise (Okumbe, 1998). Every successful organization must make decision that enable the organization to achieve its goal and which meet the critical needs of members of the organization (Morphet et al, 1982). Moreover, Alkin (1992) state that "decisions are made daily in school about the conduct of work, the distribution of resources and short term goals" (p.1168). Decision involve policies (the definition of objectives), resources (people, money materials, and authority), and means of execution (integration and synthesis). Insofar as the value content of

this type of decision is concerned, the school principal should identify two major values; policy decision that seek purposive action; executing decision that seek coordination's of action (Wilson, 1996 p.131). Thus, decision-making is very important and significant in school and in any organization at large to conduct work, distribute resources, plan short-term and long-term 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

2.3. The Nature of decision making

Decision-making is the most aspect of educational management. In fact, some authors in the field of management suggest that management is decision making. Decision-making is considered to be the "heart of management". In the process of planning, organizing, staffing, directing, reporting, and budgeting a manager makes decision (Newcombe and McCormick, 2001). Decision-making is applied in any of the organization activities. Griffith (cited in Owens, 1987) has highlighted three important concepts concerning the nature of decision making. These are 1) the structure of an organization is determined by the nature of its decision-making process, 2) an individual's rank in an organization is directly related to the control exert over the decision process, and 3) the effectiveness of an administration is inversely proportional to the number of decision that he/she must personally make (p.267).

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

According to Vroom-Yetton and Jaggon (cited in Invacivich et al, 2005), "effective leadership select the appropriate decisions set and permit the optimal participation for followers" (p.402).

This indicates that, even though, decision – making is an important managerial process, many decisions should be made by member of the groups.

2.4 .Types of Decision

Researchers and experts concerning decision–making have developed way of classifying different type of decision based on the nature and purpose they serve. In this regard, Chiffith (cited in Assefa, 1995) classified decision in to individual and group decision, personal and organizational decisions, programmed and non-programmed decision intermediary, appellate and creative decisions, rational and non–rational decisions (p .21)

In addition, other writers such as Ivancevich et al. (2005) and Okumbe (1998) classified based on nature of the problem as programmed decision that is repetitive and routine activities and none-programmed decisions that is novel, unstructured, and new problem. However, for the most part, these different classification systems are similar, differing mainly in terminology (Ivancevich et al, 2005, p. 459).

The present researcher also believes that almost all the ideas proposed by the authors are similar except in their scope, width and ways of expressing the different types of decision–making. Therefore, this section mainly focuses on the types of decision–making based on their nature, time and purpose. These are: (1) Individual versus Group Decisions and (2) Program and Non – program Decisions.

2.4.1 Individual versus Group Decisions

Individual and group decisions are kind of decision based on a number of people involved in decision–making process. Based on the nature of the problem and the situation, some decisions may be made better by group, while others may be handled by individuals. As pointed out by Group decision–making is sometime referred to by other terminologies: participative decision – making, collective judgment management or plural management (McEwan, 1997).

According to Agrawal (1982) in large and complex organization most of the basic and strategic decisions are made by a group of managers rather than by individuals. Decisions relating to the determinant of the organizational objective and formulation of plans, strategies and policies fall in this category. Today important decisions are made by group than individuals. Generally, decisions may be taken either by an individual or groups. Even if the group decision-making may have its own limited disadvantage in school organizations making the decisions by group is

preferable than one individuals. As argued by McEwan, (1997), group decision can bring more resource to many decisions than a single individual. Different people bring a variety of information, ideas, and viewpoints. Moreover, group decision helps to facilitate the identification of creative and innovative solution to the problems through participating staff members.

2.4.2. Program and Non-program decision

Simon (cited in vecchio, 1991) distinguishes decision in terms of whether they are “fairly routine and well-structured or novel and poorly structured” (p.343). For Okumbe (1998) “program decisions are made on routine problems, whereas, non-programmed decision are in response to problems which are either novel or poorly defined” (p.146). Knezevich (1969) also agrees on the above idea. He notes that programmed decisions are used in repetitive and routine activities. This means when definite procedures can be worked out, program decisions cover the routine problems of an organization that do not need a new response for each recurrence. In contrast, non-programmed decisions encompass novel, unstructured, and consequential issues for which no cut-and dried method can be developed.

2.5. Rationale for Involving Teachers in Decision Making

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

Participative decision-Making has been identified as an important contributor to successful educational management. It is not only facilitating implementation of decision but also leads teacher to feel respected and empowered. Moreover, such participation builds trust, helps teachers acquires new skills, increase school effectiveness and strengthens staff morale, commitment and team work (Lashway 1996, cited in Gardian and Rathore. 2010). The participation of teachers in decision –making was perceived as forgoing links between administrators and teachers (Sergiovani, 1992, p.345).

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

In most cases the responsibility for obtain school objectives depends on teachers. In this regard Mohrman et al. (1992) states that, participation of teachers in making decision enables higher quality products and services, less absenteeism, less turn over, better problem solving and less management over head-in short, greater organization effectiveness (p.347). In addition, pashiardis (1994) suggest that, increasing amount of teacher participation in making decisions and extending their involvement in the overall decision process in order to make school policy and management more responsive to societal needs (p.14). Moreover, it has been noted that the relationships which increased teacher participation in decision –making may have with a number of important school variables. These relationships have been studied in terms of teachers affect work out comes including their job satisfaction, organizational commitment, and role conflict and role ambiguity.

Hoy and Miskel (1990) found that, participation of teacher in decision-making is positively related to individual's teachers' satisfaction with the profession of teaching. Ivancevich et al, (1990) also noted that teacher's participation in decision-making process may lead to higher level outcomes satisfaction and efficiency while decision made unilaterally do not contribute to the development or change of the school performance (p 242). White (cited in Algoush, 2010) 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.

2.6. Some areas for teachers' participation in decision- making.

Arnold and Feldman (cited in Keung, 2008) proposed three level of categorization of decision participation for teachers: the individual level, the group level and the organizational level. The

individual level includes issues closely relating to the individual teacher's performance within classrooms such as choice of teaching materials, teaching schedule and student assessment.

The group level includes issues relating to the functioning of groups such as subject panels and co-curricular activity groups. Included in the organizational level are issues that concern the whole school level matters such as school goals, school budget, admission policy, personnel management and development planning (p. 152). Many authors (Crockenberg and Clark, 1979, Dressel, 1981 and Wilson, 1996) have tried to identify different areas of decision-making. Wilson (1996), for example, identifies like: policy development, personnel procedures, curriculum and instruction, budget development, physical facilities, school discipline and other important concerns. He argues teachers can play a vital role in each of these areas if given the opportunity. For the purpose of this study, the researcher had identified six potential decisional areas for teachers to participate. The selection of these is made by taking the current school practices under the study in to account. The areas identified include” 1) School planning ;2) Curriculum and instruction;3) School policies, rules and regulation; 4) school budget and income generation,;5) Students affaire and school discipline; and 6) school building.

2.6.1 School planning

An effective planning process is an essential feature of every successful organization. In the case of schools, planning is one of the basic school activities that teachers should 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, p.27).

Teachers' participation in planning can increase the creativity and information available for planning. It can also increase the understanding acceptance and, commitment of people. “participative planning activity includes in the planning process as many the people as possible who will be affected by the resulting plans and/ or will be asked to help implement the plans” (Schermerhorn, 1996, p. 68). Morphet et al. (1982) stated that the school organization plan lays the basis for the procedure by which principal's work with the staff to participating planning, all staff would participate in the development of the plan. That is because no better method of achieving acceptance and understanding has been devised than the method of participation.

Instructional plans have a crucial function in helping teachers participate in the planning of instructional practices, which enables teachers to create a unique design for their own students. Student Centered approaches make it necessary that the curriculum programs should be dynamic and be designed in a shape that is conducive to further development and modifications during the implementation process (Galton, 1998). The process of curriculum development does not end with the preparation of curriculum programs; it continues with the teachers' instructional planning activities, finalizing with the actual delivery of the instruction in the classroom (Varış, 1997).

Teachers are usually involved in the nation-wide or school-based curriculum development and renewal activities (Demirel, 2006; White, 1992). But, the main function of teachers during the task of curriculum development comes into the foreground with planning and implementation of instructional activities. According to Connelly (as cited in Ben-Peretz, 1990) teacher still have a crucial role in program development even when they are given the task of implementing a ready-made package program by resorting to their own decisions and modifications while adapting the curriculum according to their specific context and teaching conditions. It is necessary that the teachers are given the possibility to adapt the curricula in line with their own teaching context, so that they can participate actively and effectively to curriculum reform efforts (Johns, 2002). It seems that one of the obstacles for teachers to deal with while making instructional decisions and applying them is limitations on teacher autonomy (Boote, 2006).

2.6.2. Curriculum and Instruction

A renewed interest in teacher involvement in curriculum development can be found in the writings on educational reform and curricular improvement over the last twenty years. Writers on educational reform call for greater teacher participation in the decisions related to curriculum and instruction as one way in which to promote educational improvement. During the 1980's, various national reports (e.g., Carnegie Forum on Education and the Economy, 1986; National Governors Association, 1986; and Holmes Group, 1986) called for increased teacher participation in curriculum development to improve student achievement and professionalize teaching. Empowering teachers and professionalizing teaching were common themes in discussions of teacher involvement in curriculum development (e.g., Giroux, 1994; Paris, 1993; Size, 1992). The educational tasks of schools, and therefore the focus for decision-making by school-based governance structures, include curriculum development and instructional program

development, according to Glickman (1993, p. 68). Glickman (1998) asserted that since furthering democracy, or as he quoted Dewey, "education for democracy"

A Brief History of Teacher Participation in Curriculum Work Teacher involvement in curriculum development, however, is not a new idea in education. There is a significant historical record, concerning both theory and practice, about teacher participation in curriculum development. For example, writings on the idea can be found as early as 1903 with Dewey's article entitled "Democracy in Education" in which he asserted that "questions of methods of discipline and teaching, and the questions of the curriculum, textbooks, etc." should be submitted "to the discussion and decision of those actually engaged in the work of teaching" (pp. 194-195).

Advocacy for the idea of teacher involvement in curriculum development was also found in the first half of the twentieth century in the writings of such educators as Newlon, Caswell, Briggs, Bonser, Hopkins, and from various educational groups. Bonser (1920), for example, in a discussion of democratic practices in schools, maintained that if the schools are to be saved to do their appointed work in the service of our democracy, their boards of education, superintendents, principals, and supervisors will have to bear broad minded, sympathetic, and genuinely democratic relationships to their teachers. They will have to provide means for the participation of teachers in the promotion of the school's enterprises and policies.

2.6.2.1 The Importance of Teachers Involvement in Curriculum Development

Without doubt, the most important person in the curriculum implementation process is the teacher. With their knowledge, experiences and competencies, teachers are central to any curriculum development effort. Better teachers support better learning because they are most knowledgeable about the practice of teaching and are responsible for introducing the curriculum in the classroom. If another party has already developed the curriculum, the teachers have to make an effort to know and understand it. So, teachers should be involved in curriculum development. For example, teacher's opinions and ideas should be incorporated into the curriculum for development. On the other hand, the curriculum development team has to consider the teacher as part of the environment that affects curriculum (Carl, 2009). Hence, teacher involvement is important for successful and meaningful curriculum development. Teachers being the implementers are part of the last stage of the curriculum development process.

2.6.2.2 Preparation for Teacher Involvement in Curriculum Development

Because teachers have to be involved in curriculum development, the teacher should be provided with appropriate knowledge and skills that help them to effectively contribute in curriculum development operation. As a result, teachers need training and workshops, which are geared toward professional development to be able to contribute to curriculum development. On the other hand, there is an important point to make efficient in involvement teacher in curriculum development that is teachers have to be empowered in the process of curriculum development (Carl, 2009). This means teachers should have improvement and increasing in many points of them, such as experience and autonomy. Thus, teachers play an integral part in the process of developing the curriculum; then students' outcomes.

2.6.2.3 The Teachers Role in Curriculum Development

The teacher involved in curriculum organization has many roles and responsibilities. Teachers want to enjoy teaching and watching their students develop interests and skills in their interest area. The teacher may need to create lesson plans and syllabi within the framework of the given curriculum since the teacher's responsibilities are to implement the curriculum to meet student needs (Carl, 2009). Many studies support empowerment of teachers through participation of curriculum development. For example, Fullan (1991) found that the level of teacher involvement as a center of curriculum development leads to effective achievement of educational reform. Therefore, the teacher is an important factor in the success of curriculum development including the steps of implication and evaluation. Handler (2010) also found that there is a need for teacher involvement in the development of curriculum. Teachers can contribute by collaboratively and effectively working with curriculum development teams and specialists to arrange and compose material, textbooks, and content. Teacher involvement in the process of curriculum development is important to align content of curriculum with students needs in the classroom.

Teachers should exercise their professional autonomy on curriculum and instructional decision-making which enhance the effectiveness of learning and teaching process during implementation. Hecht, et al. (cited in Carl, 1995) contends "... change cannot be successful if the teacher focuses on the classroom only" (p.223). The way for school professional to interact with each other is to participate in management decision at building level that affect schools" curriculum and instruction (Ubben and Hughes, in Lammessa, 2010, p.17). 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”. That is because curriculum development and implementation are depends on teacher thinking and actions (Ben-peretz, 1994).

2.6.3. 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. There for the school principals should take in to account while they designed all these. Melaku (2011) states that rather, the school principal relies on a problem decision, of which there are three types; a procedure, rules or policies.

A procedure is a series of interrelated sequential steps that principal can use to respond to a structured problem. The only real difficulty is in identifying the problem. Once it’s clear, so is the procedure. A rule is explicit statement that tells a school principal what he/she can or cannot do. Rules are frequently used because they are simple to follow and ensure consistency. A policy is a guide line for making a decision. In contrast to rule, a policy establishes general parameter for a decision-maker rather than specifically stating what should or should not be done. Policy typically contains ambiguous term that leaves interpretation up to the decision maker (p.17).

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

2.6.4 School Budget and Income Generation

Income generating may be defined as activities that act as a means for gaining or increasing income. School income generating projects serve two major purposes: first is educating the students in an entrepreneurial environment in which technical knowledge is combined with the business practices and business management that will make them successful upon graduating from the school. The second reason is to generate income to support the financial self-sufficiency of the school (Acosta et al, 2008). The initial step is the identification of the business

opportunities that the school may have. In order to do this, the productive resources of the school, as well as the market, should be taken into account.

Mobegi et al., (2010) and Owuor (2008) established that financial constraints were a major challenge which impacted negatively on physical facilities, teaching and learning materials, and teaching methods. One of the study (Mobegi et al., 2010) recommends that headteachers should devise school income generating projects to improve on financial problems that currently result in student absenteeism, transfers and inadequate facilities. But limited budgets continue to be a major hindrance to initiation of income generating projects which are more likely to be viewed as non-priority by schools' stakeholders. Owuor (2008) cites the lack of capital and time by school heads to manage income generating projects. Head teachers tend to focus more on what they perceive to be their core duties like student well-being and academic performance. This perception is perpetrated by systems used by the teachers' service commission in teacher promotions. Finance has also been identified as a constraint to the startup and sustainability of income generating projects (Chandra et al., 2007; Ngcobo, 2003). Woodward and Zolfe (2011) tested the influence of urbanization externalities and initial capital on performance of income generating projects and concluded that both have a strong influence on the ability to generate a sustainable livelihood for entrepreneurs.

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

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

2.6.5 School Building

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

The interpretation and philosophy of an educational program has a significant impact on how the educational objectives are evidenced and realized in the learning environment. For example, "personalization of place" is an important objective because, as the educational literature points out, the student needs to have a stake in his or her environment

2.6.6 Students Affaire and School Discipline

The term 'discipline' comes from the word 'discipulus' in Latin which means teaching and learning. The term has the essence of control in it and 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, p. 443); and thus it is mostly connoted with punishment in case of disobedience.

Punitive strategies such as detention are used in schools based on "the premise that isolation gives the perpetrator time to reflect on what happened, realize the error of his or her ways, and return to the same situation but with a change of behavior and attitude" (Pane, 2010, p. 88). Recent research on the issue of discipline strategies, however, has revealed that punitive strategies appear to be of limited usefulness in promoting responsible student behavior (Lewis, 2001) and should be replaced by proactive and interactive discipline practices (Pane, 2010).

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 so that learning can be more effective (Harmer, 1983). Thus, 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).

As observable instructional behavior of teachers in the classroom is indicative of their teaching effectiveness (Kyriakides, Creemers, & Antoniou, 2009), the way teachers discipline their classes has a profound impact on the way they project themselves as effective teachers. It is evident that more caring teachers choose relationship-based discipline strategies (e.g., discussing with students about their misbehavior) over coercive ones (e.g., aggression and punishment) in an attempt to prevent discipline problems (Noddings, 2007). A few studies support the fact that more caring teachers and those who use relationship-based discipline strategies are perceived to be more effective teachers by their students (e.g., Teven and McCroskey, 1997).

