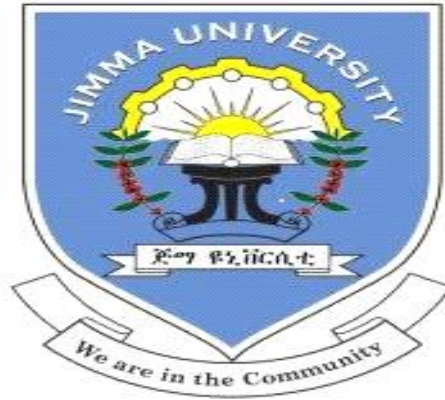


**THE RELATIONSHIP BETWEEN TEACHERS' INVOLVEMENT IN DECISION
MAKING AND THEIR MOTIVATION IN KAFA ZONE SECONDARY
SCHOOLS**



**COLLEGE OF EDUCATION AND BEHAVIOURAL SCIENCES DEPARTMENT
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LETTER OF APPROVAL

The relationship between teachers involvement in decision making and their motivation in Kafa zone secondary schools conducted by Firehiwot Bekele has been submitted and duly approved for the award of degree of “Masters of Art in School leadership (ScL)” at Jimma University department of educational planning and management, under the supervision and guidance of Dr. Bekalu Ferede (PhD) and Mr. Dereje Dakisa.

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TABLE OF CONTENTS

LETTER OF APPROVAL	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS	iii
LISTS OF TABLES	vi
ABBREVIATIONS AND ACRONYMS	vii
ABSTRACT	viii
CHAPTER ONE	1
INTRODUCTION	Error! Bookmark not defined.
1.1. BACKGROUND OF STUDY	1
1.2. Statement of the problem	4
1.3. Research questions	5
1.4. Objectives of the Study	5
1.4.1. General Objective	5
1.4.2. Specific Objectives	6
1.5. Significance of the Study	6
1.6. Scope of the study	7
1.7. Limitation of the study	7
1.8. Definition of Key Terms	7
1.9. Organization of the Study	8
CHAPTER TWO	9
REVIEW OF RELATED LITERATURE	9
2.1. Decision Making and Teacher Involvement	9
2.2. Levels of Decision Making	13
2.3. Types of Decision	14

2.3.1.	Individual versus Group Decisions	14
2.3.2.	Program and Non-Program Decisions	16
2.4.	Rational for Involving Teachers in Decision Making	17
2.5.	Some Areas of Teachers' Involvement in Decision–Making	18
2.5.1.	School Planning	19
2.5.2.	Curriculum and Instruction	19
2.5.3.	School Policies, Rules and Regulation	20
2.5.4.	School Budget and Income Generation	21
2.5.5.	School Building	21
2.5.6.	Students Affaire and School Discipline	21
2.5.7.	Extent of Teachers Involvement in Decision–Making	22
2.6.	Teacher's motivation	25
2.7.	The Meaning and Concepts of Motivation	28
2.8.	Types of teachers' motivation	29
2.8.1.	Intrinsic motivation	29
2.8.2.	Extrinsic motivation	30
2.9.	The relationship between involvement in decision making and teachers' motivation Empirical review	31
CHAPTER THREE		33
RESEARCH DESIGN AND METHODOLOGY		33
3.1.	Description of the study area	33
3.2.	Research Design	34
3.3.	Data Types and Sources of Data	35
3.4.	Study Variables	35
3.4.1.	Independent Variable	35
3.4.2.	Dependent Variables	35
3.5.	Population, Sample Size and Sampling Techniques	35
3.5.1.	Population	35

3.5.2. Sample and Sampling Techniques	36
3.6. Source: kafa zone education Bureau, planning department 2021	36
3.7. Data Collection Instruments	36
3.7.1. Questionnaires	37
3.7.2. Interviews	37
3.8. Reliability and Validity of Instruments	37
3.9. Data Analysis	39
3.10. Data Collection Procedures	40
CHAPTER FOUR	41
FINDINGS AND DISCUSSION	41
4.1. Introduction	41
4.2. Response rate	41
4.3. Demographic profile of the participants	42
4.4. Areas of Teachers involvement in School Decision Making	44
4.5. Teacher’s Motivation	52
4.6. The relationship between teachers’ involvement in decision making and their motivation.	55
4.7. Results and discussions	57
CHAPTER FIVE	61
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	61
5.1. Summary of the Major Findings	61
5.2. Conclusion	63
5.3. Recommendation	63
REFERENCES	66
APPENDIXES	71

LISTS OF TABLES

Table 1- Summary of Samples and Sampling techniques	36
Table 2 Reliability statistics	38
Table 3-Background information of the Participants:	42
Table 4-Teacher's Involvement on Decisions Concerning School Planning	45
Table 5-Teacher's Involvement in Decisions Concerning curriculum and Instruction	46
Table 6-Extent of Teachers Involvement in School Policy, Rules and Regulation	48
Table 7-Teacher's involvement in decisions concerning school budgeting and income generation	49
Table 8-Teacher's Involvement in Decisions Concerning Student Affaire and Disciplinary Problem	50
Table 9-Teacher's Involvement in Decisions Concerning School Building	51
Table 10-Levels of Teacher Motivation:	52
Table 11- Involvement of teachers in Decision making on intrinsic motivation	53
Table 12- Involvement of teachers in Decision making on extrinsic Motivation	54
Table 13-The relationship between teachers' involvement in decision making and their motivation	55
Table 14-Results of the Pearson Correlation Analysis for the Relationship between areas of teacher's involvement in decision-making and motivation	56

ABBREVIATIONS AND ACRONYMS

EFA	Education for All
ESDP	Education Sector Development Program
ETP	Education Training Policy
FDRE	Federal Democratic Republic of Ethiopia
MoE	Ministry of Education
UN	United Nations
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations Children's Fund
WHO	World health organization

ABSTRACT

The purpose of the study was to assess the relationship between teacher's involvement in decision making and their motivation in Kafa zone secondary schools. The study used a mixed research approach and a correlation survey research design to explain the current trends in the study area. The study involved 134 teachers, five woredas, and 15 principals of secondary schools participants to obtain both qualitative and quantitative data. These participants were selected by using purposive for woreda and principals, convenience for vice principals, and proportional stratified sampling techniques for teachers. Data gathering instruments, open and close-ended questionnaires, and semi-structured interviews were used to collect data. Qualitative data were analyzed thematically, whereas quantitative data were treated by using simple descriptive statistics that include frequency, means, and percentages by Statistical Package for Social Science (SPSS version 26). The findings of the study showed the teacher's participation in decision-making was at a low level. Teachers' involvement in school planning, budget and income generation, and school building effort were found to be unsatisfactory. The majority of teachers and principals were not involved in school curriculum and instruction, student affairs and disciplinary problems, and school policy, rules, and regulations. In addition, the majority of teachers were not motivated due to the lack of involvement in issues of the schools. Therefore, the study concluded that low participation of teacher's school in decision-making leads to working involvement is difficult to lead and this affects the performances of schools. Correspondingly, unmotivated teachers do not provide education properly, and this affects the quality of education. Besides, there should be needed participating teachers in all activities concerning school decision-making and strong collaboration among teachers, school principals, and regional, zonal, and woreda education offices be given participate.

CHAPTER ONE

1.1. BACKGROUND OF STUDY

Teacher participation in secondary school decision-making has been embraced worldwide. In Hong Kong, school administrators are required to not only invite teachers in decision-making, but also to encourage them to participate in curriculum and managerial decision domains, as the intent of the School-based Model policy which has been adopted in Hong Kong is to increase motivation and to enhance greater commitment to the school policies (Smylie, Conley, & Marks, 2012).

Teachers could be attached and committed to curriculum and instructional success if only he/she could involve in resolutions pertaining to that. Teachers are aware that every individual is judged by his/her own failures or successes especially after agreement on the way forward by all parties involved. The researcher's conviction is that once teachers are involved in such decision making exercises, they will deliver to the letter.

A participatory approach in the management of schools has been recognized as an vital component in the effort towards having better schools (Blase, 2011). In schools, effective teacher participation in decision-making can be very motivating to the teacher and an approach of practicing participatory management where everybody is involved in decision making process. According to Mueller and Gokturk (2010), teachers can play a greater role in the overall success of the school when they are committed to being active participants in decision-making process. Teachers play a key role in implementing curriculum decisions at the school level and therefore, their motivation is important in making this to happen. The entire system will benefit when teachers play an active role in controlling their work environment (Pashiardis, 2014). It is therefore, imperative that setbacks to teacher's inclusion

in decision-making must be addressed if school goals and objectives are to be attained.