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, and 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 (McCroskey, 1992).

Teachers' appropriate discipline strategies also help students to learn better as class discipline protects students from disruption and thus emotional and cognitive threat (Lewis, 2001). Research shows that teacher management styles maximize students' academic performance and keep them on task (Altnel, 2006), engage students in learning (Everston and Weinstein, 2006), and influence their motivation and achievement (Freiberg, Stein, and Huang, 1995). In this cycle, "the more that students perceive their teacher cares about them, the more the students will care about the class, and the more likely they will be to pay attention in class and consequently learn more course material" (Teven and McCroskey, 1997, p. 167).

The last area of decision-making for this study was school discipline. Schools were created for the purpose of ensuring the education of students. The effectiveness with which this particular

process is going on the standard by which we judge the quality of discipline and the relationship among the parties concerned (Kamat, 2008, p.17). This shows god discipline should be established and be maintained in the school besides the availabilities of the necessary input for the achievement of school objectives.

Most students at the secondary school were at the adolescent stage. They are easily malleable. They can be affected by peers. As a result they can show some disciplinary problem. Students that exhibit problem not only hinder themselves but negatively affect the learning of other students as well. Therefore, the behavior must be addressed (Thomas, 2002). Some student's show a disciplinary problem and that direct the leaning and learning Conditions of the school. Therefore, disciplinary measure used should helped to suppress, control, and redirect such misbehavior i.e. behavior that is aggressive, immoral or disruptive (Charles, 1989).

Thus teacher can use several mechanisms to establish and maintain good discipline in the school. On the first place teacher can establish good student's behavior in the schools by incorporating and providing support through guidance and counseling services and involving students in various co-curricular activities.

The other strategy that teacher use to establish good discipline is by effective classroom management. In relation to this, Charles (1989) puts, with good class room management, the curriculum flows smoothly with few problem, student enjoy the class, the teacher feels successful and rewarded (p. 153). Therefore, developing and maintaining good discipline in the school should be one of the primary functions of teachers. School principals and other none-teaching staff should involve teachers in any decision of school discipline.

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

2.10. Concept of Job Satisfaction

Upon reviewing various literatures, it has been found out that many experts have explored in tothe subject of job satisfaction and have come out with various kinds' definition of job satisfaction. Despite its wide usage in scientific research, as well as in everyday life, there is still no general agreement regarding what job satisfaction is. In fact there is no final definition on what job represents. Therefore before a definition on job satisfaction can be given, the nature and importance of work as a universal human activity must be considered different authors have different approaches towards defining job satisfaction.

The most commonly mention definitions on job satisfaction are: Anderson (2001) defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Anderson (2001) notes that the definition incorporates both cognition (appraisal) and affects (emotional state) thus, Anderson assumes that job satisfaction results from interplay of cognition, and affect, or put differently; thoughts and feelings. Robbins (2005) conforms to Anderson (2001) by defining job satisfaction as a collection of feelings an individual holds towards his or her job. A person with a high level of job satisfaction holds positive feelings towards the job while a person who is dissatisfied with his or her job holds negative feelings towards it. Thus job satisfaction is a result of the overall reaction towards a job.

Job satisfaction is seen in terms of the discrepancy between what one expects and what actually gets in the work environment. Hewstone and Stroebe (2001) define job satisfaction as an ineffective reaction to a job that results from the incumbent's comparison of actual outcomes with those that are desired. In this regard, performance on the job requires that an individual's expectations and aspirations in terms of reward considerations and fulfillment needs be met. If these needs are fulfilled, employees will be satisfied with the outcome of the job and greater satisfaction would generally motivate employees in performing their tasks more efficiently, thus resulting in an increase in the organization's productivity.

Saiyadain (2007) defines job satisfaction as the end state of feeling, the feeling that is experienced after a task is accomplished. This feeling could be negative or positive depending outcome of the task undertaken. Similarly, job satisfaction is the collection of feeling and beliefs that people have about their current job. People's levels of degrees of job satisfaction can range from extreme satisfaction to extreme dissatisfaction. People also can have attitudes about various aspects of their jobs such as the kind of work they do, their coworkers, supervisors or

subordinates and their pay (George and Jones 2008). Darboe (2003) defined job satisfaction as the extent to which a staff member has favorable or Positive feelings about work or the work environment while Faragher, Cass and Copper (2005) added another dimension; by defining it as being the positive emotional reaction and attitudes individuals have towards their job. Job satisfaction means pleasurable emotional state of feeling that results from performance of work (Simatwa, 2011). Employees operate at different levels of job satisfaction.

Employees who have high level of job satisfaction commit their time, energy and efforts to work which result in high productivity (Scott, 2004). Similarly, Schmidt (2007) observed 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. Job satisfaction implies doing a job one enjoys, doing it well and being rewarded for ones efforts. Job satisfaction further implies enthusiasm and happiness with ones work. Job satisfaction is the key ingredient that leads to recognition, income, promotion and the achievement of other goals that lead to a feeling of fulfillment (Kaliski, 2007). Additionally, job satisfaction has emotional, cognitive and behavioral components (Bernstein, 2008). The emotional component refers to feelings regarding the job, such as boredom, anxiety, or excitement.

The cognitive component of job satisfaction refers to beliefs regarding one's job, for example, feeling that one's job is mentally demanding and challenging. Finally, the behavioral component includes people's actions in relation to their work, which may include being tardy, staying late, or pretending to be ill in order to avoid work (Bernstein and Nash, 2008).

There are two types of job satisfaction based on the level of employees' feelings regarding their jobs. The first, and most studied, is global job satisfaction, which refers to employees' overall feelings about their jobs (e.g., "Overall, I love my job") (Mueller & Kim, 2008). The second is job facet satisfaction, which refers to feelings about specific job aspects, such as salary, benefits, and the quality of relationships with one's co-workers (e.g., "Overall, I love my job, but my schedule is difficult to manage") (Mueller & Kim, 2008). Teacher's job satisfaction is the satisfaction of teachers while teaching and the perceived relationship between the wants and offering to a teacher (Zambylas and Papanastasiou, 2004).

Job satisfaction is a complex variable and is influenced by situational factors of the job as well as the dispositional characteristics of the individual (Sharma and Ghosh: 2006). It is a complex and multifaceted concept which can mean different things to different people. Job satisfaction is usually linked with motivation, but the nature of this relationship is not clear. Satisfaction is not the same as motivation. Job satisfaction is more of an attitude, an internal state. It could, for example, be associated with a personal feeling of achievement, either quantitative or qualitative (Mullins, 2005:74) finally, as the researcher's view there is still no general agreement regarding what job satisfaction is. Job satisfaction is an important variable because satisfied employees represent public relation between assets for the organization.

2.10.1. Job Satisfaction and Educational Implication

Green (2000), in his review, concluded 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 (Maslow, 1954; Herzberg, 1966) mainly focus on identifying the specific needs. e.g., food, shelter, air, and rest or values respect, recognition, and achievement are most favorable to job satisfaction. According to Amos, Pearson, Ristaw, and Ristaw (2008:175), 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 satisfied with his or her job. The process theories (Adams, 1965; Vroom, 1964) explain the processes of how behavior is initiated, directed, sustained and stopped (Amos, et al., 2008). The process theories emphasis the mental thought processes in determining worker motivation and satisfaction (Ololube, 2006).

They are concerned with the individual's perceptions of their work environment, and also with the way individuals interpret and understand events (Armstrong, 2006). The process theories attempt to identify the relationships among variables such as values, needs, and expectancies, which make up motivation and job satisfaction. Process theorists, according to Green (2000), argue that overall job satisfaction is determined by the interaction between expectancies, values, and needs.

The third theoretical framework of job satisfaction, the situational models (Glassman, McAfee,

And Quartering, 1992; Durick&Glisson, 1988), assume that 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), job satisfaction is determined by two factors, namely situational characteristics and situational occurrences.

Employees who want to join organizations try to evaluate the situational characteristics (e.g., pay, working conditions and promotional opportunities), before accepting a job. On the other hand, the situational occurrences come into play after the individuals have accepted the job. The situational occurrences can be positive or negative (Glassman, et al., 1992). Examples of positive situational occurrences include making positive remarks for work done well, respecting employees, providing coffee and tea breaks, and giving rewards in the form of praise. Negative situational occurrences include rude remarks by colleagues, confusing memoranda, insulting employees in front of their colleagues, or failing to provide responses when assistance is needed. 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, than from either factor alone.

2.10.2. Hierarchy of Need Theory

Abraham Maslow (1954) a well-known figure in the area of psychology and psychologist by Profession believes that in the quest to fulfill the needs, individuals behaves and exhibit in ascertains 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 humanneeds 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) these 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 and 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. For example, physiological needs must be satisfied before safety needs can be attended to. 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. Satisfaction of such needs can be done through offering Suitable rewards. For example, managers can satisfy employee's physiological needs through provision of accommodation and a staff canteen. Similarly, employee security needs can be:

Maslow's hierarchy of needs is shown in the following diagram or figure:

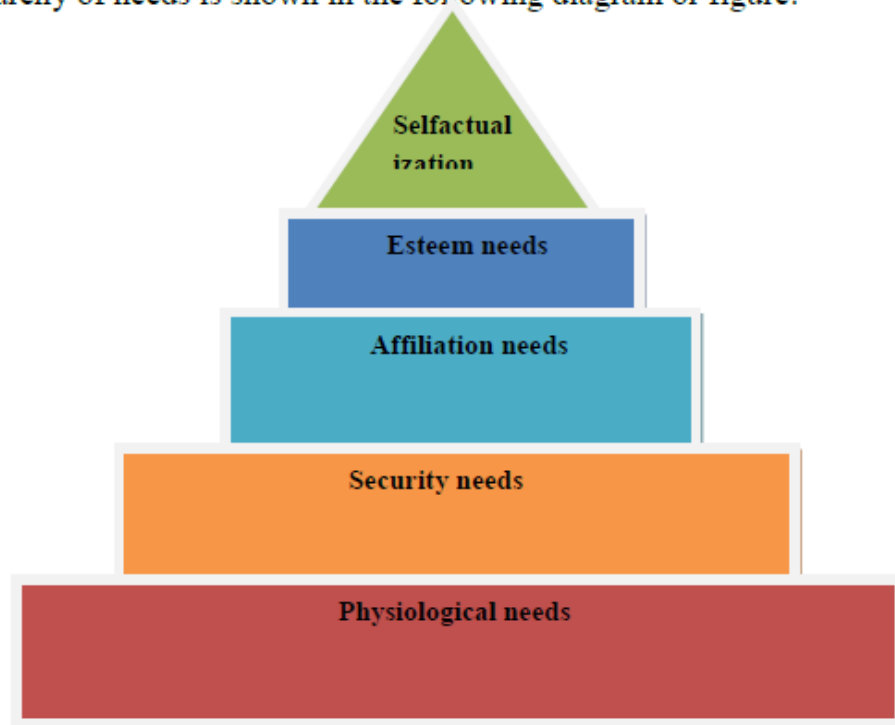


Fig. 1- Maslow's hierarchy of need

Sorce:Maslow,1954

Satisfied through ensuring that employees are given salaries, retirement annuity and medical benefits. For social needs managers can ensure employees job satisfaction by encouraging social interaction amongst employees. Managers can design challenging jobs, delegate responsibility and encourage participation in decision making in order to satisfy employees esteem needs.

The needs for self-actualization can be satisfied through the provision of executive training, provision of challenges and encouraging creativity. Managers can also maintain job satisfaction in their employees by making sure that a satisfied need is continually met. Maslow went further and explained that people would seek to satisfy the physiological (basic) needs first. That there is an automatic mechanism which exists so that once the physiological needs are satisfied, the safety and security needs automatically presents themselves to be satisfied and once the safety and security needs are satisfied, then the next layer of needs (love and affiliation) present themselves to be satisfied and so it goes up to self-actualizations needs (Robinson, 2004).

According to the researcher's view from the theory, the general idea of Maslow's theory is dealing with satisfying the endless wants of teachers" by providing appropriate treatments in different ways.

2.10.3. Herzberg Two- Factor Theory

Herzberg's (1959) two factor theory of job satisfaction and motivation has been widely used in job satisfaction circles. According to Hewstone and Stroebe (2001) Herzberg's two- factor theory holds that satisfaction and dissatisfaction are driven by different factors. Satisfaction is influenced by motivational factors whilst dissatisfaction is influenced by hygiene factors. Motivating factors are those aspects of the job that make people want to perform well and provide them with satisfaction. For example, achievement, personal growth, recognition and, work itself, responsibility.

The motivating factors are considered to be intrinsic to the job as individuals may have a degree of control over them. Hygiene factors include aspects of the job that are extrinsic to the individual such as remuneration, policies, supervisory practices and other working conditions. According to the two- factor theory hygiene factors are the no task characteristics of the job that create dissatisfaction. They are also referred to as extrinsic factors because the individual does not have control over them.

Herzberg et al.(1959) pointed out that the opposite of dissatisfaction is not satisfaction but no dissatisfaction. Applying these concepts to education for example, if school improvement depends, fundamentally, on the improvement of teaching, ways to increase teacher motivation and

capabilities should be the core processes upon which efforts to make schools more effective focus(Naylor 1999).

In addition, highly motivated and need satisfied teachers can create a good social, psychological and physical climate in the classroom. Exemplary teachers appear able to integrate professional knowledge (subject matter and pedagogy), interpersonal knowledge (human relationships), and intrapersonal knowledge (ethics and reflective capacity) when he or she is satisfied with the job. Herzberg's two factor theory is show in the following diagram. Figure 2-Herzberg's two factor theory Source: Greenberg and Baron (1993) Motivators or intrinsic (satisfier) factors are related to the actual performance of the work, or the content of the job. The motivators are internal job factors that urge the employees to strive for better achievements, and lead to job satisfaction and higher motivation (Balkin, Cardy& Gomez-Mejia, 2003). They are the factors that influence the perceptions or feelings of employees about themselves and their work, and motivate them to work harder or better.

Herzberg's two factor theory is show in the following diagram.

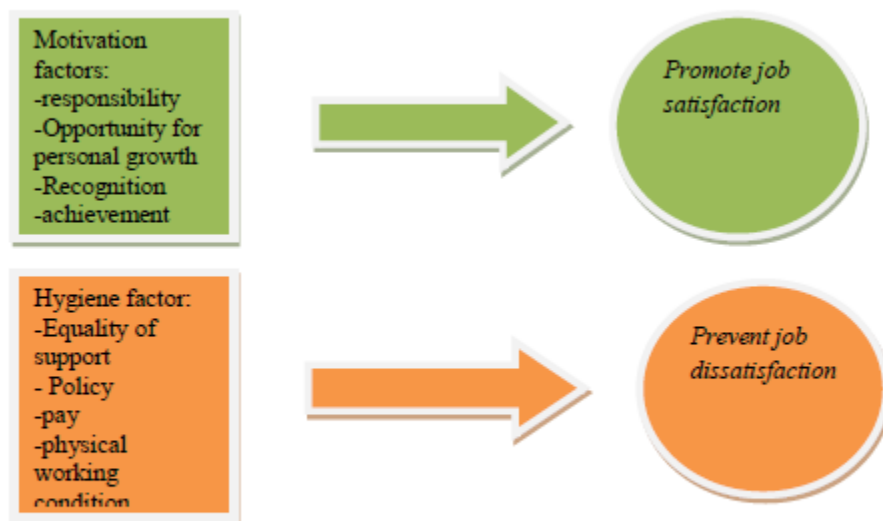


Figure 2-Herzberg's two factor theory

Source: Greenberg and Baron (1993)

Akyeampong and Bennell (2007) state that intrinsic motivators such as responsibility, the challenging nature of a job, and achievement are motivators that comes from within a person. 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 Hertzberg'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 work itself, 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.

Herzberg uses the term hygiene for extrinsic factors that are associated with lower-order need 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). With regard to teachers, a teacher who feels that his or her salary is not sufficient, but improving the salary may not necessarily led to job satisfaction. Similarly, when teachers perceive that their working conditions (hygiene factors), are good, the reasons for job dissatisfaction are removed (Furnham, 2005). Mitchell (2001) contends that Herzberg's theory has made important contributions to motivation theory. They further state that Herzberg's theory extends Maslow's ideas and made them more applicable in the workplace. The theory focused its attention on the importance of job centered factors in the motivation of employees. Furthermore, Mitchell (2001) contends that Herzberg's theory gave rise to an increasing interest in job enrichment and restructuring of work.

2.10.4 The Expectancy Theory

The Expectancy Theory was first formulated by Vroom (1964) (Armstrong, 2006; Mullins, 2005; The Certified Accountant, 2008:49). 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 tend to prefer certain outcomes over others. They then 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).

Expectancy Theory, effort arises from performance, motivation, and outcomes. The theory suggests that motivations that lead to job satisfaction are 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 was improved 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 to as the Valence or the Valence-Instrumentality- Expectancy (VIE) Theory. Expectancy is the degree of certainty people have that the choice of a particular alternative will indeed lead to a desired outcome (Miner, 2005:98). 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. Instrumentality is the belief that if the individuals do one thing, then it will lead to another (Armstrong, 2006). It is an outcome-outcome relationship. It is a belief of the probability of the first outcome, excellent job performance, attaining the second outcome; reward (Amos et al., 2008). Instrumentality is an individual's conviction that his/her performance will result in the desired outcomes.

The key principle of the Expectancy Theory is the understanding of individuals' 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.

2.10.5. Adam's Equity Theory

Adams(1963) equity theory explain that individuals has a tendency to compare and contrast between the input the output of the job ,which means that they compare the work load they shouldered and the number of hours they work with the salary benefits ,bonus and other they received when the ratio between the input and the output are not equal, humans or the individual tends to be dissatisfied and gives way towards job dissatisfaction .In principle individuals tend to compare among the follow mates whom they feel are of the some category and on the other hand they experience job satisfaction when the ratio between the input and the output equal and if gives an avenues motivation for the workers or the individual to raise the level of input for better output or maintain the consistence of the job.

As the researchers' understood from the Adam's equity theory the main idea is the balance between the service they provide and the benefit they gain. It mainly deals with comparing and contrasting the burden and benefits of the workers. Teachers consider their salaries fair if the

salaries are viewed as equal to those of workers in other organizations. The workers perceive as similar to their own then the motivated performance will also drop to the same value and vice versa. The theories predicts that the job satisfaction derived from both personality and situation Variables which depends on fairness of benefit

2.10.6. Lock's Value Theory

The Theory assumes that behavior 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).

Successful attainment of the intended goal creates a pleasurable emotional state (called job satisfaction) on the part of the individual. Exceeding the set goals increases satisfaction (Latham& Locke, 2002). According to them (2002), the more goal-success an employee has attained, the higher his/her job satisfaction. 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). 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 reward 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.

If individuals such as teachers feel that they are able to grow and meet their job challenges by pursuing and attaining goals that are important and meaningful to them, they develop a sense of success in the workplace (Latham & Locke, 2006). This leads to job satisfaction. Lock's (1976) value theory explains that the job is related to the match between the job out come and the expectation desired by the individual.

The value of the job satisfaction become higher when the match is closer to the perceived desired outcome, but it is not necessarily be the basic needs when it comes to the outcome that individuals value like explained by the Herzberg's theory. It can be anything that is related to the job one desire .The route to this method is the apparent different between the job and the wants greater difference gap comes out with more dissatisfaction and narrowed the gap closer the satisfaction.

2.10.7. Importance of Job Satisfaction

Job satisfaction is one of the most important workplace attitudes of employees and origination. Reflecting the congruence between what employees want from their jobs and what employees feel they receive (Wright and Kim 2004), it is an emotional state that results from the appraisal of one's job experience. Thus, job satisfaction can enhance individual and organizational performance by increasing work motivation and organizational citizenship behavior and by reducing costs associated with negative organizational behaviors such as turnover, burnout, apathy, and absenteeism (Harrison et al. 2006; Wright and Davis 2003; Wright and Kim 2004).Moreover, job satisfaction is an important element of employees mental health and overall wellbeing.

The impact of job satisfaction on happiness and well-being is undeniable. As Smith (2007) argued a job is not only a main source of income, but also an important life domain in other ways. Work occupies a large part of each workers day, is ones main source of social standing, helps to define who a person is, and affects one's health both physically and mentally. Because of work's central role in many people's lives, satisfaction with one's job is an important component in overall well-being. Shann (2001) asserts that job satisfaction helps to retain teachers and makes them committed to their job and through this also makes their schools very effective. In other words, job satisfaction contributes to improvement of teaching, students learning and teacher retention.

2.10.8 Factors Influencing Teachers' Job Satisfaction.

According to Buitendach & De Witte (2005) job satisfaction is a complex construct and is influenced by factors of the job environment as well as dispositional characteristics of an individual. These factors have been arranged according to two dimensions, namely, extrinsic and intrinsic factors. The extrinsic factors include aspects such as pay, promotion opportunities, co-

workers, and supervision. Intrinsic factors include personality, education, intelligence and abilities, age and marital status (Mullins, 1999). It is noted that extrinsic and intrinsic factors often work together to influence job satisfaction (Spector, 1997).

2.10.8.1 Extrinsic Factors of Job Satisfaction.

Extrinsic sources of job satisfaction are determined by conditions that are beyond the control of the employee (Atchison, 1999). The following factors will be discussed, namely: organizational policy & administration, salary, promotion opportunities, supervision, work relationship, working conditions, job security and the issue of fairness. Teachers' Job Satisfaction, Organizational Policy and Administration- organization policy and its administration have relation with the effectiveness of organization as well as employees performance. As Bennell & Akyeampong (2007) noted lack of clear rules tend to generate conflict, power vacuum, and overlap and duplication of effort.

Therefore, organization policy and administration is focused on the feelings about the adequacy or inadequacy of organizations management. This includes the presence of good/poor communications, have/lack of delegated authority, policies, procedures and rules.

i. Salary- is a form of periodic payment from an employer to an employee, which is specific in an employment contract (Sharma & Bajpai, 2011). In addition incentive is something that triggers a particular course of action. When incentives is offered for meeting specific goals, the employee is likely to expend more energy and effort into the job and thereafter the incentive will be given to the employee as a reward when the goal is met (Ahuja & Shukla, 2007).

Incentives are useful mechanisms to induce positive attitude and motivate employees. Robins et al. (2003) define pay as the amount of compensation received for a specific job. The existence of both financial reward and recognition has been found to have a significant influence on knowledge workers. According to Boggie (2005), inequity in terms of lack of recognition and poor pay often contribute to a problem with employee retention.

ii. Promotion Opportunities: Kreitner & Kinicki (2001) states that the positive relationship between promotion and job satisfaction is dependent on perceived equity by employees. However, Cockcroft (2001) points out that perceived equity of promotion is not the only factor to have a positive impact on job satisfaction. It is likely that the employee is satisfied with the

company's promotion policy, but dissatisfied with the opportunities for promotion. Not all employees wish to be promoted. Therefore individual standards for promotion depend primarily on the employees personal and career aspirations. It is also possible that individuals might perceive the promotion policy of an organization to be unfair, but since they have no desire to be promoted, they might still be satisfied (Cockroft, 2001).

iii. 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 (Ogunsaju, 1983). Supervision requires the Teachers' Job Satisfaction and participation indecision 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).

iv. Work Relationship- In any organization, very few things can be accomplished alone. Typically, work is done in teams or through partnering with colleagues, suppliers and customers. The employees are part of a web of relationship within, across, between and among many individuals and organizations (Sargent & Hannum, 2005). These relationship must develop quickly and productively to allow for high trust and creative collaboration.

Therefore, work relationship is the relationships between the worker and his or her superiors, subordinates and peers. This includes both job related interactions and social interactions within the work environment. In order to build effective working relationship, employees must be able to engage with others in a positive and productive way. Building working relationships offer individuals a rich variety of tools and processes to prevent, manage and resolve work conflict and to build strong and lasting agreement (Barnes & Conti Associates, 2009).

Having friendly and supportive colleagues lead to increased job satisfaction because of the work with group serves as a source of support, comfort, advice and assistance to the individual worker.

Individuals who perceive to have better interpersonal friendships with their co-workers and immediate supervisor lead higher levels of job satisfaction (Oshagbemi, 2001).

V. Working Conditions: working conditions is the factors that involve the physical environment of the job: amount of work, facilities for performing work, light, tools, temperature, space, ventilation, and general appearance of the work place. If the working conditions of an institution/organization are conducive, its performance will improve dramatically (Leithewood, 2006). The working conditions are conducive when administration provides their employees to safe and healthy environment. Furthermore, the availability of necessary equipments and other infrastructures are one that may reduce the effectiveness of employees as well as the Teachers' Job Satisfaction.

Therefore, organization managers put their effort in making the working conditions safe, health, adequately furnished and attractive to use the employee's knowledge, skill and creativity for the organization effective competitive advantage (VSO, 2002). Working condition sensible impact on an employee's job satisfaction because the employees prefer physical surroundings that are safe, clean, and comfortable for works (Robbins, 2005). Fairness:

One factor related to job satisfaction is the extent to which employees perceive that they are being treated fairly and the relationship between perceptions of justice and job satisfaction is very strong, therefore employers should be open about how decisions are made and provide feedback to employees who might not be happy with certain important decisions (Aamodt, 2004). Robbins (2005) adds, states that distributive fairness is perceived fairness of the actual decisions made in an organization. This implies that when employees perceive that decisions are made in a fair manner, they are likely to express satisfaction with their jobs.

Vi. Job Security- Job security is an employee's assurance or confidence that they will keep their current job. Employees with a high level of job security have a low probability of losing their job in the near future. Certain professionals or employment opportunities inherently have better job security than others. Job security is about an individual's perception of themselves, the situation and the potentials.

There are some external factors that have an influence on our job security. Our individual job security is influenced more by personal factors, like education, our experience, the skill we have developed, our performance and our capability (Simon, 2011). When we have a high level of job

security, we will often perform and concentrate our effort into work more effectively than an employee who is in constant fear of losing their job. Job security has significant effect on the overall performance of individuals, teams as well as organizations. Status- as free dictionary defines status is the position of an individual in relation to another or others, especially in regard to social or professional standing. It is the signs, symbols or all that goes with holding a position within the organization.

2.10.8.2. Intrinsic Factors

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). Regarding to this Herzberg believes that people are turned on and motivated by high content jobs that are rich in intrinsic reward.

i. Achievement: This includes the personal satisfaction of completing a job, solving problems, and seeing the result of one's efforts or the potential of the individual to tackle any sorts of problem related to work which means the capacity to do the work effectively. **Recognition:** In the context of managing people, the reward and recognition system underlines a core feature of the employment relationship. According to Bratton and Gold (2007) reward refers to all the financial, non-financial and psychological payments that an organization gives for its employees in exchange for the work they perform. It is given to show appreciation for the employees' efforts and positive contribution and at the same time reinforce and encourage similar future behavior.

ii. Recognition takes place only after the behavior has occurred. If the recognition system could be clear and equity in the view of the staff members, it facilitates effective achievement of personal as well as organizational goals with great interest. 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. **Challenging Work:** It is the nature of the

tasks to be carried out on the job. Job design is the process through which managers plan and specify job tasks and the work arrangement that allows them to be accomplished. The best job design is always one that meets organizational requirements for high performance, offers a good fit with individual skills and needs, and provides valued opportunities for job satisfaction (Schermerhorn et al., 2011).

In general it is the actual content of the job and its positive or negative effect upon the employee whether the job is Teachers' Job Satisfaction as interesting or boring, varied or routine, creative or stultifying, excessively easy or excessively difficult, challenging or non-demanding. Responsibility: means the responsible shouldered by the individual at work and the satisfaction derived through it in terms of decision making and supervision. This includes both the responsibility and authority in relation to the job. Responsibility refers to the employee's control over his or her own job or being given the responsibility for the work of others.

Gaps between responsibility and authority are considered under the company policies and administration factor. Advancement: The actual change in upward status within the organization as a result of performance. Increased opportunity changes with no increase in status are considered under responsibility. The Teacher Advancement Program (TAP) counters many of the traditional drawbacks that plague the teaching profession: ineffective professional development, lack of career advancement, unsupported accountability demands and low undifferentiated compensation.

Teacher advancement program provides an integrated and comprehensive solution to these challenges through changing the structure of the teaching profession within schools while maintaining the essence of the profession. TAP is a whole school reform intended to motivate, develop and retain high quality teachers in order to increase student achievement. Therefore, intrinsic motivation increases the individual's job satisfaction as well as the organization bargaining power. Growth and Development- Training is defined as the organized activity aimed at imparting information or instructions to improve the recipient's performance or to help him or her to attain a required level of knowledge or skill (Saeed & Asghar, 2012). Other scholar describes training as the formal and systematic modification of behavior through learning which occurs as a result of education, development and planned experience (Armstrong, 2006). In

addition, staff development refers to the development of supporting, technical and professional staff in organizations, in which such staff form a large proportion of those employed (Collin, 2001). Scholars believe that the development activities help a person to make positive contributions to the organizations. Training helps for the proper utilization of resources; that further helps employees to achieve organizational as well as personal goals. As Saeed and Asghar (2012)

2.10.9. Relationship between Teachers Participation in Decision-Making and Job

Satisfaction

Employee participation in decision-making as a management tool and organizational practice is founded in participatory management systems. The use of participation in decision making is believed to increase employees' job satisfaction. Since there are many benefits from higher job satisfaction many organizations have begun embracing more participative measures.

Studies have shown that there is a positive relationship between the use of participative management approach and employee satisfaction. Participative management focuses on empowering the employee to feel that their opinion and participation is important to the success of the organization.

As a concept, participation in decision-making can be a useful technique to increase job satisfaction of workers which can increase organizational effectiveness. Participation in decision-making refers to a situation where employees are given or gain an opportunity to share in the decision-making process of the organization.

Participation has often been used interchangeably with teacher's involvement perhaps because of the driving force behind the concept. Marchington et al (1992) defines employee involvement as those managerially designed, inspired and initiated practices which are intended to give employees influence over how their work is organized and performed in order to commit and enhance employee contributions to the organization; while employee participation as a process through which employees play a greater part in the decision-making process.

Employee participation derives from employees or their organizations, and is borne out of the desire to increase the influence of the employee vis-à-vis the employer (Leat, 2011). It is about joint decision making and often accords the employee access to a relatively higher order range of decisions (Marchington et al, 1992). The concept of participation in decision-making has a

strong influence on managerial effectiveness, organization efficiency and innovation. Conway (1984) argues that the approach is an alternative to the administrative practices associated with the bureaucratic model. Human relations theorists have held that participation in decision making leads to the satisfaction of employees' higher order needs e.g. self-esteem and self-actualization needs.

Mande (2012) observes that employee job satisfaction develops slowly often after the individual has entered the organization and has had a firm understanding of not only the job and job facets, but also the organizational goals and values, performance expectations and their consequences as well as the implications of maintaining organization's citizenship. This view is shared by Lwangasi (2008) who avers that the level of employee job satisfaction tends to increase as one moves up the hierarchy in the organization.

Participation in decision-making causes greater job satisfaction because the employee feels more valued and trusted by the management and because the worker gains a better understanding of management difficulties by dealing with some of the same problems (Nykodym et al, 1994). Granted, if employees have a voice and are genuinely involved in the decision making process, they would be able to impact and change the basic characteristics of job satisfaction.

When decisions pertaining to activities are arrived at by the very persons who are to execute those decisions, then the levels of job satisfaction of those involved is greatly heightened (Hammuda and Dulaimi, 1997). Rice and Schneider (1994) postulate that in Australia, teachers reported that the level of participation in decision making and autonomy are contributory factors in their levels of job satisfaction. Thus it is incumbent upon the management of this organization to ensure that the organization has satisfied employees who can go "above and beyond" the written employment contract.

Lastly, satisfied workers are less likely to quit the organization. Despite all the literature mentioned, no study to the knowledge of the researcher has been done on the influence of employee involvement and participation in decision-making and job satisfaction of teachers in government secondary schools, and specifically within Jimma Zone, even though it may seem that a satisfied teacher derives the satisfaction from being involved and actively participating in managerial decision-making activities. This missing gap is what this study intends to fill.

The education sector has greatly evolved and secondary schools in Ethiopia are increasingly being run as corporate entities, hence greater emphasis on efficient and effective management of teachers taking on an entirely new meaning. In view of these changed circumstances, it is not absolutely clear that the involvement and participation of teachers in managerial activities such as policy formulation, decision making, goal setting and planning daily activities would be related to their job satisfaction.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This part of the research presents the methodological aspects of the research, which include the research design, research method, sources of data, population, sample size and sampling techniques, data collecting tools, data collection procedures, method of data analysis, validity and reliability checks, ethical considerations.

3.1. Research Design

It is the blueprint for conducting the study that maximizes control over factors that could interfere with the validity of the findings. Designing a study helps the researcher to plan and implement the study in a way that help the researcher to obtain intended results, thus increasing the chances of obtaining information that could be associated with the real situation (Burns & Grove 2001:223).

Correlational design was selected for this study. This was selected because of its quantitative nature in examining whether a relationship exists between teachers participation in decision making and their job satisfaction secondary schools of Jimma Zone. Correlational research can provide information that allows predictability based on associations. In this study, there was an interest in the variables of a relationship exists between teachers participation in decision making and their job satisfaction in secondary schools of Jimma Zone. Thus, a correlational study was employed to determine if any relationship exists between the two.