According to the Basic Education Act 2013, the school management board, which is mandated to make key decisions in school, should include one representative of the teaching staff in the school elected by the teachers. This is to ensure that the teachers participate in school decision making. There is overwhelming agreement among scholars and practitioners to the effect that in the overall school success, teachers play a greater part when devoted to participate in the decision-making process more actively. A myriad of studies have been conducted on the effect which augmented teacher's decision-making participation may have on a variety of significant school variables. It was established that one imperative aspect for teacher's participation in decision making is individual development and growth.

Among the motives for improving teacher participation in decision-making is a way to augment the efficiency and productivity of the school. Growing the level of teacher participation in decision making and spreading their participation in the overall process of decision-making makes school management and policy more receptive to communal needs (Pashiards, 2014). Teachers play a greater part when devoted to participate in the decision-making process more actively. This implies that teacher participation in decision-making improves the schools' effectiveness as well as the quality of the decision (Pashiards, 2014).

Motivation is necessary if school objectives and overall school efficiency is to be achieved. It makes the teachers put highest effort in their work and leads to school efficiency and better academic performance. Motivation of teachers is very important as it affects the students directly (Alarm & Farid, 2011). This fact is supported by Marques (2010) in her conclusion that motivation, teacher efficacy and performance are interdependent. Teacher effectiveness has a direct impact on students since there exists a strong and positive correlation between student performance and teacher efficacy and therefore a preferred performance by the students can transpire with the teachers' aid (Dorneyi, 2011). This is of

the implication that low teacher motivation has an effect on his or her performance which in turn affects the performance of the students.

Motivation in the school should not only be through monetary rewards but should also involve the proper use of verbal praise and other non-monetary rewards such as letters of appreciation and presentation of gifts (Ocham, 2010). Head teachers should also recommend promotion of teachers who have shown excellent performance to boost their morale and productivity. As Hackman and Oldham (2011) opine, lower turnover and absenteeism as well as higher performance are signs of teacher motivation. The greater involvement of teachers in school decision-making improves teacher motivation and commitment hence improves school performance. As managers, head teachers should work to maintain an environment that supports teachers' efforts in the classroom and minimize outside factors that can disrupt the learning process (Ocham, 2010).

It has been observed that the motivation of secondary schools teachers in public secondary schools has affected their teaching performance. When teachers motivation is high, teachers are happy even with a low compensation and when contented, they are inspired to teach, thereby making them efficient and effective (Mueller & Gokturk, 2010). Decision-making is not only imperative owing to the fact that information circulates around the system; it is also important that teachers also feel more satisfied and empowered, with the knowledge that they have a hand at decision-making on matters that affect their professional life. Similarly, Anderson (2012) stresses that in the educational institutions context, teachers work further towards a school's success when they feel that they are involved in decision-making as they find a sense of purpose in the school.

1.2. Statement of the problem

Many people believe that teachers' participation in decision making leads to higher performance and which is necessary for survival in an increasingly competitive world (Mullins,2005). Welfson (1998) also states that lack of interest and frustration at work is often the result of an employee's lack of involvement in decision making processes with the organization's goals and a feeling that their ideas are not wanted or listened to participation in decision making is very important for effective school management. But teachers, in most cases, have been excluded in the process of decision making. This is revealed by Muindi (2011) who conducted a research in Kenya and came up with findings that decision-making on school staffing, curriculum and resource allocation had been made by school principals or selected members of administrative managerial teams. The study also proven that in most cases, teachers were usually excluded by school administrators in the process of decision-making. Contrary to this trend, researchers have indicated significance of teachers' participation in decision making.

According to the work experience of the researcher and ministry of education school administration and community participation document in our country Ethiopia, it has been known that teachers are expected to actively participate in decisions made in every school. Teachers are expected to make decision when they are in class rooms, preparing lesson plans, selecting their department leaders, unit leaders, committee representatives. They are also supposed to discuss and decide in school matters such as promotion policy, working directions in staff meetings.

Thus, previously done research works failed to establish the desirable associations of teachers' participation in decision making and their motivation simultaneously. Linking the desirable associations of motivation with teachers' participation in decision making processes still remains to be well understood. Also my study differs from others with the research design technique which is

correlation and the study wills this topic with descriptive research design method.

In general, the extent of teachers' participation in decision making processes as well as the extent of motivation in secondary school teachers was missed to be examined. Taking that into consideration, this was attempted to assess the relationship between teachers' participation in decision making and their motivation in Kafa zone secondary schools.

1.3. Research questions

This study sought to answer following research questions.

1. What is the level of teachers' participation in school decision-making in secondary schools in kafa zone?
2. In what areas of school decision-making do teachers' often take part in secondary schools of kafa zone?
3. To what extent do school leaders' facilitate the environment for more teachers' involvement in school decision-making?
4. What is the relationship between teachers' involvement in decision making and motivation in secondary schools in kafa zone?

1.4. Objectives of the Study

1.4.1. General Objective

The main objective of the study was to assess the relationship between teacher's involvement in decision making and their motivation in secondary schools of kafa zone.

1.4.2. Specific Objectives

The specific objectives of the study are:-

1. To examine the level of teachers' participation in schools decision-making process.
2. Identify areas of decision issues in which teachers' mostly involve.
3. Investigate the extent to which schools leaders facilitates environment for more teachers' involvement in schools decision process.
4. To assess their relationship and how teachers' are motivation when involved in the decision making process.

1.5. Significance of the Study

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

The study may increase awareness for school principals, teachers, students and educational office about the importance of participatory decision making so that schools can be able to utilize teachers' potential and experience for better problem solving skills.

It helps the schools principals share schools' problems with all teachers' and make sound decision.

The study could give some clues for all kafa zone education office and further study.

The findings and recommendations of this study will may help not only for selected Woreda but also all Kaffa Zone secondary schools in general.

It may help the secondary schools in the study area to understand the strength and weakness identified and indicate methods to improve their current teachers participation in decision making and their motivation.

It also help zone education department, the policy makers of the administration and other concerned bodies to understand the implementation status of the teacher's participation in decision making in the selected Woreda Secondary schools, so as to develop appropriate teachers participation in decision making for the secondary schools in the study area.

1.6. Scope of the study

In terms of area, this study was confined to Kaffa zone secondary Schools. From 13 woreda and one town administration four woredas and one town administration were selected. In relation to the issue of the study, it is focused to assess the relationship between the teacher's participation in decision making and their motivation.

1.7. Limitation of the study

Due to limitations of time, the study was only carried out at the government secondary schools of kafa zone education office.

1.8. Oprational Definition of Key Terms

Motivation of Teachers: Morale to continue working and perform to expectation of teaching standards.

Decision Making: - A problem solving process in which a problem is analysed and a solution is chosen after all possible options have been considered in government.

Extrinsic motivation: -has an entire section dedicated to the "astonishing power of positive reinforcement".

Intrinsic motivation: - lists the most important motivating factors for teachers.
"Teachers want to enjoy a sense of dignity and pride in their profession.

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

Teachers' Involvement: - is a participative process that uses the entire capacity of teachers and design to encourage increased commitment to organization's success (Robbins, 2003).

1.9. Organization of the Study

This paper was organized into five chapters. The first chapter deals with introduction including background of the study, statements of the problem, objectives, significance and delimitation of the study. Review of the related literature is treated in the second chapter. Third chapter focuses on the research design and methodology. Chapter four provides presentation and analysis of the data whereas, chapter five deals with summary, conclusion and recommendation of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This part primarily focuses on the existing international, national and regional literatures in the area of teachers' participation in decision making.

2.1. Decision Making and Teacher Involvement

Decision-making as the process of specifying the nature of particular problem and selecting among available alternatives in order to solve the problem (Okumbe, 1998). 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 oftencompeting alternatives. Decision-making is a sequential process culminating in a single decisionor series of decisions (choices) which stimulate moves or actions. The sequences of activitiescalled decision-making result in the selection of course of action from alternative courseintended bring about the future state affairs envisage.Decisions are a composite of values, facts, and assumptions. Each or all of these may be subjectto change from time. Decision-making, therefore, is not a onetime activity but rather acontinuing enterprise (Okumbe, 1998).

Najike, McRobbie and Lucas (2012) carried out a study to determine teacher's motivation and attitudes towards their profession in a high schools learning environment in Papua New Guinea. Among the major findings was that lack of teachers' voice in decision-making affected teacher's motivation and that major determinants of improved education experience and outcomes was the quality of teaching as a result of improved motivation. The study concluded that understanding of teacher's own attitudes to their profession was poor. Terms and

conditions of service such as salaries, system of allowances and other benefits such as housing, in-school and regional education canters management professional support and development and training were poor.

In addition Mualuko, Mukasa and Achoka (2009) in their study to determine the level of participatory decision-making among teacher's in Makueni District, Kenya they revealed that teacher's desired greater involvement than they are currently involved in. They concluded that among others, very important groups to involve in making decisions in schools are teachers who are the custodians of instruction, implementers of school policies and co-organizers for school activities along with head teachers. Based on their conclusion they were recommended that due to the growing appreciation of the need for valid, knowledgeable inputs in administrative decision-making from various organization levels, the need for involving stakeholders in decision-making is paramount.

According to Chen and Silverthorne (2008) the study conducted on the impact of locus of control on job stress, job performance and job satisfaction in Taiwan's public secondary schools they were founded that the reasons why teachers do not participate in decision-making. The reasons listed by the respondents were varied and included lack of trust, divisions among staff members, victimization, and double standards by head teachers, fear, and principal's perception. They mentioned ways that could enable them to fully participate in decision-making which included: delegation, team building, empowerment, motivation, collective setting of standards, avoiding witch hunting, opens administration and inclusion throughout the decision-making process.

In the study conducted by Dewettinck and Ameijde (2011) on the effect of leadership empowerment behavioural on staff attitudes and behavioural intentions among primary school teachers in India the findings were revealed

that that most teachers felt that they were not involved in financial decisions because teachers were not trained to handle financial issues in the school.

In addition, Wall and Rinchart (2009) studied school-based decision-making and the empowerment of secondary school teachers in Brooklyn, New York. Teachers were found to have different levels of participation in different decision-making areas. They were moderately involved in curriculum and instruction, co-curriculum and their welfare decisions. Most teachers were involved in the implementation level. Teachers desire to participate throughout the entire process up to the implementation level. Some head teachers and other stakeholders like the Bord of Management and Parent Association formulate policies that are passed on to teachers who implement them involuntarily.

In line to this, Mualuko, Mukasa and Judy (2009) assessed the degree to which teachers participated in decision-making in compared to their preferred degree of participation in Kenya and found that teachers' participation in educational and curriculum planning is the essential key to the improvement of programmes, and that teachers participation in the process of the improvement of, and change in school programmes is of great importance. Teachers can recognize problems and find solutions very well. Thus, they argue, it is suitable to allow them to participate in the council meetings to discuss the issues. They concluded that to organize regularly teachers meetings at school for textbook content analysis, exchange of ideas, appropriate decisions, educational issues and development of annual plans will result in the increase of teacher's awareness about the use of the new technological methods in teaching, and eventually in the student's progress.

Steyn (2010) assessed teacher empowerment and its effect on the leadership role of principals in South Africa. The study established that teachers were least willing to be involved in general administrative decisions and most willing to be involved in instructional and curricular decisions. Steyn asserted that

teachers' desires and expectations varied considerably across decision domains and amongst teachers.

The participation of teachers in decision-making and motivation in teaching are areas that are complementary (Ngussa & Gabriel, 2017). Decision-making in secondary schools has been regarded as a critical aspect where teachers should be involved. Teachers' participation in decision-making reduces questions from them, and leads to an increase in efforts in implementing education activities (Matoke, 2015). Allowing teachers to participate in decision-making brings chances to raise ideas that will improve the process of teaching (Johnson, 2019). It is believed that teacher's participation in decision-making leads to higher motivation for them as it reduces teachers' turnover, improves the teaching profession, and enhances their work performance morale (Olorunsola & Olayemi, 2011). Many scholars have expressed the importance of teachers' participation in decision-making by discussing principles such as participative decision-making, which gives teachers credit for their teaching profession (Macha, 2015; Msafiri, 2017).

Due to the need for usable and knowledgeable contributions in teaching and staff decision-making from different levels of education including the secondary level, teachers' participation is very important (Mualuko, Mukasa & Judy, 2009). Teachers are the ones responsible for teaching, moderating, invigilating and supervising students' examinations, planning for programs of the year and making analysis to the syllabus (Babara, 2015). Also, they are the implementers of the curriculum; thus, it is important that teachers are involved in schools' decisions that affect them in day today execution of their duties. Giving teachers a chance to participate in decision making helps them to correct some of the mistakes and performing their teaching duties as ascribed in their professional code of conduct (Johnson, 2019).

From the above revised literature the researcher summarized that involving teachers in decision making was not enough and it needs great effort. The

teachers participation could help the school leaders for implementing what they have planned and creates collaborative work experience positive working environment.

2.2. Levels of 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). It is applied in any of the organization activities. 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 exerted over the decision process, and 3) the effectiveness of an administration is inversely proportional to the number of decisions that he/she must personally make.

There are four levels of decisions making in an organization. According to Bennet (1997), these levels are: strategic decisions, tactical decisions, operational decisions and policies. Strategic decisions are broad decisions about a firm's direction and its relations with the outside world. These decisions establish organizational objectives and impose frameworks for controlling the organizations activities. They include decisions on issues such as what to produce and how the organization will finance its operations. These decisions are usually made by senior level management (Bennet, 1997). Tactical decisions are concerned with implementation of strategic decisions. They include decisions on issues such as the acquisition and deployment of resources, allocation of duties and specification of secondary objectives, monitoring performance and reporting to higher levels of authority (Bennet, 1997).

2.3. Types of Decision

Researchers and experts concerning decision-making have developed way of classifying different type of decision based on the nature and purpose they serve. 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”. 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 non-programmed decision 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). The present researcher also believes that almost all the ideas proposed by the authors are similar except in their scope, width and ways of expressing the different types of decision-making. Therefore, this section mainly focuses on the types of decision-making based on their nature, time and purpose. These are: (1) Individual versus group decisions and (2) Program and non-program decisions.

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

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

Decisions relating to the determinant of the organizational objective and formulation of plans, strategies and policies fall in this category. Today important decisions are made by group than individuals. This is because there is great deal of information available in a participative decision-making process. Supporting this idea Legesse, (2008) stated that, "group decision would become particularly appropriate for non-programmed decisions because these decisions are complex and few individuals have all knowledge and skills necessary to make the best decisions". This implies that groups can make higher quality decision than individuals because different ideas come together from different groups and select the best form the given alternatives.

Thus, in school context, the school principals are not the only person that makes decision and the other people like teachers implement the decision without involving on the issues; and also the others should to accept the decision to agree with the action to be chosen. Supporting this idea, Adane, (2002) state that, schools principals no longer make decision by their own. That is because they need information and advice from several sources especially teachers and pupils to act rationally.

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.

To finalize the above ideas the researcher conclude that participating all stake holders to make decision more accurate than single or principals concerning school development issues. So the school principals might more productive and effective if they could participate or invite the teachers to involve in the decision making.

2.3.2. Program and Non-Program Decisions

According to 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”. Similarly, Knezevich (1969) notes that programmed decisions are used in repetitive and routine activities. This means when definite procedures can be worked out, program decisions cover the routine problems of an organization that do not need a new response for each recurrence. In contrast, non-programmed decisions encompass novel, unstructured, and consequential issues for which no cut-and dried method can be developed.

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

The researcher summarized the above idea, as follows; for school principals programmed decision is very easy and simplest because such type of decision can be decided based on the policies or rule and regulation which was drawn by ministry of education or country law.

2.4. Rational for Involving Teachers in Decision Making

Teacher involvement in decision-making has been advanced for a variety of reasons. Most often, participation is thought to enhance communication among teachers and administrators and improve the quality of educational decision making, it is also thought that participation may contribute to the quality of teachers' "work life" (Algoush, 2010). Furthermore, because teachers have an opportunity to be involved in and to exert influence on decision-making processes, their participation is believed to increase willingness to implement them in class, hence to promote educational productivity (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 acquire new skills, increase school effectiveness and strengthens staff morale, commitment and team work (Gardian and Rathore, 2010).