Correlational research allows for the analysis of multiple variables in one study, and it also indicates the degree of relationship among variables. The current study was to determine if a relationship exists between teacher's participation in decision making and their job satisfaction secondary schools of jimma zone. This is because it helps the researcher to simultaneously collect both quantitative and qualitative data, merge the data, and used the results to understand a research problem. According to Creswell (2012) a basic rationale for this design is that one data collection form supplies strengths to offset the weaknesses of the other form, and that a more complete understanding of a research problem results from collecting both quantitative and qualitative data.

3.2. Research Method

The study employed quantitative research method through close-ended a questions and qualitative to support the quantitative data.

Quantitative research methods deals with numbers and anything that is measurable in a systematic way of investigation of phenomena and their relationships. It is used to answer questions on relationships within measurable variables with an intention to explain, predict and control phenomena (Leedy 1993).

Quantitative approach was emphasized because investigating the relationship between teacher's participation in decision making and their job satisfaction secondary schools of jimma zone. By means of correlation research study design in order to examine the relation between the two variables in selected government secondary schools at Jimma zone could better understand by collecting large quantitative data. For qualitative data, structural interview, document analysis was analyzed by using narration and description in the way it supplement the quantitative data.

To this end, the qualitative approach is incorporated in the study to validate and triangulate the quantitative data.

3.3. Source of Data

This study was used both primary and secondary sources of data. A primary source is one where a work appears for the first time. According to (Creswell, 2012), methods of collecting primary data includes observation, interview, through questionnaires, through schedules and other methods which include warranty cards, distributor audits, pantry audits, consumer panels, using mechanical devices, and content analysis. Based on the above discussion, the researcher was interested in using primary source of data and secondary source of data for his study and accordingly he collect data through questionnaires from teachers and principal. The researcher Solicited data from both primary and secondary sources.

3.3.1. Primary Sources

A primary source contains original information that is not derived from interpretation, summarizing or analyzing someone else's work. Primary data were gathered from teachers, principals, KETB and PTA heads. These four groups of respondents were selected because their day-to-day activities were related to the objectives of the study.

3.3.2. Secondary Sources

Secondary sources are works that have been based on primary sources. They are usually an interpretation, a summary, an analysis, or a review. The secondary sources were different recorded/written documents such as minutes of meetings in the schools and policy guidelines at school levels. This is because the documents are the bases for the decision making in the school.

3.4. Population, Sampling Techniques and Sample Size

3.4.1. Population

Population is the potential respondent of interest. It is defined as 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 this study was secondary school teachers (172), principals (10) and PTA (10); KETB (10) heads. In Jimma Zone there are **21** Woredas, **82** secondary schools and 2140 male and 386 female, total 2526 teachers. For this study, 5(24%) Woredas, namely Seka Chokorsa, Manna, Dedo, Mancho and Kersa were selected by using simple random sampling technique which is the best way to get representative samples and which gave every secondary school equal chance to be selected. The simple random sampling gives equal chances for selecting these schools and the selection of the others does not affect the chance of the others to be selected (Teddies and Yu, cited in Furi, 2016). In the selected Woredas there were 14 secondary schools and **172** teachers. Out of 14 secondary schools 10 (71.4%) schools were selected randomly. These secondary schools were Kersa, Setema, Yebu, Garuke, Dedo, Kolobo, Serbo, Lemlem, Mole and Bilu.

3.4.2. Sample Size and Sampling Techniques

A sample is the respondent selected from population for study. A sample must be of the required size in order to have the required degree of accuracy in the results as well as to be able to identify any significant difference/association that may be present in the study population. Determining the minimum required sample size for achieving the main objectives of the study is major importance for all studies. The respondents of this study were school principals, teachers as well as PTA and KETB heads.

From the total population of the first group of respondents, i.e. Teachers (172), 120 (70%) were chosen as simple size of the teachers involved as sample size of the study by using Yamane (1967:886) formula.

Yamane (1967:886) simplified formula for proportion was used to calculate the sample size with 95% confidence level and $P = .5$ are assumed for Equation 5.

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

Where: n = required the sample size

N =the study population

e = the level of precision (0.05)

1 = designates the probability of the event occurring

Therefore: $n = \frac{172}{1 + 172(0.05)^2} = 120$

After having determined the total sample size, the proportional sample size from each sample school was calculated by using the following formula:

$$n_i = (n \times N_i) / N$$

Where: n_i = sample size for respondents

n = the total number of selected for each secondary schools

N_i = the total sample size for each selected secondary school

N = the total number of secondary schools

The second group of respondents was secondary school principals and KETB and PTA heads. Correspondingly, 10(100%) principals, 10 (100%) secondary school PTA heads and 10 KETB heads (100%) were included into the study by using census sampling because, as the researcher they were relevant bodies to provide appropriate information due to their high intimacy with teachers in their day to day activities.

Therefore, the distribution of the sampling technique and sample size in relation to their respective population for each of the 10 secondary schools in Jimma Zone is precisely summarized in table 1.

Table1.Sample and sample size to be taken from each selected schools

Samples Woredas	Sample secondary schools	Samples	Target Popula tion	Sample Size	Sampling techniques
			N	$n1 = \frac{n * N1}{N}$	
1.Seka Chokorsa	Seka	Principals	1	1	Census
		Teachers	30	21	Proportional
		PTA HEAD	1	1	Census
		KETB head	1	1	Census
	Sexxema	Principals	1	1	Census
		Teachers	12	8	Census
		PTA HEAD	1	1	Census
		KETB head	1	1	Census
2.Mana	Yebu	Principals	1	1	Census
		Teachers	21	15	Proportional
		PTA HEAD	1	1	Census
		KETB head	1	1	Census
	Geruke	Principals	1	1	Census
		Teachers	10	7	proportional
		PTA HEAD	1	1	Census
		KETB head	1	1	Census
3. Dedo	Dedo	Principals	1	1	Census
		Teachers	23	16	Proportional
		PTA HEAD	1	1	Census
		KETB head	1	1	Census
	Kolobo	Principals	1	1	Census
		Teachers	10	7	Proportional
		PTA HEAD	1	1	Census
		KETB head	1	1	Census
Kersa	Serbo	Principals	1	1	Census
		Teachers	31	21	Proportional
		PTA HEAD	4	1	Census
		KETB head	1	1	Census
	Lemlem	Principals	1	1	Census
		Teachers	11	8	Proportional
		PTA HEAD	1	1	Census
		KETB head	1	1	Census
3. Mancho	Mole	Principals	1	1	Census
		Teachers	13	9	Proportional
		PTA HEAD	1	1	Census
		KETB head	1	1	Census
	Bilu	Principals	1	1	Census
		Teachers	11	8	Proportional
		PTA	1	1	Census
		KETB head	1	1	Census
Total Respondents	10	Principals	10	10	Census
		Teachers	172	120	Proportional
		PTA HEAD	10	10	Census
		KETB	10	10	Census
		Total	202	150	

3.5. Data Gathering Tools

Using different types of tools for gathering data help get adequate and sufficient data for the problem under the study. In supporting this idea, John (2010) says that employing multiple methods of data collection helps the researcher combine the strength and amend some of the inadequacies when only one method is used independently. Therefore, the researcher used three different types of data gathering instruments in this study. These were questionnaire, Interviews and documents review.

3.5.1. Questionnaire

The main reason to use questionnaire was for obtaining factual information, opinions and attitudes from large number of subjects with-in a short period of time.

The researcher developed the questionnaires based on Kumar's (1999) advice that the choice of instrument to collect primary data is mainly determined by the purpose of the study, the resource available and the skills of the researcher. Questionnaires distributed to the principals and teachers were made up of 87 close-ended questions. Closed ended items were used to collect data from the above groups of respondents regarding the participation in decision making and their job satisfaction. Also they were used for their ease in tabulation, objectivity, and suitability to keep respondents on the subject of discussion. Moreover, properly set, close-ended questions were preferred for they provide uniform set of responses, easy for analysis and interpretation (Cohn and Manion, 1995). The researcher used self-developed questionnaires in this study. While developing the questionnaire, the researcher gave due emphasis to the principles of questionnaire construction (for example, uses natural and familiar language, avoid double negatives, understand research participants etc) (Johnson and Christensen, 2008).The closed ended items were arranged in five point rating scale from very low to very high.

The items were rated on 5-Point Likert-type scale ranging from 1= very low, 2= low,3= medium, 4= high and 5 = very high.

3.5.2. Interviews

In order to triangulate the data obtained during questionnaire from principals and teachers semi structured interviews was prepared to the PTSA and KETB heads of the target schools. 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.

The semi structured interviews of this study included open – ended questions and participants were asked to give personal responses about the teacher’s participation in decision making and their job satisfaction in their particular school. These, interview informants were selected by convenience sampling with the expectation that they might have adequate information and observation about the school teacher. The interview guide had 5 items. Thus, semi structured interview was conducted with school PTA and KETB heads within a maximum of 1 hour for each informant and it took 20 hours for 20 informants. With respect to the place of interview, school PTSA and KETB were interviewed in their respective school schools.

The researcher himself facilitated the interviews. For the sake of clarity, all interviews will be conducted in Afan Oromo for PTA and KETB heads because the researcher believed that all participants would explain their ideas appropriately and sufficiently using Afan Oromo than English. Then, the transcribed data were translated into English. One of the main advantages of structured interview is that it provides uniform information, which assures the comparability of data (Kumar, 1999). Moreover, the researcher conducted the interview in Afan Oromo.

3.5.3. Document Review

In addition to questionnaire and interview, such documents as minutes of meetings were reviewed to determine participation of teachers in decision making and their job satisfaction. According to Abiyi *et al.* (2009) document analysis can give an expert understanding of the available data and it is cheap.

3.6. Data Collection Procedure

Three assistant data collectors were selected to gather data from the sample schools. To make clear the data collection procedure from confusions, the data collectors were properly oriented by the researcher. Furthermore, the researcher provided orientation for all respondents concerning the objective of the study. Then, questionnaires were dispatched to sample teachers and principals. The questionnaires were prepared in english languages.

To maximize the quality of the responses and the rate of return, convenient times were arranged. Accordingly, respondents were allowed to take the questionnaires to their home. In addition, semi-structured interview was conducted with heads of PTA and KETB by the researcher

himself. The researcher had initial contact with them to explain the objective of the study. While conducting the interview, the researcher took only notes.

Finally, document review was done by the researcher. Teachers', PTA's and KETB' minutes of meetings and the decisions passed were analyzed in order to check teachers' current participating in decision making in schools under study.

3.7. Methods of Data Analysis

The data obtained from questionnaires, were analyzed, interpreted and discussed after checking for completeness and consistency. Depending on the nature of the data collected, descriptive statistics such as mean, percentages, Standard deviation and frequency distributions were employed for analysis.

Pearson's coefficient of correlation was used to check the relationship between participation in decision-making and the job satisfaction of teachers. Pearson's coefficient of correlation (or simple correlation) is the most widely used method of measuring the degree of relationship between two variables. Research questions were answered through cross-checking and analysis of data from multiple sources (in order to increase reliability and validity of data).

Even though five point Likert scales at significance level of 0.05 at various levels of rating scales (Very low, low, Moderate, high and very high,) were used to collect data from respondents, to make analysis clear, the responses were analyzed with mean value 1.49 as very low, 1.50-2.49 as low, 2.50-3.49 as Moderate, 3.51-4.49 as high and 4.5-5 as in implementation of the items. For the sake of analyses, very high and high indicate effective implementation of each item, and moderate presents neither positive nor negative agreement and similarly very low and low indicate ineffective implementation of items in the schools (Desalegn, 2014).

3.8. Reliability and Validity Checks

A pilot test was conducted to examine the internal consistency of the questionnaire items. The pilot test was carried out on 20 samples, i.e., 1 school principal and 19 teachers of Sekoru secondary school of Sekoru Woreda. To make sure that the items show consistency, the reliability of the items were calculated by SPSS software version 20.0. Cronbach alpha was employed. The calculated Cronbach alpha coefficient for the items was 0.87 which was good to dispatch the questionnaire. The pilot test provided an advance opportunity for the investigator to

check the questionnaires and to minimize errors due to improper design of instruments such as problems of wording or sequence (Adams et al., 2007).

To check validity of the items, the researcher collected comments from experts including from the researcher advisor. In light of the expert's opinions, the items were improved in terms of language and format.

The research instrument was given to senior colleagues for scrutiny and comments. Similarly, the instrument was given to some experts in the field of educational management with particular reference to cost to help the researchers cross-check the items contained in the instrument so as to ensure that all the variables of the study were adequately covered. The comments and recommendations of the various experts consulted were put together and taken into consideration in drawing up the final instrument.

3.9. Ethical Consideration

Research ethics refers to the type of agreement that the researcher enters into with his/ her respondents. Ethical considerations play a role in all research studies. Therefore, the researcher was communicating all secondary schools legally and smoothly. The purpose of the study was made clear and understandable for all participants. Communication with the concerned bodies was accomplished smoothly without harming and threatening the personal and institutional wellbeing. The identities of the respondents' were kept secret. The respondents were informed of the confidentiality of information obtained and anonymity of their identity. Respondents were reminded not to write their name on the questionnaire and the data collected were properly and safely kept.

CHAPTER FOUR

RESULTS AND DISCUSSION OF THE STUDY

This chapter deals with the presentation, analysis and interpretation of the data. This section of the report is categorized into two major parts. The first part presents personal information of the respondents whereas the second part deals with the presentation, analysis and interpretation of the data.

Questionnaires were distributed to teachers and school principals. One hundred and thirty (130) questionnaires were distributed to respondents and 129 were properly filled in and returned. In order to validate the data obtained from questionnaire, interviews were conducted with heads of PTSA and KETB. Documents were also reviewed as supplementary data collecting tool. The data gathered through questionnaires were tallied, tabulated and quantified.

4.1. Characteristics of the Respondents

This section provides some basic background information pertaining to sample population that helps know the overall information of the respondents. The characteristics of the study groups were examined in terms of sex, age, and academic qualification, field of study and years of service.

Table 2: Background Information of the Respondents

No	Variable		PRINCIPAL		TEACHER		KETB heads		PTSA heads		total	
			F	%	F	%	F	%	F	%	F	%
1	Sex	Male	10	100	103	85.8	10	100	10	100	133	88.6
		Female	-	-	16	13.3	-	-	-	-	16	13.3
		Total	10	100	119	99.2	10	100	10	100	149	99.3
2	Age	26-35	2	20	52	43.7	-	-	-	-	54	36.2
		36-45	5	50	47	39.5	-	-	-	-	52	34.8
		46-55	3	30	11	9.2	10	100	10	100	34	22.8
		Total	10	100	119	99.2	10	10	10	100	149	99.3
3	Academic qualification Respond	BA/Sc	10	100	114	95	-	-	-	-	124	83.2
		MA/Sc	-	-	2	1.7	-	-	-	-	2	1.7
		Others	-	-	3	2.5					3	2.5
		<=12	-	-	-	-	10	100	10	100	20	13.4
		Total	100	100	119	99.2	10	100	10	100	149	99.3
4	Field of study	Ed.Ad	5	50	3	2.5					8	6.2
		S. Sc	1	10	41	34	-	-	-	-	42	32.5
		N.Sc	3	30	50	41.7	-	-	-	-	53	41
		Lang	1	10	18	15	-	-	-	-	19	14.7
		Physical educ	-	-	4	3.3	-	-	-	-	4	3.3
		Others	-	-	3	2.5	-	-	-	-	3	2.5
		Total	10	100	119	99.2	10	100	10	100	149	99.3
5	Total years of service	No service	-	-	-	-	10	100	10	100	20	13.4
		<=5	-	-	9	7.5	-	-	-	-	9	7.5
		6-10	2	20	26	21.7	-	-	-	-	28	21.7
		11-15	4	40	59	49.2	-	-	-	-	63	48.8
		>=16	4	40	25	20.8	-	-	-	-	29	22.4
		Total	10	100	119	99.2	10	100	10	100	149	99.3

As shown in table 2, among the respondents, 103 (85.8%) teachers, 10 (100%) principals, 10(100%) PTSA heads and 10 (100%) KETB heads were males whereas 16 (13.3%) teachers 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 PTSA or KTB heads. This, thus, implies series intervention to bring more females to teaching as well as leadership position. Concerning the age of respondents, 2 (20%) principal and 52 (43.7%) teachers were between 26-35 years old. 5 (50%) principal and 47 (39.5) teachers were between 36-45 while 3 (30%), 11 (9.2%) teachers, 10 (100%) PTSA heads and 10 (100%) KETB heads fall between the age interval of 46 -55 years. 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 10 (100%) principal and 114(95) teachers had BA/BSc degree whereas 2 (1.7%) teachers had MA/MSc degree. Thus, that the majority of teachers and school principal had first degree violates the MoE guideline which tells that teachers in high schools should have MSc/MA degree. Some of PTSA and KETB heads had completed grade eight.

Regarding respondents' field of study, 50 (41.7%) of teachers were from natural sciences whereas 41 (34%) and 18 (15%) of the respondents' were from social sciences and languages respectively. Only 5 (50%) principal 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 teachers as compared to the number of teachers in other fields of study.