The participation of teachers in decision-making was perceived as forging links between administrators and teachers (Sergiovani, 1992). The important decision making in educational organizations has been recognized as a key function required by administrators. In 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 states that "participative management ensures that members in organization take ownership of the decision, and are willing to defend decision taken through collaborative means". This means that participative

management results in a great sense of commitment and ownership of decisions. In 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 overhead-in short, greater organization effectiveness. 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”.

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”. 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.

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

Many authors (Crockenberg and Clark, 1979, Dressel, 1981 and Wilson, 1996) have tried to identify different areas of decision-making. Wilson (1996), for example, identifies like: policy development, personnel procedures, curriculum and instruction, budget development, physical facilities, school discipline and

other important concerns. He argues teachers can play a vital role in each of these areas if given the opportunity.

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

2.5.1. School Planning

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

Teachers’ participation in planning can increase the creativity and information available for planning. It can also increase the understanding, acceptance and commitment of people. “participative planning activity includes in the planning process as many the people as possible who will be affected by the resulting plans and/ or will be asked to help implement the plans” (Schermerhorn, 1996). Morphet et al. (1982) stated that the school organization plan lays the basis for the procedure by which principal’s work with the staff to participating planning, all staff would participate in the development of the plan.

2.5.2. Curriculum and Instruction

Teachers should exercise their professional autonomy on curriculum and instructional decision making which enhance the effectiveness of learning and teaching process during implementation. Carl, 1995 contends “... change cannot be successful if the teacher focuses on the classroom only”.

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 (Lammessa, 2010). And teachers' involvement in this area can be multifaceted including creating the curriculum or using externally prepared materials; teachers always act as "curriculum makers". That is because curriculum development and implementation are depends on teacher thinking and actions (Ben-peretz, 1994).

2.5.3. School Policies, Rules and Regulation

In school organization policies, rules and regulations are usually set by school members. Because they are the one who carried out the designed policy, rules and regulation. 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.

Boonme had pointed out that school decision policy represent the joint agreement of all personnel concerned to carry out the necessary tasks on continuous bases.

Nothing is personal; change in the position by no means affect the policy which belongs to the school policy formulation must also suit to their own contexts and lead to quality assurance. The teachers have been found to increase their

cooperation and lend mutual support (Boonme, 2001). This implies in order to get an acceptance; teachers should take part while school policy, rule and regulation designed.

2.5.4. School Budget and Income Generation

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

2.5.5. 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.

2.5.6. Students Affaire and School Discipline

According to Owan (2012), disciplinary control refers to the use of various techniques to ensure that the rules and regulations stated in an organization are respected and followed in order to facilitate the attainment of set goals. Discipline creates a good image of the school and prepares learners for the future. Disruptive behaviour amongst learners is eliminated if there is good discipline at school. The implementation of effective discipline at school is a key for the student in the journey to adulthood (Ehiane, 2014). Classroom management refers to the orderly and professional arrangement and coordination

of classroom activities in order to provide an environment conducive for teaching and learning (Owan, 2012). According to Ahmad, Hussain, Alia, Mubarka and Batool (2017), classroom management procedures assume an indispensable part in upgrading learners' learning. Classroom administration involves the exercises to arrange and guide classes to accomplish particular objectives. To keep up a positive learning condition in the classroom is instructor obligation. A very much oversight classroom offers a helpful domain for compelling instructing and learning.

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). This shows good discipline should be established and be maintained in the school besides the availabilities of the necessary input for the achievement of school objectives.

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". Therefore, developing and maintaining good discipline in the school should be one of the primary functions of teachers. School principals and other non-teaching staff should involve teachers in any decision of school discipline.

2.5.7. Extent of Teachers Involvement in Decision-Making

The research findings by Hoy and Miskel, (1991) have described areas of decision-making under which teachers take great personal interest. Owens (1987), for example, has also pointed out that, "when dealing with problems that fall within staffs' zone sensitivity, a high degree of participation in a group process made of decision making would be course, be indicated". On the other

hand, if issue or problems are located in teacher zone of indifference, participation will be less effective (Hoy and Miskel, 1987).

Gortoon, (1987) has pointed out that, individuals or groups are usually intending to participate in the process of decision-making wherever they feel that the degree of teachers' participation is directly related to how well certain pre-requisite conditions are met. Some of this involvement pre-requisite occurs in the participants while others exist in the environment. As studies suggests in many cases, the extent to which teachers participation can be influenced by certain prerequisites. In this regard, Davis and Newstorm have identified some major conditions that may exist in both the participants and their environment.

Akuoko, Dwumah and Ansong (2012) explored teacher participation in decision making and their performance in selected public secondary schools in Ashanti region of Ghana and found that teachers had to alter their attitudes and beliefs with regard to their outside classroom roles and learnt how to think in new ways in respect to what was possible. The study further found that it was not easy for teachers themselves to adapt to the new odd condition they were not acquainted with while some were not prepared to take on the new roles in making decisions. The foregoing cases point to the lack of the suitable attitude and belief toward participation in teachers' psyche, which necessitated the in-service and retooling activities for them to construct new roles and attitudes essential to the new decision-making style. The study was however skewed to a particular region, Ashanti of Nigeria. This was narrow as the present study covered three different counties with different socio-economic contexts. The current study also focused on the extent teachers should be involved in decision-making and to what extent.

Botha (2013) studied the role of leadership in school-based management with reference to selected schools in Southern Africa and found that leaders are perceived to be at the helm of decision-making, are held accountable for the decisions they make either individually or as a group and legally so, as acumen in their field has led them to take leadership positions. It is against this

background 40 that the current study focused on how the school principal involves teachers on decision-making and its influence on job motivation. This is out of recognition that collective decision-making is likely to be well-informed than the one made by the leader alone.

Kok, Lebusa and Joubert (2014) assessed teacher involvement in decision-making with reference to the University of Technology in South Africa and found that the decision-making of school staffing, curriculum, or resource allocation had been conventionally made by school principals or members of administrative managerial teams. Teachers were usually excluded by school administrators in the process of decision-making and not endowed with the obligation to implement school policies. Merely informed of the results of decisions made, teachers might not clearly understand why or how those decisions were made. As they seldom had opportunities to be involved in these crucial matters, their isolation within classroom might bring about the alienation or misunderstanding between them and school. With the advent of teacher empowerment, teachers were expected to be given authority to be the ones having access to decision-making about school significant matters. Schools would encourage teachers to participate in school activities outside the classroom, such as textbook selection, curriculum development, learning assessment, student placement, personnel staffing, or professional development. The study however focused on a university setting in South Africa, which is a different study area compared to secondary schools, hence the present study.

In a study carried out by Alarm and Farid (2011) on factors affecting teachers' motivation in India, it was revealed that teachers were not satisfied with socioeconomic status, choice of profession, students' behavioural and examination stress. It also revealed that personal and social status, classroom environment, socioeconomic status, students' behavioural, examination stress, rewards and incentives and self-confidence of the teacher affected teachers' motivation.

Glaser (2011) explored the effect of improving the quality work life and in the process on improving productivity among high school teachers in selected Sub-Saharan African countries and observed that raising the wearying morale and motivation of teachers in most Sub-Saharan African countries is a major challenge because many teachers lack self-esteem and commitment to their profession. He attributed this lack of self-esteem and commitment partly to lack of participatory management styles, which he claims are poorly understood or applied in Africa. Both studies were conducted outside Kenya and thus findings are not reflective of the Kenyan context hence the present study.

Ladebo (2005) studied the effects of Work-related Attitudes on the Intention to leave the profession with reference to School Teachers in Nigeria and asserted that organizations liveliness comes from the motivation of its employees, although their abilities play just as crucial a role in determining their work performance as their motivation. It was also found that motivated and committed staff can be a determining factor in the success of a school. At any rate, the study failed to link teacher motivation to involvement in decision-making.

2.6. Teacher's motivation

According to Mullins (2005) identification there are four common characteristics which underlie the definition of motivation. Namely described as:

Motivation is typified as an individual phenomenon: Every person is unique and all the major theories of motivation allow for this uniqueness to be demonstrated in one way or the other. Motivation is usually intentional: Motivation is assumed to be under the control of the workers behaviour that are influenced by motivation, such as effort expended, are seen as choices of action.