Regarding years of service, 9 (7.5%) teacher respondents had served below 5 years while 2(20) principal and 26(21.7) teachers had a service year between 6-10. Sixty three (48.8%) of respondents served between 11-15 whereas 29 (22.4%) had above 16 years work experience. The work experience ranges indicate that most respondents were young and only a few were seniors. This implies that majority of teacher respondents' were youngsters that helps them actively participate in school decision- making practices.

4.2 .Presentation, Analysis and Interpretation of the Data

4.2.1 Decision Areas in which teachers involve

This section includes the analysis of data obtained from teachers and principals regarding the extent of teacher participating in decision making.

The participation of teachers in different issues of school decision making is believed to improve the quality of education decision and, therefore, improve instruction. Moreover, as has been stated by Moharman et.al. (1992), the participation of teachers in different issues of decision is likely to yield higher quality services, less absenteeism, less turnover, better problem solving, and less management over-head. In short, greater organizational effectiveness can be brought by making teachers part of the decision making venture. Thus, the first purpose of this study was to examine the relationship between teachers' participation in decision-making and their job satisfaction in government secondary schools of Jimma Zone, oromia regional state

For this purpose, six decision making issues, i.e., school planning; curriculum and instruction; school policy, rules and regulations; school budgeting and income generation; students affairs and disciplinary problems; and school building were dealt with. In each of these areas of decision-making, teachers were requested to indicate their extent of participation on the rating scale that varies from very low to very high. The summaries of their responses are presented one after the other in the upcoming tables from Table 3 through Table 8.

Table: 3. *participation in Planning*

No	Item	respondent		Rating scale					Total	X ²	P-value
				1	2	3	4	5			
1	I participate in planning the schools' activities	Teachers	F	5	9	66	32	7	119	3.65	.45
			%	4.2	7.5	55.4	26.8	5.8	100		
		principal	F	0	2	4	4	0	10		
			%	0	20	40	40	0	100		
2	. participation setting the mission, vision and values of the school	Teachers	F	3	24	49	34	9	119	2.12	.712
			%	2.5	20	41	20	7.5	100		
		Principals	F	0	3	3	4	0	10		
			%	0	30	30	40	0	100		
3	Participation in budget preparation	Teachers	F	10	19	63	22	5	119	1.09	.89
			%	8.4	16	53	18.4	4.2	100		
		Principals	F	1	2	4	2	1	10		
			%	10	20	40	20	10	100		
4	Participation in determining the mechanism of controlling and supervising the implementation of the plan	Teachers	F	6	27	58	22	6	119	9.70	.04
			%	5	22.6	48.7	18.4	5	100		
		Principals	F	0	1	3	6	0	10		
			%	0	10	30	60	0	100		
5	Participation providing suggestions on how to move the school for ward	Teachers	F	4	23	56	28	8	119	2.93	.56
			%	3.3	19	47	23.5	6.7	100		
		Principals	F	0	1	5	2	2	10		
			%	0	10	50	20	20	100		
6	The PTA and KETB provided teachers with information that help them to plan their work.	Teachers	F	13	27	39	36	4	119	1.78	.77
			%	11	22	33	30	3.3	119		
		Principals	F	0	3	4	3	0	10		
			%	0	30	40	30	0	100		

Note. 1=Very low, 2=Low, 3=Medium, 4=High, 5=Very high

With item 1 of Table 3, the respondents were asked to rate their participation in decisions like planning the school's activities. Accordingly, 5(4.2%) and 0(0%) of school teachers and principal respectively rated as very low. On the other hand 9(7.5%) and 2(20%) of school teachers and

principal respectively rated as low. In addition, 66(55.4%) and 4(40%) of teachers and principal respectively rated as medium. Moreover, 32(26.8%) and 4(40%) of school teachers and principal respectively rated as high. Furthermore, 7(5.8%) and 0(0%) of teachers and principal respectively rated as very high. However, the sum of the total respondents percentage values rated 7(5.4%) as very high, 36(28%) as high, 70(54%) as medium, 11(8.5%) as low and 5(3.8%) as very low. To compare the agreement of school leaders and teachers on teacher involvement in deciding on planning school activities the chi-square was computed and revealed X^2 (3.65) sig. (.45) which shows that there was no significant difference opinion between teachers and principal in participation on decision with planning school activities. The variation of response between respondents may be showed school principal' took decision participative was insufficient way. This implies that participative decision making took place in this aspects of school area was low. In relation to this, the researcher analyzed different documents of the sample secondary schools. Accordingly, it was learned that the school plans were prepared by principals, vice principals, supervisors and PTSA members of the schools. This shows that the participation of teachers was low which, in turn, would affect the implementation of school activities.

Item 2 of Table 3, relates to the extent of teachers' participation in decisions like setting mission, vision and values of the school. As regards this, 3(2.5%) and 0(0%) of teachers and principal respectively rated as very low. On the other hand 24(20%) and 3(30%) of teachers and principal respectively rated as low. In addition, 49(41%) and 3(30%) of teachers and principal respectively rated as medium. Moreover, 34(20%) and 4(40%) of teachers and principal respectively rated as high. Furthermore, 9(7.5%) and 0(0%) of teachers and principal respectively rated as very high. However, the sum of the total respondents percentage values rated 9(7%) as very high, 38(29%) as high, 52(40%) as medium, 27(21%) as low and 3(2.3%) as very low. To compare the agreement of principal and teachers on teachers involvement in deciding on mission, vision and values of school the chi-square was computed and revealed X^2 (2.12) sig. (.712) which shows that there was no significant opinion difference between school leaders and teachers in participation on decision with mission, vision and values of school. The variation of response between respondents may be showed school leaders' took decision participative was insufficient way. This implies that participative decision making took place in different aspects of school area was low.

With item 3 of Table 3, the respondents were requested to rate the extent of participation of teachers in decisions like Participation in budget preparation. Accordingly, the sum of the total respondents percentage values rated 6(4.65%) as very high, twenty four (18.6%) as high, 67(52%) as medium, 21(16%) as low and 11(8.5%) as very low. To compare the agreement of school principal and teachers on teachers participation in budget preparation the chi-square was computed and revealed X^2 (1.09) sig.0.89) which shows that there was no significant difference between school principal and teachers in participation of teachers on budget preparation. The variation of response between respondents may be showed school principal took decision participative was insufficient way. This implies that participative decision making took place in different aspects of school area was low.

With item 4 of Table 3, the respondents were requested to rate the extent of participation of teachers in decisions like Participation in in determining the mechanism of controlling and supervising the implementation of the plan. Accordingly, the sum of the total respondents percentage values rated 6(4.6%) as very high, 28 (21.7%) as high, 61(47%) as medium, 28(21.7%) as low and 6(4.6%) as very low. To compare the agreement of school principal and teachers on teachers participation in determining the mechanism of controlling and supervising the implementation of the plan the chi-square was computed and revealed X^2 (9.70) sig. (0.46) which shows that there was significant difference between school principal and teachers in participation of teachers determining the mechanism of controlling and supervising the implementation of the plan. The variation of response between respondents may be showed school principal took decision participative was insufficient way. This implies that participative decision making took place in different aspects of school area was low.

With item 5 of Table 3, the respondents were requested to rate the extent of participation of teachers in decisions like Participation in providing suggestions on how to move the school forward. Accordingly, the sum of the total respondents percentage values rated 10(7.7%) as very high, 30 (23%) as high, 61(47%) as medium, 24(20%) as low and 4(3%) as very low. To compare the agreement of school principal and teachers on teachers participation in providing suggestions on how to move the school forward the chi-square was computed and revealed X^2 (2.93) sig.(.56) which shows that there was no significant difference opinion between school principal and teachers in participation of teachers in providing suggestions on how to move the school forward The variation of response between respondents may be showed school

principal took decision participative was insufficient way. This implies that participative decision making took place in different aspects of school area was low.

With item 6 of Table 3, the respondents were requested to rate teachers in decisions like the PTA and KETB provided teachers with information that help them to plan their work. Accordingly, the sum of the total respondents percentage values rated 4(3.1%) as very high, 39(30%) as high, 43(33%) as medium, 30(23%) as low and 13(10%) as very low. To compare the agreement of school principal and teachers on teachers how PTA and KETB provided teachers with information that help them to plan their work the chi-square was computed and revealed X^2 (1.785^a) sig.(.775) which shows that there was no significant difference opinion between school principal and teachers in participation of teachers in providing teachers with information that help them to plan their work. The variation of response between respondents may be showed school principal took decision participative was insufficient way. This implies that participative decision making took place in different aspects of school area was low.

In order to substantiate the above findings, interview was conducted with heads of PTSA and KETB. From their responses, it was learned that, most of the time, school plan is prepared by school principals, without involving teachers. That means school principals did not pay attention to participate teachers in planning and because of this, as the respondents remarked, teachers were also reluctant to participate in planning as well as supervising of the plan implementation as opposed to revised MoE, (2010) guideline which requires the participation of all stakeholders in the school planning (strategic and annual plan).

From the above findings, one can learn that stakeholders' participation in decisions concerning planning school activities was low. The interview responses indicated that the school plans were prepared by school principals along with a few others. Documents reviewed also did not show the participation of stakeholders' in the preparation of school planning activities. It can, thus, be concluded that the extent of participating stakeholders in the decisions concerning school planning activities was insufficient.

Table 4: participation in decision making concerning curriculum and instruction

N O	Item	Respondent		Rating scale					Total	X ²	sig
				1	2	3	4	5			
1	I participate in setting the learning objectives	teachers	F	3	20	37	45	14	119	5.02	.28
			%	2.5	16.8	31	37.8	11.7	100		
		principal	F	0	3	1	3	3	10		
			%	0	30	10	30	30	100		
2	I participate in deciding the content and form of a lesson plan	teacher	F	2	19	33	40	25	119	4.25	.37
			%	1.6	16	27.7	33.6	21	100		
		principal	F	0	0	4	2	4	10		
			%	0	0	40	20	40	100		
3	I participate in evaluating how well the department is operating	teacher	F	2	20	46	33	18	119	.59	.96
			%	1.6	16.8	38.6	27.7	15	1000		
		principal	f	0	1	4	3	2	10		
			%	0	10	40	30	20	100		
4	I involve in developing teaching methodologies	teacher	F	3	23	39	37	17	119	3.49	.47
			%	2.5	19	32.7	31	14	100		
		principal	f	0	2	1	4	3	10		
			%	0	20	10	40	30	100		
5	I participate in developing procedures for assessing student achievement	teacher	f	4	27	46	28	14	119	2.71	.60
			%	3.3	22.6	38.6	23.5	11.7	100		
		principal	f	0	1	3	4	2	10		
			%	0	10	30	40	20	100		

Note. 1=Very low, 2=Low, 3=Medium, 4=High, 5=Very high

As can be observed from Table 4, item 1 relates to the extent of participation of teachers in decisions like setting the learning objectives. The sum of the total respondents percentage values rated 17(13%) as very high, 48(37%) as high, 38(29%) as medium, 23(18%) as low and 3(2.3%) as very low. To compare the agreement of school leaders and teachers on teachers participation in deciding setting the learning objectives the chi-square was computed and revealed X² (5.02) sig. (.28) which shows that there was no significant difference opinion between school principal

and teachers in participation on deciding setting the learning objectives. The variation of response between respondents may be showed school principal' took decision participative was insufficient way. This implies that participative decision making took place in this aspects of school area was medium.

As shown in Table 4, item 2, was about the extent of the respondents' participation in decisions like deciding on the format of lesson plan. Accordingly, the sum of the total respondents percentage values rated 29(22.4%) as very high, 42(32.5%) as high, 37(28.6%) as medium, 19 (14.7%) as low and 2(1.5%) as very low. To compare the agreement of school principal and teachers participation in deciding the format of lesson plan the chi-square was computed and revealed X^2 (4.254) sig. (.373) which shows that there was no significant difference between school principal and teachers in participation on deciding the format of lesson plan. The variation of response between respondents may be showed school leaders' took decision participative was insufficient way. This implies that participative decision making took place in this aspects of school area was medium.

With item 3 of Table 4, the respondents were asked to rate the extent of participation in decisions like evaluating how well the department was operating. As regards this, the sum of the total respondents percentage values rated 20(15.5%) as very high, 36 (28%) as high, 50(38.7%) as medium, 21(16%) as low and 2(1.5%) as very low. To compare the agreement of school principal and teachers participation in deciding evaluating how well the department was operating the chi-square was computed and revealed X^2 (.593) sig. (.96) which shows that there was no significant difference between school principal and teachers in participation on deciding evaluating how well the department was operating. The variation of response between respondents may be showed school principal' took decision participative was insufficient way. This implies that participative decision making took place in this aspects of school area was medium.

As shown in Table 4, item 4, was about the extent of the in decisions like involve in developing teaching methodologies. Accordingly the sum of the total respondents percentage values rated 20(15.5%) as very high, 41(31.7%) as high, 40(31%) as medium, 25(19.3%) as low and 3(2.3%) as very low. To compare the agreement of school principal and teachers on stakeholders involvement in deciding developing procedures for assessing student achievement the chi-square

was computed and revealed X^2 (3.497^a) sig. (.478) which shows that there was no significant difference between school principal and teachers in participation in developing teaching methodologies. The variation of response between respondents may be showed school principal took decision participative was insufficient way. This implies that participative decision making took place in this aspects of school area was medium.

With regard to assessing participation in decisions like developing procedures for assessing student achievement, item 5 of table 4. The, sum of the total respondents percentage values rated 16(12.4%) as very high, 32(24.8%) as high, 49(38%) as medium, 28(21.7%) as low and 4(3.1%) as very low. To compare the agreement of school leaders and teachers participation in deciding developing procedures for assessing student achievement the chi-square was computed and revealed X^2 (2.716) sig. (.606) which shows that there was no significant difference between school principal and teachers in participation on deciding developing procedures for assessing student achievement. The variation of response between respondents may be showed school leaders' took decision participative was insufficient way. This implies that participative decision making took place in this aspects of school area was medium.

Results obtained from some documents such as staff minutes of meeting supported the finding of the above table. The minutes 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. In other words, curriculum implementation and instructional improvement were among the major operational activities in school system. It is a core in both at the school and the national level. This finding is supported by Aggrwal's (2014) finding in which he pointed out that individual and cooperative efforts by teachers to decide when, how and what to teach, to revise courses, select content, plan units and produce teaching aids have become a common practice

Table 5: participation in student affairs and disciplinary problem

N O	Item	Respondent		Rating scale					Total	X ²	sig
				1	2	3	4	5			
1	I participate in determining students' rights and welfare	teachers	F	2	25	35	39	18	119	1.69	.79
			%	1.6	21	29	32.7	15	100		
		principal	F	0	1	3	5	1	10		
			%	0	10	30	50	10	100		
2	I participate in identifying students with disciplinary problems and providing proper guidance	teacher	F	1	15	45	40	18	119	2.84	.58
			%	0.8	12.6	37.8	33.6	15	100		
		principal	F	0	2	3	5	0	10		
			%	0	20	30	50	0	100		
3	I participate in solving students problem with parents	teacher	F	3	21	44	34	17	119	5.39	.24
			%	2.5	17.6	40	28.5	14	100		
		principal	f	0	2	2	6	0	10		
			%	0	20	20	60	0	100		
4	I participate in determining disciplinary measures to be taken on students misconduct	teacher	F	4	26	45	31	13	119	5.47	.24
			%	3.3	21.8	37.8	26	11	100		
		principal	f	0	1	2	6	1	10		
			%		10	20	60	10	10		
5	I involve in disciplining the students	teacher	F	1	19	48	35	16	119	.59	.96
			%	0.8	15.9	40	29	13	100		
		principal	f	0	1	5	3	1	10		
			%	0	10	50	30	10	10		
6	Supervising students' behavior	teacher	f	8	20	45	32	13	119	1.53	.90
			%	6.7	16.8	39	26.8	11	100		
		principal	F	0	2	3	4	1	10		
			%	0	20	30	40	10	100		

Note. 1=Very low, 2=Low, 3=Medium, 4=High, 5=Very high

As shown in Table 5, item 1 was about the extent of the participation in decisions like participate in determining students' rights and welfare. The sum of the total respondents percentage values rated 19(14.7%) as very high, 44(34%) as high, 38(29.4%) as medium, 26(20%) as low and 2(1.5%) as very low. To compare the agreement or opinion of school principals and teachers participation in students' rights and welfare the chi-square was computed and revealed $X^2 (1.69)$ sig. (.792). Which shows that there was no significant difference between school principal and teachers in participation on deciding students' rights and welfare. This implies that participative decision making took place in this aspects of school area was high.

With regard to assessing participation in decisions like participate in identifying students with disciplinary problems and providing proper guidance, item 2 of table 5. The, sum of the total respondents percentage values rated 18(14%) as very high, 45(35%) as high, 48(37%) as medium, 17(13%) as low. To compare the agreement of school principals and teachers participation in identifying students with disciplinary problems and providing proper guidance the chi-square was computed and revealed $X^2 (2.84)$ sig. (.58) which shows that there was no significant difference between school principal and teachers in participation in identifying students with disciplinary problems and providing proper guidance. The variation of response between respondents may be showed school principals' took decision participative was insufficient way. This implies that participative decision making took place in this aspects of school area was medium.

As shown in Table 5, item 3 was about the solving student problem with parents. The sum of the total respondents percentage values rated 17(13%) as very high, 40(31%) as high, 46(36.6%) as medium, 23(17.8%) as low and 3(2.3%) as very low. To compare the agreement or opinion of school principals and teachers participation in solving student problem with parents the chi-square was computed and revealed $X^2 (5.393^a)$ sig. (.249). which shows that there was no significant difference between school principal and teachers in participation on deciding and in solving student problem. This implies that participative decision making took place in this aspects of school area was medium

With regard to assessing participation in decisions like participate in determining disciplinary measures to be taken on students misconduct, Table 5 item 4 of table 5. The, sum of the total respondents percentage values rated 14(10.8%) as very high, 37(28.6%) as high, 47(36%) as medium, 27(21%) as low, 4(3%) as very low. To compare the agreement of school principals and teachers participation in participate in determining disciplinary measures to be taken on students misconduct the chi-square was computed and revealed X^2 (2.84) sig. (.58) which shows that there was no significant difference between school principal and teachers participate in determining disciplinary measures to be taken on students misconduct. The variation of response between respondents may be showed school principals' took decision participative was insufficient way. This implies that participative decision making took place in this aspects of school area was medium.

As shown in Table 5, item 5 was about the involve in disciplining the students. The sum of the total respondents percentage values rated 17(13%) as very high, 38(29.4%) as high, 53(41%) as medium, 18(14%) as low and 1(0.7%) as very low. To compare the agreement or opinion of school principals and teachers participation involve in disciplining the students the chi-square was computed and revealed X^2 (.59 sig. (.96). which shows that there was no significant difference between school principal and teachers in participation on deciding and in involve in disciplining the students. This implies that participative decision making took place in this aspects of school area was medium

As shown in Table 5, item 6 was about the involve in supervising students behavior. As regards this, the sum of the total respondents percentage values rated 14(10.8%) as very high, 36 (27.9%) as high, 48(37%) as medium, 22(17%) as low and 8(6%) as very low. To compare the agreement of school principal and teachers participation in deciding supervising students behavior the chi-square was computed and revealed X^2 (.1.53) sig. (.90) which shows that there was no significant difference between school principal and teachers in participation on deciding supervising students behavior. The variation of response between respondents may be showed school principal' took decision participative was insufficient way. This implies that participative decision making took place in this aspects of school area was medium

Table 6: *Involvement in decision concerning school building*

N O	Item	Respondent		Rating scale					Total	X ²	Sig
				1	2	3	4	5			
1	I participate in deciding the expansion of school buildings	teachers	F	10	30	49	27	3	119	3.30	.50
			%	8.4	25	41	22.6	2.5	100		
		principal	F	0	1	5	4	0	10		
			%	0	10	50	40	0	100		
2	They deciding maintenance of school buildings	teacher	F	10	30	52	24	3	119	5.09	.27
			%	8.4	25	43	20	2.5	100		
		principal	F	0	1	4	4	1	100		
			%	0	10	40	40	10	100		
3	I participate in deciding on the construction of new buildings	teacher	F	15	27	54	17	5	119	3.57	.61
			%	12.6	22.6	45	14.2	4.2	100		
		principal	F	0	2	4	3	1	10		
			%	0	20	40	30	1	100		
4	I take part in assigning school building for administrative, department and teaching room purpose	teacher	F	10	28	59	14	8	119	11.47	.022
			%	8.4	23.5	49	11.7	6.7	100		
		principal	F	0	3	1	4	2	10		
			%	0	30	10	40	20	100		

Note. 1=Very low, 2=Low, 3=Medium, 4=High, 5=Very high

From the responses to item 1 of table 6, which relates to the level of participation in decisions concerning the expansion of school buildings. The sum of the total respondents percentage values rated 3(2.3%) as very high, 31(24%) as high, 54(41.8%) as medium, 31 (24%) as low and 10(7.7%) as very low. To compare the agreement of school principals and teachers involvement in deciding expansion of school buildings the chi-square was computed and revealed X² (3.30) sig. (.509) which shows that there was no significant difference between school principal and teachers in participation on deciding expansion of school buildings. The variation of response between respondents may be showed school leaders' took decision participative was insufficient

way. This implies that participative decision making took place in this aspects of school area was medium.

As can be seen from responses to item 2 of table 6 regarding the level of participation in decisions like deciding on maintenance of school buildings. The sum of the total respondents percentage values rated 4(3%) as very high, 28(21.7%) as high, 56(43%) as medium, 31(24%) as low and 10(7.7%) as very low. To compare the agreement of school Principals and teachers involvement in deciding maintenance of school buildings the chi-square was computed and revealed X^2 (5.09) sig. (.278) which shows that there was no significant difference between school principals and teachers in participation on deciding maintenance of school buildings. This implies that participative decision making took place in this aspects of school area was medium.

Item 3 of table 6 has to do with the level of participation of stakeholders in decisions like deciding on the construction of new buildings. The sum of the total respondents percentage values rated 6(4.6%) as very high, 20(15.5%) as high, 58(44.9%) as medium, 29(22%) as low and 15(11%) as very low. To compare the agreement of school principal and teachers on participation in deciding construction of new buildings the chi-square was computed and revealed X^2 (3.57) sig. (.61) which shows that there was no significant difference between school principal and teachers in participation on deciding construction of new buildings. This implies that participative decision making took place in this aspects of school area was medium. According to Prowler (2011), creating a successful high performance building in school organization requires an interactive approach starting from the design process which as the finding revealed, was lacking in the secondary schools under the study.

As can be understood from item 4 of table 6, the respondents were asked their level of participation in decisions like assigning school building for administrative, department and teaching rooms' purpose. The sum of the total respondents percentage values rated 10(7.7%) as very high, 18(13.9%) as high, 60(46.5%) as medium, 31(24%) as low and 10(7.7%) as very low. To compare the agreement of school principals and teachers participation in deciding construction of new buildings the chi-square was computed and revealed X^2 (11.47) sig. (.02) which shows that there was significant difference between school leaders and teachers in participation on deciding assigning school building for administrative, department and teaching rooms' purpose. This implies that participative decision making took place in this aspects of

school area was medium. According to Prowler (2011), creating a successful high performance building in school organization requires an interactive approach starting from the design process which as the finding revealed, was lacking in the secondary schools under the study.

Table7: *Decision concerning school policy, rules and regulation*

N O	Item	Respondent		Rating scale					Total	X ²	Sig
				1	2	3	4	5			
1	I take part in setting school rules and regulation	teachers	F	5	22	50	25	17	119	3.38	.49
			%	4.2	18.4	42	21	14	100		
		principal	F	1	2	2	4	1	10		
			%	10	20	20	40	10	100		
2	I take part in policy formulation in my school	teacher	F	7	39	28	28	17	119	6.95	.13
			%	5.8	32.7	23.5	23.5	14.2	100		
		principal	F	0	1	6	2	1	10		
			%	-	10	60	20	10	100		
3	They develop disciplinary policies	teacher	F	7	29	38	36	8	119	2.22	.69
			%	5.8	24.3	32	30	6.7	100		
		principal	F	0	2	5	3	0	10		
			%	0	20	50	30	0	100		
4	I participate in deciding on rules or procedures to be followed in evaluating school performances	Teacher	F	9	28	44	29	8	119	2.96	.56
			%	7.5	23.5	36.9	24.3	6.7	100		
		principal	F	0	1	6	2	1	10		
			%	0	10	60	20	100	100		

Note. 1=Very low, 2=Low, 3=Medium, 4=High, 5=Very high

As can be understood from item 1 of table 7, the respondents were asked their level of participation in decisions like in setting school rules and regulation. The sum of the total respondents percentage values rated 18(13.9%) as very high, 29(22.4%) as high, 52(40%) as medium, 24(18.6%) as low and 6(4.6%) as very low. To compare the agreement of school principals and teachers participation in deciding setting school rules and regulation the chi-square was computed and revealed X² (3.3) sig. (.49) which shows that there was no significant difference between school

principals and teachers in participation on deciding setting school rules and regulation. This implies that participative decision making took place in this aspects of school area was medium.

As shown in Table 7, item 2, was about policy formulation in my school. The sum of the total respondents percentage values rated 18(13.9%) as very high, 30(23%) as high, 34(26%) as medium, 40(31%) as low and 7(5.4%) as very low. To compare the agreement of school principals and teachers participation in deciding policy formulation in my school the chi-square was computed and revealed X^2 (6.95) sig. (.13) which shows that there was no significant difference between school principals and teachers in participation on deciding take part in policy formulation in my school. This implies that participative decision making took place in this aspects of school area was low.

As shown in Table 7, item 3, was about develop disciplinary policies. The sum of the total respondents percentage values rated 8(6%) as very high, 39(30%) as high, 43(33%) as medium 31(24%) as low and 7(5.4%) as very low. To compare the agreement of school principals and teachers participation in deciding policy formulation in my school the chi-square was computed and revealed X^2 (2.22) sig. (.69) which shows that there was no significant difference between school principals and teachers in participation on develop disciplinary policies. This implies that participative decision making took place in this aspects of school area was medium.

As can be understood from item 4 of Table 7, the respondents were asked their level of participation in decisions like in participate in deciding on rules or procedures to be followed in evaluating school performances. The sum of the total respondents percentage values rated 9(6.9%) as very high, 31(24%) as high, 50(38%) as medium, 29(22%) as low and 9(6.9%) as very low. To compare the agreement of school principals and teachers participation in deciding participates in deciding on rules or procedures to be followed in evaluating school performances. the chi-square was computed and revealed X^2 2.96 sig. (.564) which shows that there was no significant difference between school principals and teachers in participation on participate in deciding on rules or procedures to be followed in evaluating school performances. This implies that participative decision making took place in this aspects of school area was medium.

The PTA/KETB heads while responding to the question which related to decision areas teachers involve in expressed that teacher participate in developing school level Policy guidelines along with KETB board and PTSA under the umbrella of the national policy ,rule, guide line, etc.

Teachers in particular playing roles of enriching and strengthening ideas generated by the members of PTA&KETB.

The researchers' observation of school documents (i.e., school minutes particularly of staff meeting topics revealed that teachers participate in and raise their concerns on the issues of school policy, rules and regulation. This confirmed that there is a decision in which teachers involve like school policy, rules and regulation.

Table 8: *Decision concerning school budgeting and income generating*

N O	Item	Respondent		Rating scale					Total	X ²	Sig
				1	2	3	4	5			
1	I take part in determining school expenditure priorities	teachers	F	11	22	51	29	6	119	1.66	.79
			%	9.2	18.4	42.8	24.3	5	100		
		principal	F	0	2	5	3	0	10		
			%	0	20	50	30	0	100		
2	I participate on budgeting for the department	teacher	F	8	28	53	26	4	119	5.90	.20
			%	6.7	23.5	44.5	21.8	3.3	100		
		principal	F	1	0	8	1	0	10		
			%	10	0	80	10	0	10		
3	I participate in determining means for generating income	teacher	F	10	36	40	24	8	119	3.23	.66
			%	8.4	30	33.6	20	6.7	10		
		principal	f	1	1	5	3	0	10		
			%	10	10	50	30	0	100		
4	I participate in deciding allocating budget for instructional material	teacher	F	12	35	42	28	2	119	3.55	.47
			%	10	29	35	23.5	1.6	119		
		principal	F	1	3	4	1	1	10		
			%	10	30	40	10	10	100		

Note. 1=Very low, 2=Low, 3=Medium, 4=High, 5=Very high

As shown in Table 8, item 1 relates to participation of teachers in decisions like determining school expenditure priorities. The sum of the total respondents percentage values rated 6(4.6%) as very high, 32(24.8%) as high, 56(43.4%) as medium, 24(18.6%) as low and 11(8.5%) as very

low. To compare the agreement of school leaders and teachers on teachers participation in deciding formulation of school budget the chi-square was computed and revealed X^2 (1.66) sig. (.797) which shows that there was no significant difference between school principals and teachers in participation on deciding school expenditure priorities. The variation of response between respondents may be showed school leaders' took decision participative was insufficient way. This implies that participative decision making took place in this aspects of school area was medium .In order to substantiate the above findings; the researcher conducted an interview with PTSA and KETB heads. Accordingly, PTSA head explained, "teachers' participation in the formulation of school budget was not enough. As to the reasons, the interviewee expressed that there was no much attention to the participation of teachers; even, most teachers believed that preparing school budget is the duty of principals and some selected committee.

As can be noticed from table 8, item 2 was about participation of teachers in decisions like determining budgeting for the department. Accordingly, the sum of the total respondents percentage values rated 4(3%) as very high, 27(20.9%) as high, 61(47%) as medium, 28(21.7%) as low and 9(6.9%) as very low. To compare the agreement of school leaders and teachers on teachers participation in deciding determining budgeting for the department the chi-square was computed and revealed X^2 (5.90) sig. (.206) which shows that there was no significant difference between school principal and teachers in participation on deciding determining budgeting for the department. The variation of response between respondents may be showed school leaders' took decision participative was insufficient way. This implies that participative decision making took place in this aspects of school area was medium. As regards this item the researcher conducted an interview with PTSA and KETB heads who, in their responses, explained the very existence of different problems in the schools. According to their responses, school principals and other personnel who were working in financial management positions lacked experience and also that they did not have training on educational finance management.

With item 3 of table 8, the respondents rated the level of participation of teachers in decisions concerning determining means for generating income. The sum of the total respondents percentage values rated 8(6%) as very high, 27(21%) as high, 45(35%) as medium, 37(28.6%) as low and 11(8.5%) as very low. To compare the agreement of school principal and teachers on stakeholders involvement in deciding means for generating income the chi-square was computed

and revealed X^2 (3.239^a) sig. (.66) which shows that there was no significant difference between school leaders and teachers in participation on deciding means for generating income. The variation of response between respondents may be showed school leaders' took decision participative was insufficient way. This implies that participative decision making took place in this aspects of school area was medium.

Item 4 of table 8, has to do with the respondents' level of participation in participate in deciding allocating budget for instructional material Accordingly, the sum of the total respondents percentage values rated 3(2.3%) as very high, 29(22.4%) as high, 46(35.6%) as medium, 38(29.4%) as low and 13(10%) as very low. To compare the agreement of school leaders and teacher participation in deciding allocating budget for instructional material the chi-square was computed and revealed X^2 (3.55sig. (.47) which shows that there was no significant difference between school principal and teachers in participation on deciding allocating budget for instructional material. The variation of response between respondents may be showed school principals took decision participative was insufficient way. This implies that participative decision making took place in this aspects of school area was medium. Moreover, documents reviewed like minutes of PTSA and KETB meetings indicated that their involvement in following up of income and expenditure, means of income generation, through attempts have been there, generally, was minimal. To substantiate the data concerning the practice of participating stakeholders in the preparation of school budgeting and income generation decisions, the researcher conducted interview with PTSA and KETB heads which revealed that there was a low extent of teachers', supervisors' and members of student councils participation in this particular decision making practice category. The interviewed PTSA and KETB heads particularly said, "Decisions concerning school budget is seen in schools as not a mandate of teachers, supervisors or student councils, rather the mandate is given to PTSA and KETB

committee. The teachers may participate through their one or two representatives." From this, one could realize that in secondary schools under the sample study, teachers' participation in decisions regarding school budget was typically indirect and limited. In addition to interview, the researcher examined budget record documents as well as minutes of PTSA and KETB meetings. The document contained budgets collected from internal income (revenue) which was evaluated and approved by PTSA and KETB heads. It was, however, learned that teachers were not part of the decisions made concerning school budget to the level expected as there was nominal involvement through one or two individuals which then, was not direct at all.

In general, although the findings of different scholars underline the importance, principals of the schools under the study did not adequately involve teachers in school budget allocation, approval, implementation, follow up and evaluation. As regards this Emeneke (2014), written, the fact that when people are part of decision-making process, there is greater opportunity of expression of mind, ideas, existing disputes and more occasions for disagreements and agreement. Yet, the finding revealed that teachers did not adequately participate in decisions concerning budget although involvement would help solicit valuable suggestions, opinions and criticisms before decisions made school budget.