In a job where there is little pleasure in the work itself or it offers little opportunity for advancement in career, personal challenge or growth, many people may be motivated primarily if not exclusively, by money. The performance is a product of both ability and level of motivation. Organizational

success is dependent upon members being motivated to use their full talents and abilities, and directed to perform well in the right areas.

According to Mullins (2005), a major international study by proud foot consulting revealed that, the most important reason for productivity loss was poor working morale. This includes absence of positive team spirit, low motivation, and poor sense of belonging, people feeling undervalued and poorly rewarded. It is in view of these that Allen and Helms (2001) suggested that different types of reward practice may more closely complement different generic strategies and are significantly related to higher levels of perceived organisational performance (Mullins, 2005). With a positive motivation philosophy and practice in place, productivity, quality and service should improve because motivation helps people towards achieving goals, gaining positive perspective, creating the power for change, building self-esteem and capability, and managing their development and helping others. Kreitner et al. (1999)'s suggestion states that, although motivation is a necessary contributor to job performance.

According to Marques (2010), motivation is what people need to perform better and can only work if the right person with the right skills has been placed in charge of the task at hand. Motivation covers all the reasons which cause a person to act including the negative ones like fear along with the more positive motives such as money, promotion or recognition (Aldair, 2009). The source of motivation is both intrinsic and extrinsic. Intrinsic motivation occurs when people engage in an activity without external incentives. They get motivated when they can control the amount of effort they put in an activity since they know the results they will get, will not be by luck. Extrinsic motivation has to do with incentives. Incentives are external to a person and are provided by the management in order to encourage workers to perform tasks (Owan, 2012). According to Alarm and Farid (2011), motivation of teachers is very important as it affects the students directly.

Teachers' motivation is the foundation for every great school. If all the staff is excited to be there, they have a common goal and can work together to ensure student achievement. Motivated teachers create classroom environments that use situational motivation to directly impact student learning. This is important because a motivated teacher goes hand in hand with student success, which is the ultimate goal of every school. Motivation is defined as the willingness of someone to do something; however, since everyone is unique, not everyone will be motivated in the same way or to the same degree. Therefore, it's imperative to untangle the web of human behaviour to understand how best to motivate each teacher, and this is what this research study will attempt to reveal.

Are teachers motivated by an intrinsic drive or extrinsic rewards? Intrinsic motivation is defined as the undertaking of an activity, as a hobby, without external incentive; and also personal satisfaction derived through self-initiated achievement. Extrinsic motivation refers to behaviour that is driven by external rewards such as money and praise. The hypothesis is that teachers are intrinsically motivated, because teaching is a calling and the extrinsic reward of a high salary does not exist. Veteran teachers often speak with great passion for their profession, considering the joys in seeing a student learn and the students' desire to learn more as some of their best rewards. They do not put much value on accolades such as trophies, job titles, or time off, because even during their time off, they are still spending their time working in some form of teaching. Finding ways to motivate, engage, and increase teacher productivity is essential to retaining teachers in a profession that is progressively declining in number.

In addition, school administrators should encourage teacher participation in curriculum and managerial decision domains to enhance greater commitment to the school policies Leithwood et al (2007); Spillane, Halverson & Diamond,(2004) suggest that increasing teacher influence in leadership and decision making tasks may improve schools significantly. Other research, however, suggest that teacher involvement in formal decision making or

leadership roles will have limited impact on student achievement (Smylie, Conley, & Marks, 2002).

2.7. The Meaning and Concepts of Motivation

Motivation according to Dawson (1986) refers to the ‘mainspring of behaviour; it explains why individuals choose to expend a degree of effort towards achieving particular goals’. Studies on motivation are therefore concerned with why people behave in a certain way. Motivation is considered a complex subject that is also influenced by numerous variables. It is considered very personal and internal, driven by a variety of changing and often conflicting needs.

David man (2004) on the subject of motivation advances that: ‘Motivation’ views the commitment of the individual to work and to his work place from the point of view of factors originating within himself, from the point of view of individual needs, likes and preferences’. According to Daft (2003) motivation refers to ‘the forces either within or external to a person that arouse enthusiasm and persistence to pursue a certain course of action’ He goes on further to explain that people have basic needs like food, security and achievement which translates into an internal tension that motivates the individual to exhibit specific behaviours with which to fulfil these needs. The satisfaction derived from the behaviour that produced that desired outcome is considered the reward. Daft further explains the nature of the rewards as being two fold; intrinsic and extrinsic rewards.

According to Matoke, (2015) if teachers participate in decision-making, they will be motivated in teaching This means that teachers’ participation in decision-making has direct link with teachers’ motivation in teaching (Sivrikaya, 2019). Moreover, teacher's motivation may bring some teachers' initiatives to behave and achieve their desires in teaching (Gopalan et al., 2017). Furthermore, teachers’ motivation mainly depends on the acknowledgement of their participation in decision-making. Thus, it can increase teachers' performance

towards attaining educational goals and academic achievement directly or indirectly (Mualuko et al.,2009). However, most teachers have been motivated by other motives without considering their engagement in decision-making.

The complex and variable nature of needs and expectations give rise to the following simplistic but useful,broad three-fold classification of motivation to worknamely:

Economic reward: It is an instrumental orientation to work and includes items such as pay, fringe benefits,pension right, material goods and security.

Intrinsic satisfaction: This is a personal orientation to work and concern with ‘oneself’. It is dependent on the individual attitude and varies from person and circumstances. It also varies from jobs and different partwithin the same job. It is derived from the nature of the job itself, interest in the job, and personal growth anddevelopment.

Social relationship: It is the relative orientation to work and familiarize with other people. It is an importantfeature in all set ups. It improves the supportive workingrelationships and teamwork and comprises friendships,group working and the desire for affiliation,status anddependency.

2.8. Types of teachers’ motivation

2.8.1. Intrinsic motivation

This is related to psychological rewards such as the opportunity to use one’s ability. A sense of challenge andachievement, receiving appreciation, positive recognition,and being treated in a caring and considerate manner.Psychological rewards are those that can usually be determined by the actions and behaviour of the individualmanagers (Mullins, 2005). Intrinsic motivators are concerned with the quality of work life, are likely to have a deeper and longer-term effect because they are inherent in individuals and not imposed from outside (Armstrong,2006).

The following first five of ten sources point to an intrinsic source. Employees with diminished motivation need to "name the real problem" and "look below the surface". Hence, this is an intrinsic cure according to Loehr and Kaye (2011). Principal Nadia Lopez (2016) thinks extrinsic rewards will never be enough to create a great teacher. In fact she tells her staff, "If you're counting how many hours you're supposed to work and are more concerned about your check than you are about children, you got to go. You just have to go" Pink (2009) does not mince words when he states the three elements of true motivation are "autonomy, mastery, and purpose" none of which can be given extrinsically.

Covey (2008) lists the most important motivating factors for teachers. "Teachers want to enjoy a sense of dignity and pride in their profession. They want to be treated with respect. They want good collegial relationships. They want to be organized and to feel some semblance of control over their time and what happens in their classroom. They want their talents utilized and developed". Also, Hewertson (2014) believes we need to identify personal values which are "intrinsically most important" because these are our "greatest source of joy when you are living them, and your greatest source of unease when you are not". Friedman's (2014) answer is slightly mixed but starts out extrinsic by acknowledging workers do respond to raises in pay but ultimately it's the recognition specifically "the respect that comes along with it" which is the true key to motivation.

2.8.2. Extrinsic motivation

It is related to tangible rewards such as salary and fringe benefits, security, promotion, contract of service, the work environment and conditions of service. These are what need to be done to or for people to motivate them. They are often determined at the organisational level and may be largely outside the control of the individual managers. Extrinsic motivators can have an immediate and powerful effect but will not necessarily last long (Mullins, 2005; Armstrong,

2006). Now for the opposing viewpoint, these authors believe teachers are motivated mostly by extrinsic rewards. Daniels (1994) has an entire section dedicated to the "astonishing power of positive reinforcement" as well as the strength of "compensation as reward". "Hold contests, host teacher appreciation events, and give praise" are wholly extrinsic suggestions to increase motivation by Granata (2016). Hosler (2013) thinks if teachers are paid "what they deserve" it would increase motivation. Lastly, Roberts (2014) says teachers need to stay motivated by taking care of themselves by learning something new as well as having down time, exercising, eating healthy, meditating, and my favourite, "do some action research" all to avoid burnout.