2. Measure of job satisfaction

Table 9: job satisfaction

No	Items	N	M	SD
1	I am satisfied as a teacher	119	2.97	1.10
2	I enjoy my work.	119	3.16	1.10
3	Teaching provides me with opportunity to use all my skills and knowledge.	119	3.18	1.12
4	I prefer to continue with teaching profession.	119	3.04	1.13
5	Teaching professions is a challenging job for me.	119	2.98	2.11
6	I am interested to provide tutorial for students of different levels.	119	3.23	1.08
7	There is fair distribution of work load in teaching	119	3.04	1.08
	over all mean		3.09	0.38

Key: Mean value ≥ 4.50 = very high, 3.50-4.49= high, 2.50-3.49= moderate, 1.50-2.49= low and ≤ 1.49 = very low

As shown in table 9, seven items that can measure job satisfaction in terms of job related questionnaires were distributed to the respondents and their responses were computed using SPSS version 20. The computed value showed that teachers' satisfaction towards their job is at the medium level having the mean value of 3.09 with the standard deviation of 0.38 (M=3.09,SD=0.38).

Table 10: Professional Development

Items	N	M	SD
1. Provision of job related workshops enhanced my academic performance.	119	3.12	1.02
2. Availability of opportunities to attend workshops outside the school increases my knowledge.	119	3.14	1.00
3. Provision of on the job training on various issues enhances my knowledge.	119	3.42	3.00
4. I am satisfied with availability of further professional development opportunity.	119	3.14	1.05
over all mean		3.20	0.98

Key: Mean value ≥ 4.50 = very high, 3.50-4.49= high, 2.50-3.49= moderate, 1.50-2.49= low and ≤ 1.49 = very low

As shown in Table10, four items that can measure job satisfaction in terms of professional Development questionnaires were distributed to the respondents and their responses were computed using SPSS version 20. The computed value showed that teachers' satisfaction towards their job is at the medium level having the mean value of 3.20with the standard deviation of 0.98 (M=3.20, SD=0.98).

Trainings on various issues were given rarely due to a number of limitations such as budget. Teachers were not interested to participate with issues organized by Woreda experts. Experiences sharing with model schools and within schools were low. Furthers education opportunity from first degree to second degree in regular programs was limited. As data from document analysis showed most of teachers had training and development plan in the form of CPD but its implementation ha not effective. Teachers and schools prepared their plan simply for the sake of planning, but did not facilitate and monitor its implementation. The teachers had little opportunity for training, experience sharing with other model schools, and professional development (second degree) or

increase their skill and knowledge, and also expands the intellect on overall personality of the employee.

Table 11: Recognition.

No	ITEMS	N	M	SD
1	In my school, I am recognized for a job well done.	119	3.08	1.01
2	The way teachers will get different praise is convincing.	119	2.89	.89
3	I get enough recognition from school principals, PTA and KETBs for what I do.	119	2.77	.93
4	I get enough recognition from my immediate supervisor for my work.	119	2.76	.98
5	The recognition given in the school is fairly assesses my work.	119	2.87	1.06
	Over all mean		2.87	0.06

Key: Mean value ≥ 4.50 = very high, 3.50-4.49= high, 2.50-3.49= moderate, 1.50-2.49= low and ≤ 1.49 = very low

Table11 above indicates that teachers had a relatively moderate agreement with the activities which are undergoing to recognize their achievement in the school. The mean value of teachers is 2.87 with a standard deviation of 0.67. This indicates that teachers were not satisfied with the levels of recognition in their current job. The PTSA and KETB heads interview result indicated that recognizing teachers of their effort in the school was medium because of the poor performance of students, lack of timely support from supervisor and low level of educational expertise, to motivate teachers with their performance level, and low capacity of principals to fairly assess and reward teachers as per their efforts..

Table12: Achievement

	ITEMS	N	M	SD
1	I am satisfied with my professional ability to perform my job.	119	3.06	1.19
2	Academic rewards I received from school increased my job satisfaction.	119	2.95	1.00
3	I am satisfied with the successes gained by my students.	119	3.13	1.01
	Over all mean		3.05	0.10

Key: Mean value ≥ 4.50 = very high, 3.50-4.49= high, 2.50-3.49= moderate, 1.50-2.49= low and ≤ 1.49 = very low

As shown in table 12, three items that can measure job satisfaction in terms of achievement were distributed to the respondents and their responses were computed using SPSS version 20. The computed value showed that teachers' satisfaction regarding achievement was medium having mean value of 3.05 with the standard deviation of 0.10 (M=3.05, SD=0.10).

Teachers play important role in the achievement of schools' goals and objectives. Current, Miller & Rowan, (2002) and Jyoti & Sharma, (2009) stated that teachers specifically spend a great amount of time with their students in class and hence, they have a significant impact on student achievement.

Table :13 Responsibility

NO	Items	N	M	SD
1	I am comfortable with appropriate execution of professional responsibility.	119	3.0	.99
2	I am satisfied with autonomy I have in making decisions about my daily tasks.	119	3.05	.95
3	I am responsible to raise the awareness of the community.	119	3.19	1.03
4	I have freedom to use my judgment in the work.	119	3.29	1.00
5	I feel comfortable with my present level of responsibility in my job.	119	3.21	.97
	Garand mean	119	3.16	0.03

Key: Mean value ≥ 4.50 = very high, 3.50-4.49= high, 2.50-3.49= moderate, 1.50-2.49= low and ≤ 1.49 = very low

The, five items in Table 13 above were used to measure job satisfaction in terms of responsibility. Data were computed using SPSS version 20. The computed value showed that teachers' satisfaction in relation to Responsibility was the medium having mean value of 3.16 and 0.03 (M=3.16, SD=0.03).

Table 14:Promotion

No	ITEMS	N	M	SD
1	There are fair promotion opportunities in school.	119	2.84	.92
2	I am satisfied with the commitments of management of different levels promotion.	119	2.80	.959
3	The promotion process and procedures used by my school leaders are fair.	119	3.16	2.83
4	I am comfortable with the promotion opportunities available to me as a teacher	119	2.92	.94
5	Over all mean		2.93	0.94

Key: Mean value ≥ 4.50 = very high, 3.50-4.49= high, 2.50-3.49= moderate, 1.50-2.49= low and ≤ 1.49 = very low

As shown in table14,five items were used to measure teachers job satisfaction regarding Opportunities for Promotion data from the responses were computed using SPSS version 20. The computed value showed that teachers' satisfaction regarding opportunity for promotion was formed to be medium having mean value of 2.93 and 0.94 (M=2.93, SD=0.94).

Table 15: Organizational Policy

	ITEMS	N	M	SD
1	The presence of clear school based rules and regulations satisfy me.	119	2.92	.99
2	Proper implementation of rules and regulations with in my school satisfy me.	119	2.98	.95
3	All teachers in my school are treated equally.	119	2.77	.95
4	I am satisfied with involvement in decisions in the school.	119	2.88	.94
5	over all mean		2.89	0.02

Key: Mean value ≥ 4.50 = very high, 3.50-4.49= high, 2.50-3.49= moderate, 1.50-2.49= low and ≤ 1.49 = very low

As shown in table15, five items that can measure job satisfaction in terms of organizational Policy and administration were distributed to the respondents and their responses were computed using SPSS version 20. The computed value showed that teachers’ satisfaction was medium level having mean value of 2.89 with SD 0.02 (M=2.89, SD=0.02).

Table 16: Supervision

	Items	N	M	SD
1	The supervisor initiates me to discuss various academic issues	119	2.68	.95
2	The supervisor has the “know-how” to give me technical support.	119	3.05	3.09
3	I am supervised in a supportive and democratic manner.	119	2.77	.93
4	School supervisors observe classroom instructions regularly.	119	2.75	1.01
5	School supervisors provide training on various issues.	119	2.63	.98
	over all mean	119	2.77	0.95

Key:Mean value ≥ 4.50 = very high, 3.50-4.49= high, 2.50-3.49= moderate, 1.50-2.49= low and ≤ 1.49 = very low

As shown in table16, five items that can measure job satisfaction in terms of Supervision questionnaires were distributed to the respondents. As the overall mean score of teachers in the above table are 2.77 with a standard deviation of 0.95 indicates supervision was relatively medium. Item1 and 5 for teachers’ are below all other with means overall scores teachers’ were not satisfied supervision in the schools under study. KETB&PTSA heads interview result indicate that the practice of supervision in the school was insufficient to enhance teachers’ job satisfaction which, in turn, reduces the effectiveness of performance of teachers. Therefore, Effective supervision, however, of teachers is important for success full implementation of school goal and objectives.

Table: 17 Incomes

	ITEMS	N	M	SD
1	My monthly salary is sufficient to satisfy all important expenses	119	2.20	1.18
2	I am satisfied with timely payment of salary.	119	2.29	1.16
3	My salary enhanced my job commitment.	119	2.13	1.11
4	I am underpaid in relation to my efforts.	119	2.36	1.18
5	I receive additional incentives for extra work.	119	2.04	1.11
6	I entered the teaching profession because of its good pay.	119	2.10	1.11
	Over all mean		2.19	0.03

Key: Mean value ≥ 4.50 = very high, 3.50-4.49= high, 2.50-3.49= moderate, 1.50-2.49= low and ≤ 1.49 = very low

As shown in table17, six items that can measure job satisfaction in terms of income related condition were distributed to the respondents and their responses were computed using SPSS version 20. The computed value showed that teachers' satisfaction concerning income related condition was low level with mean value of 2.19 and standard deviation of 0.03 (M=2.19, SD=0.03). Items 5 and item 6 were below overall mean of teachers which indicates low satisfaction in relation to level of income. Benefits and incentives for teachers were inadequate for extra work. Cluster teachers meeting lacked refreshment program. Therefore, lack sufficient incentive and other benefits for their additional work influence level of teachers' job satisfaction. According to Ahuja and Shukla (2007), when an incentive is offered for meeting specific goals, the employee is likely to expend more energy and effort into the job and, there after the incentive will be given to the employee as a reward when the goal is met.

Table 18: Work Relationship

	ITEMS	N	M	SD
1	I am satisfied with my relationship with my school's management team.	119	3.05	1.08
2	I am satisfied with my staff members' relationship to cooperate with me to work.	119	3.10	.98
3	I am satisfied with my relationship with the students of my school.	119	3.12	1.00
4	I am satisfied with my relationship with staff of my school.	119	3.06	1.02
5	I am satisfied with my relationship with supervisors of my school	119	2.91	1.00
	over all mean		3.05	0.03

Key: Mean value ≥ 4.50 = very high, 3.50-4.49= high, 2.50-3.49= moderate, 1.50-2.49= low and ≤ 1.49 = very low

As shown in table 18, five items that can measure job satisfaction in terms of School and Work Relationship were distributed to the respondents and their responses were computed using SPSS version 20. The computed value showed that teachers' satisfaction was medium with mean value of 3.05 and standard deviation of 0.036 ($M=3.05$, $SD=0.036$). Poor relations between teachers and supervisors, student and management teams and among teachers reduce success of achieving of the school goal and objectives. According to Oshagbemi (2001), individuals who perceive to have better interpersonal friendships with their co-workers and immediate supervisor lead higher levels of job satisfaction.

Table 19: Working Conditions for Teachers

No	Items	N	M	SD
1	I am satisfied with clean, initiating and comfortable working area.	119	2.50	1.072
2	I am satisfied with accessibility of transportation.	119	2.57	1.05
3	I would not like to be transferred to another school.	119	2.50	1.04
4	I am satisfied with participation in co-curricular activities in my school.	119	2.70	1.05
5	I am satisfied with the supply of sufficient material and tools for the teaching-learning process.	119	2.74	1.27
6	I am interested in attending my instructional all the time.	119	3.02	3.73
7	Student attitudes towards education in my school enhanced my job satisfaction.	119	2.78	.99
8	I am satisfied with entertaining facilities (DSTV, Tennis table etc.) of my school.	119	2.65	1.01
	Grand Mean		2.68	0.94

Key: Mean value ≥ 4.50 = very high, 3.50-4.49= high, 2.50-3.49= moderate, 1.50-2.49= low and ≤ 1.49 = very low

There were various methods of measuring teachers' satisfaction in their working condition. However, as shown in table 19, eight items that can measure teachers levels of satisfaction with respect to working conditions were raised for teachers and found that their satisfaction with the

working condition was found to be moderate with mean value of 2.68 and standard deviation of 0.95 (M=2.68, SD=0.95). Even though, the above finding showed that the teachers' satisfaction with the working condition was medium, according to Robbins (2005), the working condition has sensible impact on an employee's job satisfaction because the employees prefer physical surroundings that are safe, clean and comfortable for works.

Table 20: The relationship between teachers Participation in decision-making and job satisfaction

		SATISFACTION	DECISION
SATISFACTION	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	119	
DECISION	Pearson Correlation	.667**	1
	Sig. (2-tailed)	.000	
	N	119	119
**. Correlation is significant at the 0.01 level (2-tailed).			

Results of the Pearson Correlation Analysis for the Relationship between Participation in decision-making and Job Satisfaction

The results in table 21 indicate that there was a positive relationship between teachers' participation in decision-making and their job satisfaction at N=119, $r=.667^{**}$, $p<0.01$ level of significance. From this result, one can understand that teachers' participation in decision-making moderately correlates with job satisfaction, with more than 66.7% relationship. This shows that as teachers' participation in decision-making increases, their level of job satisfaction also increases.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This section deals with summary, conclusions and recommendations. In this section, first, a summary of the major findings were made. Second, depending on the findings, conclusions were drawn lastly, recommendations were made.

5.1 Summary of the Major Findings

The purpose of this study was to investigate the relationship between teachers' participation in decision-making and their job satisfaction in government secondary schools of Jimma Zone Oromia Regional State.

Data for the study were collected by using questionnaire, interview as well as document review. The respondents of the study were teachers, principals and heads of PTSA and KETB. The study was carried out in ten (10) governmental secondary schools that were selected by simple random sampling. One hundred and twenty (120) teachers, 10 principals, 10 heads of PTSA, 10 heads of KETB took part in the study. The researcher used Census sampling technique to include 10 principals, 10PTSA10 and heads of KETBinto the sample and Yamane (1967) sampling technique for selecting teacher in the secondary schools. The data were majority collected through questionnaire, semi structured interview and document review. Out of the 130 questionnaires dispatched to school principals and teachers, 10(100%) and 119(99.7%) were returned respectively with the total return rate 129(99.7%). All of the questionnaires were properly filled, returned and thus used in the analysis of data. Quantitative methods as well as correlational design were employed to carry out the study. Data obtained from different sources were analyzed by using descriptive statistics involving percentage, frequency, mean, average mean, standard deviation and Pearson product correlation coefficient. The data gathered through document analysis items and semi structured interview were analyzed qualitatively using narrations to support the result obtained from quantitative analysis. On the basis of the analysis made, the major findings of the study are summarized as follows:

The respondents' characteristics showed that males dominate in the secondary schools under the study. That is, out of 119 teacher respondents, 103(85.8%) were males whereas only 16(13.3%) were females. There was also no female secondary school principal.

Interims of age the date indicate that majority of respondents, 52(43.7) teachers were between 26-35 years and 47(39.5) teachers were between 36- 45 while 3 (30%), 11(9.2) teachers, 10 (100%) PTSA heads and 10 (100%) KETB heads fall between 46 -55 years.

The academic qualifications of principal and teachers respondents' showed that 10 (100%) principal and 114 (95%) teachers had BA/BSc degree whereas 2 (1.7%) teachers had MA/MSc degree. As the result reveals, mass of teachers were first degree holders in Jimma Zone secondary school.

Regarding years of service, majority of teachers have between 6-10; 63 (48.8%) of respondents served between 11-15 whereas 29 (22.4%) had above 16 years work experience. The work experience ranges indicate that most respondents were young and only a few were seniors. This implies that majority of teacher respondents' were youngsters that helps them to actively participate in school decision- making.

Concerning the extent of secondary schools teachers' participation in decision-making in Jimma Zone that there was no significant difference between school principals and teachers. This implies that participative decision making took place in all aspects of school area was medium.

It was found that teachers participate most in issues related to curriculum and student affairs disciplinary Problem where as their participation with least in school budget and income generation. Previous study conducted the area of in Jimma Zone supported this idea (Desalegn Gemechu, 2014).

The analysis of this study indicated practice Participation in Decision Concerning Curriculum and Instruction 75(58%) school planning 75(58%) and student affairs and disciplinary problem 64(49.9) is the areas in which teachers participated most as decision-makers. In contrast, school policy, rules and regulation 43(33.3) and budget and income generation 53 (41.1) was the area in which teachers participated least as decision makers.

As to the issue of teacher's job satisfaction it was found that the level of medium in four job related areas of satisfaction. Out of 11 variables (with mean scores of 3.20, 3.16, 3.09, 3.0,): 1. Items related professional development, 2. Related responsibility, 3. job satisfaction, 4. Items of achievement respectively. The teachers tended to have least satisfaction in general on Related

Working Condition and income from teaching expressed in terms of the extent to which monthly needs were met mean 2.68 and 2.19 respectively.