2.9. The relationship between involvement in decision making and teachers' motivation Empirical review

The foregoing studies attempted to link teacher participation in decision-making with various notable learning outcomes including teachers' motivation and academic performance. Motivation and satisfaction are closely related, can be described as a type of motivation. However, a person's satisfaction with his job and his motivation to perform the job can exist independently of each other. For example, a person can be satisfied by his job but his motivation for doing the job can exist independently of his satisfaction. He might do the job for money (Ornoy, 2010).

According to Geomani, (2012) there are three factors in every organization. These factors are; culture, structural and resources-material and human. Human resource is the pillar of every organization. Managers who control, plan, coordinate, direct lead and organize other resources to achieve the objectives of that establishment lead them. The job of a manager in the workplace is to get things done through employees. To do this the manager should be able to motivate employees adequately.

Motivation is a decision-making process, through which the individual chooses the desired outcomes and sets in motion the behaviour appropriate to them. Motivation is defined as an urge in an individual to perform goal directed behaviour. Therefore, motivation cannot be inflicted from outside but it is an intrinsic desire in a man to achieve the target goal through performance or activity.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Description of the study area

The present Kaffa was located in the South Western Ethiopia, i.e. South Western Ethiopia Peoples Regional states. It includes Dawuro zone in the East, Sheka Zone in the West, Jimma in the North, and Bench Maji Zone in the South and South West. The Geographical size of Kaffa at present is 10,602.7 km² and covers 7.06 % of the total area of SWRS and it is sub divided in to six zones. Bonga is the administrative centre of the zone and also centre of the south western Ethiopia situated at a distance of 449 km South West of Addis Ababa.

In relation to absolute location, Kaffa is situated at 45°north, 38°south, 8°East and 17°West. Climatic condition of Kaffa is consisted of three major climatic zones. These are Kolla - hot zone, Dega -cold zone, and WoinaDega -semi cold zone. From these Dega shares 11.64%, WoinaDega shares 59.45%, and Kolla shares 28.9%. The zone is well known by its eight months rain fall and its annual rain fall ranges from 1300-2100 mm and temperatures ranges from 12-21°C. The latitudinal extension indicates that kaffa is located near the equator which is characterized by very high temperature and abundant rainfall as cited by WorkineshAbebe, 1999.

The most staple crop of early Kaffa was false banana or “Enset” It is said to be “Utto” in kaffigna and “Enset” in Amharic. It was common and taken as main food. Even now a days, it is cultivated widely due to its resistance of drought season. In addition to “Enset” now a days there are many crop cultivated like maize, teff, wheat barely and others. The main economic activity is agriculture.

The common language in kafa is “kafinoonoo” kaffa denotes the administrative zone kaficho and speakers of “Kafinoonoo” language (kefigna). The common religions are Christianity, Muslims and traditional beliefs at some extent, Bekele, (2010; 51).

3.2. Research Design

To meet the purpose of the study, mixed research methods was used by combining both qualitative and quantitative components. The reason to use mixed research method was to get a better understanding about the research problem by converging (or triangulating) broad numeric data from quantitative research and the detail of qualitative research (Creswell J. W., 2009). Similarly, Ary, Jacobs, and Sorensen, (2010) stipulated that mixed methods used to seek corroboration of findings, to elaborate or clarify findings, to further develop interpretations, to investigate contradictions, or to expand the breadth or depth of a study. Moreover, mixed-method research combines qualitative and quantitative approaches in a single or multiphase study. The mixing process occurred in any or all phases of the research, including the methodology, the logistics of the design, the specified methods used, the procedures or data collection, and the analysis (Ary et al., (2010).

In terms of design, the study was primarily a correlational survey design. This design is used when researchers seek to relate two or more variables (Ketner, Smith, & Parnell, 1997). Correlational designs provide an opportunity for you to predict scores and explain the relationship among variables. In correlational research designs, investigators use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores (Creswell, 2012). In this design, the researchers do not attempt to control or manipulate the variables as in an experiment; instead, they relate,

using the correlation statistic, two or more scores for each person. Moreover, this design is easy to generalize data by using the appropriate statistical tools. To support this Kohlbacher (2006) stated that the design is important to make empirical enquiry that can investigate a contemporary phenomenon within its real life situation and in which multiple sources of evidence will be used.

3.3. Data Types and Sources of Data

The study used both qualitative and quantitative data. While, using both types of data is vital to offset the limitations inherent with one method with the strength of other methods (Creswell J. W., 2009). Data were gathered from primary sources that were the policy implementers who are directly attached to the task of teacher's involvement in decision making in secondary schools. The school principals, vice-principals, and teachers were selected as primary sources of data by using questionnaires and interviews for this study. Like that the secondary data source was obtained from different review literature.

3.4. Study Variables

3.4.1. Independent Variable

The independent variable in this study was teacher's involvement in decision making (teachers' participation)

3.4.2. Dependent Variables

The dependent variables were teachers' motivation (teachers' interest).

3.5. Population, Sample Size and Sampling Techniques

3.5.1. Population

Population is any collection of specified groups of human beings or non-human things for instance objects, educational institutions, and geographical areas which may be infinite or finite in numbers of members. On the other hand, a sample is a group of the subject selected from a population to be included in a study. Members of the sample are active participants in a study. The study area was in 15 secondary schools from five Woreda in the Kafa zone. Participants selected from school principals and teachers.

3.5.2. Sample and Sampling Techniques

To select sample participants in a research study from total population size the following sampling techniques were used. Purposeful, proportional stratified, and convenience sampling techniques were used to select participants. These based on the assumption that it could support to discover, understand and obtain insight into a specific population who would have deep information about the issue under the study.

In Kafa zone there are 13 Woredas and one town administration with a total of 50 secondary schools. Among these 5 woredas 15 schools were selected purposively because of transportation access. There were a total of 240 teachers found in 15 schools. Among these the researcher took 50% of teacher's that mean 120 teachers by proportional stratified random sampling based on their gender from each school and 10 principals and 5 vice principals selected by convenience sampling because this sampling helps the researcher to participate at list one of principal from each school.

Table 1- Summary of Samples and Sampling techniques

No	Participants	Population	Sample size	Sampling techniques
1	Woreda	14	5	Purposive sampling
2	Secondary Schools	50	15	Purposive sampling
3	Principals and v/principals	45	15	Convenience sampling
4	Teachers	240	120	Proportional stratified sampling
	Total	285	135	

3.6. Source: kafa zone education Bureau, planning department 2021

3.7. Data Collection Instruments

Mixed methods research dictates a researcher to use both qualitative and quantitative data collecting instruments. Hence, based on basic questions of the study, data were collected through questionnaires and interview. All items of the validity of each data-gathering instrument were checked and corrected by the

advisor of this thesis work. The data-gathering instruments to what, from whom, how, why and where do they applied to collect data is described as follows.

3.7.1. Questionnaires

The questionnaires comprising close-ended items were prepared to collect quantitative data from sampled secondary school teachers. This is because a questionnaire is convenient to collect data from a large number of respondents within a short period of time and in a cost-effective way. Questionnaire prepared for the teachers in English in a way they understood. Then using principles of questions construction, the researcher applied the pilot tests these questions for 18 teachers from Wareta secondary school. This helped to determine that the individuals in the sample were capable of completing the survey and that they could understand the questions (Creswell J. W., 2012). As a result, one double-barred questions split into two questions and the number of questions increased from 38 to 40. Finally, 40 close-ended items were distributed for 120respondents.

3.7.2. Interviews

In addition to the questionnaire, the study employed a semi-structured interview. A semi structured interview conducted with the principals and vice principals. Thus, an interview guide (a written list of questions) prepared by the researcher and conducted in a face to face interaction. Amharic language were used during interview and later translated to English by the researcher. This was done to avoid miss understanding between the informants and the researcher. Notebook used to jot down the information provided by the informants. The responses of the respondents were organized properly and analyzed in their appropriate area.

3.8. Reliability and Validity of Instruments

The quality of the instruments used in the research was very important for the conclusion researchers to draw based on the information obtained through using

instruments. According to Best & Kahn, (2006) reliability is the degree of consistency that the instrument or procedure demonstrates: Whatever it is measuring, it does so consistently. Validity is the quality of a data-gathering instrument or procedure that enables it to measure what is supposed to measure.