Regarding the relationships between teacher participation in decision making and their job satisfaction: Participation in decision-making was found to significantly related to teachers' Job satisfaction in secondary schools of Jimma Zone. The correlation was moderately and positive relationship in both. The result indicates significant and positive relationship between teacher participation in decision making and their job satisfaction. Higher levels of teachers participate indecision making were associated with higher levels of job satisfaction in the study area. According to Hoy and Miskel (1990) found that, participation of teacher in decision-making is positively related to individual's teachers' satisfaction with the profession of teaching. Ivancevich et al, (1990) also noted that teacher's participation in decision-making process may lead to higher level outcomes satisfaction and efficiency while decision made unilaterally do not contribute to the development or change of the school performance (p 242).

5.2. Conclusions

Based on the findings of the study, the following conclusions were drawn.

It was clear from the findings of this study that teachers' level of participation in decision-making was medium. This implies that decision-making process in the schools was centralized and decisions are made in the schools within adequate input from teachers. Sex, age, service year and educational qualifications of teachers are not necessary criteria for teachers' involvement in decision making processes.

Concerning the extent of secondary schools teachers' participation in decision-making in Jimma Zone that there was no significant difference opinion between school principals and teachers. This implies that participative decision making took place in this aspects of school area was medium.

There is significant positive correlation between participation in decision-making and teachers' job satisfaction. This implies that when teachers participate in decision-making, their levels of satisfaction increase.

Teachers' participation in decision making was found to be most in issues related to school curriculum 75 (58%) , concerning school planning 75(58) and Student affairs and disciplinary

problems 64(49.6) and least in school policy, rules and regulation 43(33.3) and school budget and income generation 53(41).

There is existence of participation in decision making in the form of sharing and exchange of ideas and consultation. However, participation in decision-making was medium in secondary schools of Jimma Zone.

The teachers tended to have least satisfaction in concerning working condition and income from teaching. The study reveals that teachers are participating medium in decision making which cannot bring high or very high result to their work.

5.3. Recommendations

Based on the analysis of the data and the major findings of the study and the conclusion, the following recommendations were made:

- The participation of teachers in decision-making process is crucial for the better satisfaction of the teacher and school performance. Hence, the school management body needs to devise strategies by which teachers can participate more in the decision-making process.
- School principals and PTAs are strongly advised to involve teachers in preparing school budget and income generation at school level.
- It is recommended that teachers need to be given more opportunities to come together and share different ideas and experiences with school administration. Particularly, they advised to participate in such decision-making issues as school budget planning. In addition, school leaders are also advised to increase teachers' satisfaction by providing opportunities for teacher to participate in various decisions making.
- In order to promote teachers participation in school decision-making, the school principals together with PTA and KETB are ought to: -
 - Provide meaningful encouragement as well economic incentives to teachers with exemplary performance both in their teaching activity and in their involvement.
 - Provide proper orientation on the rights, duties and responsibilities of individual teachers in each areas of decision-making and involve them to bring a change in teaching learning process and other related issues of school activities.

- Establish a collaborative relationship among teachers in which they can share their ideas and learn from each other concerning their professions to bring an attractive environment and promote teaching learning.
- Insufficient support of educational experts and supervisors negatively affect teachers' job satisfaction in job. Therefore, to ensure job satisfaction educational experts of Woreda and supervisors should offer timely support for teachers' and Woreda education office fill the technical skills gap of supervisor by training to be effective in supporting teachers' in the job.
- Further studies can be done on the relationship between participation on decision-making and their job satisfaction of teachers in secondary schools. Future researchers advised also replicate the same study in private secondary schools. because the findings of this study were limited to government secondary schools.

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APPENDICES-I
JIMMA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

B. Questionnaire to be filled by principal

Dear respondent

I am an MA student at Jimma University. I am conducting a research on the topic “The Relationship between Teacher Participation in Decision Making and their Job Satisfaction in Government Secondary Schools of Jimma Zone”. The main purpose of this questionnaire is, thus, to collect relevant information for this research work. Consequently, you are, kindly requested to fill in the questionnaire based on the necessary information related to the study. The success of this study directly depends upon your honest and genuine response to each question item. Each data you supply will be used only for the purpose of academic issue and will also be treated with utmost confidentiality.

Thank you in advance for your genuine opinion.

General direction

- No need of writing your name.
- Ask the data collector if you need more clarification before providing your answers.
- Your answer should represent your direct feelings.
- Be sure to keep the statement in mind when deciding how you feel about aspects of your job .
- Be frank and give a true current picture of your feeling about your job satisfaction.

2.1 Extent of Teachers' Participation in Decision Making

NO	ITEM	Rating scale				
		1	2	3	4	5
1	Participation in Decision Concerning School Planning					
1.1.	Teachers participate in planning the schools' activities					
1.2.	Teachers set the mission, vision and values of the school					
1.3.	Teachers involve in Preparing school budget					
1.4.	Teachers determine the mechanism of controlling and supervising the implementation of the plan.					
1.5.	Teachers suggestions counts on how to move the school forward					
1.6.	The PTA and KETB provided teachers with information that help them to plan their work.					
2.	Participation in Decision Concerning Curriculum and Instruction					
2.1.	Teachers set the learning objectives					
2.2	They decide on the content and form of lesson plan					
2.2	They evaluate how well the department is operating					
2.4	They involve in developing teaching methodologies					
2.5	They develop procedures for assessing student achievement					
2.6	They determine when and how instructional supervision can be delivered					
3	Participation in Concerning Student Affairs and Disciplinary Problem					
3.2	They identify students disciplinary problems and provide proper guidance					
3.3	They participate in solving students problem with parents					
3.4	They determine disciplinary measures that need to be taken on students misconduct					
3.5	They involve in disciplining the students					
3.6	They actively participate in supervising students behavior					
4	Involvement in Decision Concerning School Building					
4.1	Teachers decide on the expansion of school buildings					
4.2	They decide on maintenance of school buildings					
4.3	They decide on the construction of new buildings					
4.4	They assign school building for administrative, department and teaching					

	room purpose					
5	Decision Concerning School Budgeting and Income Generating					
5.1	Teachers determine school expenditure priorities					
5.2	They budget for the department					
5.3	They determine means for generating income					
5.4	They decide the allocation of budget for instructional material					
6	Decision Concerning School Policy, Rules and Regulation					
6.1	They set school rules and regulation					
6.2	They take part in policy formulation of their school.					
6.3	They develop disciplinary policies					
6.4	They participate in deciding on rules or procedures to be followed in evaluating school performances					

APPENDIX-II

JIMMA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

A. Questionnaire to be filled by Teachers

Dear respondent

I am an MA student at Jimma University. I am conducting a research on the topic “The Relationship between Teacher Participation in Decision Making and their Job Satisfaction in Government Secondary Schools of Jimma Zone”. The main purpose of this questionnaire is, thus, to collect relevant information for this research work. Consequently, you are, kindly requested to fill in the questionnaire based on the necessary information related to the study. The success of this study directly depends upon your honest and genuine response to each question item. Each data you supply will be used only for the purpose of academic issue and will also be treated with utmost confidentiality.

Thank you in advance for your genuine opinion.

General direction

- No need of writing your name.
- Ask the data collector if you need more clarification before providing your answers.
- Your answer should represent your direct feelings.
- Be sure to keep the statement in mind when deciding how you feel about aspects of your job .
- Be frank and give a true current picture of your feeling about your job satisfaction.

PART I: GENERAL INFORMATION

Read the items against each questions and give your answers by writing where necessary and also encircling a letter that directly reflects your feeling.

4. Name of the school_____
5. Age: A. 26---35 years
B. 36---45 years C. 46---55 years
D. \geq 56 years
6. Sex: A. Male B. Female
7. Total teaching service: A. \leq 5 years C. 11—15 years
B. 6---10 years D. \geq 16 years
8. Academic qualification: A. BA/BSc B. MA/MSc C. Others
9. Field of study: A. Educational Administration
C. Social Science D. Natural Science E. Physical Education
- G. Language

Part II: The following items are some of the decision areas in which teachers expected to be participate. Please, indicate the extent of your participation in decision-making are either individually or in a group in your school. Indicate your answer by putting a tick (\surd) mark in the box given against each statement.

Key: 1= very low 2= Low 3=Medium 4= High 5= very High

2.1. Extent of Teachers' Participation in Decision Making

NO	ITEM	Rating scale				
		1	2	3	4	5
1	Participation in Decision Concerning School Planning					
1.1	I participate in planning the schools' activities					
1.2	I participate in setting the mission, vision and values of the school					
1.3	I involve in preparing school budget					
1.4	I determine the mechanism of controlling and supervising the implementation of the plan					
1.5	My suggestion counts on how to move the school forward					
1.6	The PTA and KETB provide me with information that help me plan my work.					
2	Participation in Decision Concerning Curriculum and Instruction					
2.1	I participate in setting the learning objectives					
2.2	I participate in deciding the content and form of a lesson plan					
2.3	I participate in evaluating how well the department is operating					
2.4	I involve in developing teaching methodologies					
2.5	I participate in developing procedures for assessing student achievement					
2.6	I participate in determining when and how instructional supervision can be delivered					
3	Participation in Concerning Student Affairs and Disciplinary Problem					
3.1	I participate in determining students' rights and welfare					
3.2	I participate in identifying students with disciplinary problems and providing proper guidance					
3.3	I participate in solving students problem with parents					
3.4	I participate in determining disciplinary measures to be taken on students misconduct					
3.5	I involve in disciplining the students					
3.6	I take part in the supervision of students behavior					
4	Involvement in Decision Concerning School Building					
4.1	I participate in deciding the expansion of school buildings					
4.2	I participate in deciding maintenance of school buildings					
4.3	I participate in deciding on the construction of new buildings					
4.4	I take part in assigning school building for administrative, department and teaching room purpose					
5	Decision Concerning School Budgeting and Income Generating					
5.1	I take part in determining school expenditure priorities					
5.2	I participate on budgeting for the department					
5.3	I participate in determining means for generating income.					
5.4	I participate in deciding allocating budget for instructional material					
6	Decision Concerning School Policy, Rules And Regulation					
6.1	I take part in setting school rules and regulation					
6.2	I take part in policy formulation in my school.					
6.3	I participate in developing disciplinary policies					
6.4	I participate in deciding on rules or procedures to be followed in evaluating school performances					

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	ITEMS	Rating scale				
		1	2	3	4	5
1	Job Related Items					
1.1	I am satisfied as a teacher.					
1.2	I enjoy in my work.					
1.3	Teaching provides me with opportunity to use all my skills and knowledge.					
1.4	I prefer to continue with teaching profession.					
1.5	Teaching professions is challenging job for me.					
1.6	I am interested to provide tutorial for students of different levels.					
1.7	There is fair distribution of work load in teaching					
2.	Items Related to Professional Development					
2.1	Provision of job related workshops enhance my academic performance.					
2.2	Availability of opportunity to attend workshops outside the school increases my knowledge.					
2.3	Provision of on the job training on various issues enhances my knowledge.					
2.4	I am satisfied with availability of further professional development opportunity.					
3.	Items Related to Recognition					
3.1	In my school, I am recognized for a job well done.					
3.2	The way teachers will get different praise is convincing.					
3.3	I get enough recognition from school principals, PTA and KETBs for what I do.					
3.4	I get enough recognition from my immediate supervisor for my work.					
3.5	The recognition given in the school is fairly assesses my work.					
4.	Items Related to Achievement					
4.1	I am satisfied with my professional ability to perform my job.					
4.2	Academic rewards I received from school increased my job satisfaction.					
4.3	I am satisfied with the successes gained by my students.					

NO	ITEMS	rating scale				
		1	2	3	4	5
5	Items Related to Responsibility					
5.1	I am comfortable with appropriate execution of professional responsibility.					
5.2	I am satisfied with autonomy I have in making decisions about my daily tasks.					
5.3	I am responsible to raise the awareness of the community.					
5.4	I have freedom to use my judgment in the work.					
5.5	I feel comfortable with my present level of responsibility in my job.					
6	Items Related to Opportunities for Promotion					
6.1	There are fair promotion opportunities in school.					
6.2	I am satisfied with the commitments of management of different levels promotion.					
6.3	The promotion process and procedures used by my school leaders are fair.					
6.4	I am comfortable with the promotion opportunities available to me as a teacher					
7	Items Related to Organizational Policy and Administration					
7.1	The presence of clear school based rules and regulations satisfy me.					
7.2	Proper implementation of rules and regulations with in my school satisfy me.					
7.3	All teachers in my school are treated equally.					
7.4	I am satisfied with involvement in decisions in the school.					
8	Items Related to Supervision (Technical)					
8.1	The supervisor initiate me to discuss on various academic issues					
8.2	The supervisor has the “know-how” to give me technical support.					
8.3	I am supervised in a supportive and democratic manner.					
8.4	School supervisors observe classroom instructions regularly.					
8.5	School supervisors provide training on various issues.					
9	Items Related to Income Related Condition					
9.1	My monthly salary is sufficient to satisfy all important expenses					
9.2	I am satisfied with timely payment of salary.					
9.3	My salary enhanced my job commitment.					
9.4	I am underpaid in relation to my efforts.					
9.5	I receive additional incentives for extra work.					
9.6	I entered the teaching profession because of its good pay.					
10	Items Related School and Work Relationship					
10.1	I am satisfied with my relationship with my school’s management team.					
10.2	I am satisfied with my staff members’ relationship to cooperate with me to work.					
10.3	I am satisfied with my relationship with the students of my school.					
10.4	I am satisfied with my relationship with staff of my school.					
10.5	I am satisfied with my relationship with supervisors of my school					

NO	ITEMS	RATING SCALE				
		1	2	3	4	5
11	Items Related to Working Condition					
11.1	I am satisfied with clean, initiating and comfortable working area.					
11.2	I am satisfied with accessibility of transportation.					
11.3	I would not like to be transferred to another school.					
11.4	I am satisfies with participation in co-curricular activities in my school.					
11.5	I am satisfied with the supply of sufficient material and tools for the teaching-learning process.					
11.6	I am interested in attending my instructional all the time.					
11.7	Student attitudes towards education in my school enhanced my job satisfaction.					
11.8	I am satisfied with entertaining facilities (DSTV, Tennis table etc.) of my school.					

APPENDIX-III

JIMMA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
INTERVIEW FOR PTSA and KETB

An interview to be completed by PTSA heads and KETB 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 challenges that hinder effective participation in decision-making.

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 or KETB 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. Do you believe that participating teachers in decision-making is important?

APPENDECES-III

JIMMA UNIVERSITY

JMMA UNIVERSITYKOLLEEJII BARNOOTAA FI SAAYINSII AMALAA

TTI MUUMMEEE KAROOORAAA FI HOOGGANSAA BAARNOOTAA

Gaaffiiifaanii I/Gaafatamtoota GMB fi BBLGfqophaa'e

Aanaa-----Mana Barumsaa-----Saala-----umurii

Kabajamtootaqoodafudhattootaqorannookanaa :

Kaayyonqorannookanaabarsiisonnimanabarumsaamootummaaasadarkaa 2ffaagodina jimma keessattihojjetanhammakkaadeemsamurtookennuuuueessattiakkahirmaataanii fi hojjiisaaniihammadakkaisaanhoonnachiisuaddabaasuufidha.

- Odeeffannonargamuiccitiinniqaabama
- Yaadaisinkennitangalmagahinsaqorannookanaafmurteessaadha

Yaadakennitaniifgalatoomaa.

1.

Akkaamanabarumsaakeessaniittibarsiisonnadeemsamurteekennuuattamiikeessattisi'aayinaanhir maatu

2.Akkayaadakeessaniittibarsiisonniadeemsamurteekennuuunaannoattamiiirrattisi'aayinaanhirm aatu ?

3.Hirmaannaaisaaniidabaluudhaafwantiisingootaniifjiraa?

4.AkkGMBByknKETBttigumaachaisinhirmaannaayknadeemsamurteekennuuuisaaniicimsuunadee msabaruubarsiisuubu'aqabeessagochuufgootanjiraa?

5.Barsiisonniadeemsamurteekennuuueessattihimaachuunisaaniiifaayidaaniqaba

jettaniyaadduu ?

6.Wantoonnibarsiisotaonnachiisanmaalmaalidhajettaniyaaddu ?

APPENDIX-IV

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Woreda----- School-----

Document Analysis Check-List

4. Written document indicates that there are

a. Discussion minute on different school .The purpose of this check list is to collect data from the document to cross check the data collected from questionnaire. Therefore, you are kindly requested to provide me the necessary document related to teacher participation indecision making. The data will be used only for the purpose of the study.

1. Number of teachers participating in decision making_____

2. Types of issues on which decisions have made_____

3. Participatory decision-making plan was prepared.

a. Yes_____ No_____

4. Availability of discussion minute on periodic evaluation on the implementation of school plan_____

5. Does the school have different minutes that show the decision provided by the school teachers?

A. Minutes on monitoring school income and revenue_____

B. Minutes on students discipline _____

C. Minutes on school building and maintenance _____

D. Minutes on Teachers performance evaluation _____

E. Minutes on Teachers promotion_____