To manage the validity of instruments, initially, the instrument was prepared by the researchers, and then the questionnaire was commented on by other professionals. Having done this pilot test carried out on 18 randomly selected teachers in Waretata secondary school. Based on the pilot-test, some questions were re-phrased to remove confusion.

A reliability test was performed to check the consistency and accuracy of the measurement scales. As suggested by Cohen, L.et al. (2002) the Cronbach's Alpha result $\alpha > 0.9$ excellent, $\alpha > 0.8$ good, $\alpha > 0.7$ acceptable, $\alpha < 0.6$ questionable, and $\alpha < 0.5$ poor. Reliability results are shown below in table-

2. Table 2 Reliability statistics

Constructs	No of items	Alpha (α)
Levels Of Teacher Motivation	10	.977
Teacher's Involvement on Decisions Concerning School Planning	4	.961
Teacher's Involvement in Decisions Concerning curriculum and Instruction	6	.982
Teacher's Involvement in Decisions Concerning School policy, rules regulation	6	.994
Teacher's Involvement in Decisions Concerning School Budgeting and Income Generation	4	.989
Teacher's Involvement in Decisions Concerning Student Affaire and Disciplinary Problem	4	.966
Teacher's Involvement in Decisions Concerning School Building	4	.984
Decision making on Intrinsic motivation	5	.959
Decision making on Extrinsic motivation	5	.969

Similarly, to enhance the validity of interview questions were tested on two secondary school principals from Waretata secondary schools.

3.9. Methods of Data Analysis

After all, the data was collected, the researchers conducted data cleaning, which involves the identification of completed or inaccurate responses. Quantitative data was obtained through a questionnaire analysed using simple descriptive statistics that include frequency, means, and percentages by using Statistical Package for Social Science (SPSS version 26). Because, the frequency and percentage used to analyse the background of the participants, whereas the mean and standard deviation will derive from the data to serve as the basis for the interpretation of the data as well as to summarize data simply and understandably (Aron& Coups, 2008).In addition, Pearson value used to interpreted the relationship between the areas of teachers involvement decision making and their motivation. The interpretations make for all five-point scale measurements based on the following mean score results.

≤ 1.49 = never, $1.50 \leq 2.49$ = seldom, $2.50 \leq 3.49$ = sometimes, $3.50 \leq 4.49$ = often, and $4.50 \leq 5.00$ = always.

On the other hand, the data was collected through semi-structured interviews, transcribed from Amharic to English and analysed thematically. The qualitative analysis was done as follows. First organizing and noting down the different categories were made to assess what types of themes may come through the instruments to collect data concerning the research question. Then transcribing and coding data were done to make the analysis easy. Besides, the results of qualitative data were compared with quantitative data and then concurrently interpretation was made. Finally, the findings were concluded and suggested recommendations were forwarded.

3.10. Data Collection Procedures

The questionnaire was tested and necessary correction made to avoid ambiguity and confusion before conducting the final data collection. This was followed by the preparation of the final draft of the questionnaire. Then, the questionnaire was administered with the help of vice principals and principals of the schools following the provision the necessary orientation by the researcher. The questionnaires were collected after a week from each school.

CHAPTER FOUR

ANALYSIS, INTERPRETATION AND DISCUSSION

4.1. Introduction

The purpose of this study was to assess the relationship between secondary school teacher's participation in decision-making and their motivation. This chapter presents the findings from the results of the data analysis in relation to the study objectives and the interpretation and discussion of these findings in relation to the reviewed literature. The findings of the study were presented along the following thematic areas;

- i. Area of school decision making do teacher's participation.
- ii. The level of teacher's participation in decision making.
- iii. To what extent do school leaders facilitate the environment for more teachers?
- iv. What is the relationship between teacher's involvement in decision making and their motivation?

4.2. Response rate

The study gathered information from teachers and principals in selected School's teachers in kefa zone. Out of the one hundred twenty (120) questionnaires distributed to respondents one hundred nineteen (119) were returned. From the returned responses one was found invalid whereas the remaining one hundred nineteen (119) responses were found valid (99.1% response rate) and used for the analysis. Thus, based on the responses obtained from the respondents data presentation and analysis were made.

4.3. Demographic profile of the participants

This section provides some basic background information pertaining to sample population that helps to know the overall information of the participants with the assumption that it might have some kind of relationship shed light on the participation of teachers in decision making process of school studies.

Accordingly, the characteristics of the study groups were examined in terms of sex, age, education qualification and service year. The summary of data was presented below in table 2.

Table 3-Background information of the Participants:

No	Item		Participants							
			Teachers		Director		V/director		Total	
			N	%	N	%	N	%	N	%
1	Sex	Male	60	50.4	10	100	5	100	75	56
		Female	59	49.6	-	-	-	-	59	44
		Total	119	100	10	100	5	100	134	100
2	Age	<25	-	-	-	-	-	-	-	-
		25-34	33	27.7	-	-	-	-	33	24.6
		35-44	70	58.8	10	100	5	100	85	63.4
		>44	16	13.5	-	-	-	-	16	12
		Total	119	100	10	100	5	100	134	100
3	Qualification	Diploma	-	-	-	-	-	-	-	-
		1 st Degree	117	98.3	3	30	5	100	125	93.3
		2 nd degree	2	1.7	7	70	-	-	9	6.7
		PhD	-	-	-	-	-	-	-	-
		Total	119	100	10	100	5	100	134	100
4	Total service in Year	05-Mar	34	28.6	-	-	-	-	34	25.4
		10-Jun	46	38.7	-	-	-	-	46	34.3
		15-Nov	13	10.9	-	-	-	-	13	9.7
		16-20	11	9.2	10	100	5	100	26	19.4
		Above 20	15	12.6	-	-	-	-	15	11.2
		Total	119	100	10	100	5	100	134	100

N = Represents for number of respondents, % = Percentage

Above in table 3, item one out of 119 teacher participants 50(50.4%) were males and 59(49.6%) were females. As we observed from the table all school directors and vice directors were males. This indicated no female principals in selected primary schools.

Table 3, item two shows that the age distribution of teachers and school principals. This data indicates, the majority of teacher participants 70(58.8%) and all principals and vice principals participants 15(100%) were in the same age range of 35-44. The remaining teacher participants were 33(27.7%) aged in the range of 25-33 years and 16(13.5) teacher participants were above 44 years.

In terms qualification, as shown in table 3 of item three 117(98.3%) of teachers, three (30%) of principals and 5(100%) of vice principals were first degree holders while 2(1.7%) of teachers and 7(70%) of principals were second degree holders.

Almost all of the participants were qualified at this level. Ministry of Education (1994) has indicated that secondary school teachers should have a minimum of first degree. This may have a positive effect on teaching learning process in general and their participation in school decision-making in particular. Additionally, seven of the principals have got second degree in the field of school leadership under the study. According to MoE (2009) the recruitment and assignment criteria indicated in the document of secondary school principals and supervisors are required to have second degree in the required field study like educational administration, educational management, and educational leadership.

As can be seen in table 3, item four indicate that all (100%) of principals and vice principals had between 16-20 years' serviceexperience. Similarly, the service year of teacher respondents, 34(28.6%), 46(38.7%), 13(10.9%), 11(9.2%) and 15(12.6%) had a service year of 3-5, 6-10, 11-15, 16-20, and above 20 years respectively. Majority of the participants were with a service

year 6-10 years. Researchers e.g., Sergiovani; and Trusty, (1984) have stated that teachers with 1-5 years of experience will desire great participation while those with 12 and above years of experience were desired less because their either achieve more or expect less. By relating the data to this research finding, most of the teachers were well experienced and participate those in school decision is very important.

4.4. Areas of Teachers involvement in School Decision Making

The involvement of teachers in different issues of school decision-making is considered to improve the quality of education decision, and then improve instruction. In this regard Mohrman et al. (1992) states that, participation of teachers in making decision enables higher quality products and services, less absenteeism, less turnover, better problem solving and less management overhead. In short, greater organization effectiveness can be brought by making teachers part of the decision-making.

Therefore the first purpose of the study was to examine the extent to which teachers individually and as a group participate in school decision-making. For this reason, six decision-making issues classified as: school planning; curriculum and instruction; school policies, rules and regulation; school budget and income generation; students' affairs and school discipline; and school building were taken as the current Ethiopia secondary school practices.

In these areas of decision making teachers' were requested to give their extent of participation on the rating scale that varies from very never to always. The summaries of participants in each area of decision-making were shown in the following successive tables (4 to 9). Table 10 and 11, on the other hand, presents the findings of teachers' and school leaders' response concerning levels teacher's motivation.

Table 4-Teacher’s Involvement on Decisions Concerning School Planning

		1=Never		2=Seldom		3=Sometimes		4=Often and		5= Always	
No	Items	Stat	1	2	3	4	5	Total	\bar{X}	S.D	
1	Planning the schools activities	F	7		14	26	72	119	4.31	1.08	
		%	5.9		11.8	21.8	60.5	100.0			
2	Setting the mission, vision and values of the school	F	5	5	11	72	26	119	3.92	0.93	
		%	4.2	4.2	9.2	60.5	21.8	100.0			
3	Involving in Preparing school budget	F	22		22	72	3	119	3.29	1.17	
		%	18.5		18.5	60.5	2.5	100.0			
4	Determine the mechanism of controlling and supervising plan implementation	f	15		11	67	26	119	3.75	1.18	
		%	12.6		9.2	56.3	21.8	100.0			
									3.82	1.09	

f=frequency %=per cent \bar{X} = mean value \bar{X}_{av} =mean average S.D= Std. Deviation

In comparison with other items, the involvement of teachers regarding setting the plan of schoolactivities (item 1) is relatively always. Nearly 11.8% of the participants said that their involvement is sometimes, (21.8%) often, and 60.5% said always. Relatively speaking that is quite encouraging. Similarly, all the remaining items; item 2, 3, &4 in the table 4 above indicated often they involved in decision concerning school planning. In addition the average mean value (\bar{X}_{av} =3.82 and S.D=1.09 indicated that the involvement of teachers on the decisions concerning school planning.

On the other hand, for item 2 of the responses of teachers’ involvement have shown relatively medium, i.e. (30.6%), (28.7% saying high, 18.5% saying low) and (8.9% saying very low. For item 3 and 4, 45(28.7%) and 59(37.6%) of respondents have reported relatively low extent of teachers’ participation in, preparing the plan of the school budget and determining the mechanism of controlling and supervising the setting plan, respectively. Teachers’ involvement in item 3 and 4 are however, discouragingly low ranging from mean value of 2.49 to 2.91. The total calculated grand mean score of teachers’ (M=2.97; SD=1.130) reveals that teachers’ involvement in school planning under study was below average point.

Similarly according to the interviewee result obtained from principals, after a school plan is prepared, it is presented to the teachers and after a discussion; we have the practice of going to work together. However regarding some budget matters, although they mostly participate in planning, when it comes to action, the principals of the school take the biggest role. The use and implementation of the school budget will be announced to teachers.

From the above the researcher conclude that the participation of teachers on school plan and preparation of budget have a gap on the clarity because of smooth discussion of the teachers.

Table 5-Teacher’s Involvement in Decisions Concerning curriculum and Instruction

1=Never 2=Seldom 3=Sometimes 4=Often and 5= Always

No	Items		1	2	3	4	5	Total	\bar{X}	S.D
1	Setting the learning objectives	F	56	4	32	20	7	119	2.31	1.36
		%	47.1	3.4	26.9	16.8	5.9	100.0		
2	Deciding on the content and form of lesson plan	F	48	4	48	14	5	119	2.36	1.24
		%	40.3	3.4	40.3	11.8	4.2	100.0		
3	Evaluating how well the department is operating	F	52	19	39	3	6	119	2.09	1.15
		%	43.7	16.0	32.8	2.5	5.0	100.0		
4	Involving in developing teaching methodologies	F	40	14	43	9	13	119	2.50	1.32
		%	33.6	11.8	36.1	7.6	10.9	100.0		
5	Developing procedures for assessing student achievement	F	50	15	40	10	4	119	2.18	1.17
		%	42.0	12.6	33.6	8.4	3.4	100.0		
6	Determining when and how instructional supervision can be delivered.	F	27	19	62	8	3	119	2.50	1.00
		%	22.7	16.0	52.1	6.7	2.5	100.0		
Average mean(\bar{X}_{av}) & S.D									2.33	1.21

f=frequency %=per cent \bar{X} = mean value \bar{X}_{av} =mean average S.D= Std. Deviation

Above table Provides a summary of teachers’ response on their degree teacher’s involvement in decisions concerning curriculum and instruction.

As the table show all of the teachers have reported they were never participate in each item. That is, for item one in the table-5 56(47.1%) saying never, 4(3.4%) seldom, 32(16.8%) some times, 20(16.8%) often and 7(5.9%) always they set the learning objectives.

Table-5 item two the participants responded that 48(40.3%) never, 4(3.4%) seldom, 48(40.3%) sometimes, 14(11.8%) often and 5(4.2%) always consecutively this indicated the participation on deciding on the content and form of lesson plan needs focus on the participating teacher.

Item three in the table-5 indicated that the participants responded that 52(43.7%) never, 19(16.0%) seldom, 39(32.8%) sometimes, three (2.5%) often and six (5%) always they were evaluating how well the department is operating.

Table-5 item four indicated that the participants responded that 40(33.6%) never, 14(11.8%) seldom, 43(36.1%) sometimes, 9(7.6%) often and 13(10.9%) always they were involve in developing teaching methodologies.

Item five in the table-5 indicated that the participants responded that 50(42.0%) never, 15(12.6%) seldom, 40(33.6%) sometimes, 10 (8.4%) often and 4(3.4%) always they were develop procedures for assessing student achievement.

Table-5 item six showed that the participants responded that 27(22.7%) never, 19(16.0%) seldom, 62(52.1%) sometimes, eight (6.7%) often and three (2.5%) always they were determine when and how instructional supervision can be delivered..

To end this in the table-5 above the averagemean ($\bar{X}_{av} = 2.33$) and the S.D(1.21) indicated that the teacher's involvement in decisions concerning school policy, rules regulation was relatively sometimes. Results showed curriculum implementation and instructional improvement is one of the major operational activities in school system. It is a core in both at the school as well as the national level. Aggarwal (1993) points out that, "... individual and cooperative efforts by teachers to decide when, how and what to teach, to revise courses, select content, plan units and produce teaching aids has become a common practice".

Table 6-Extent of Teachers Involvement in School Policy, Rules and Regulation

1=Never 2=Seldom 3=Sometimes 4=Often and 5= Always

No	Items		1	2	3	4	5	Total	\bar{X}	S.D
1	Determining the administrative and organizational structure	f	46	8	49	9	7	119	2.35	1.23
		%	38.7	6.7	41.2	7.6	5.9	100.0		
2	Setting school rules and regulation	f	43	12	48	7	9	119	2.39	1.24
		%	36.1	10.1	40.3	5.9	7.6	100.0		
3	Developing disciplinary policies of the school	f	52	6	46	8	7	119	2.26	1.25
		%	43.7	5.0	38.7	6.7	5.9	100.0		
4	Establishing relationship between the principals and teachers	f	43	11	51	6	8	119	2.37	1.21
		%	36.1	9.2	42.9	5.0	6.7	100.0		
5	Establishing a program for community service	f	56	7	42	9	5	119	2.16	1.22
		%	47.1	5.9	35.3	7.6	4.2	100.0		
6	Deciding on rules or procedures to be followed in evaluating school performance	f	46	8	45	10	10	119	2.41	1.30
		%	38.7	6.7	37.8	8.4	8.4	100.0		
Average mean(\bar{X}_{av}) & S.D									2.32	1.24
f=frequency %=per cent \bar{X} = mean value \bar{X}_{av} =mean average S.D= Std. Deviation										

In the table-6 the majority of teachers responded sometimes they involve in school policy, rules and regulation for item one, two, and four.

For item three, five and six the majority of teacher’s participants responded never they involve in school policy, rules and regulation.

On the other hand, the average mean value and standard deviation (\bar{X} =2.32; SD=1.24) score of teachers’ revealed that teachers’ involvement in school policy, rule and regulation under study was on the below the average point.

The school principals were asked the question: In what area of decision making do teachers actively participate? Concerning the school policy, rule and regulation they gave the following response.

They also confirmed to the finding obtained that, primarily, policy was made at the national level and forwarded to the school for discussion. At the school level, some rules and regulations were derived from the general policy guidelines by the school discipline committee. However, teachers were called for discussion to strength those rules and regulations already established by school discipline committee. Sometimes teachers were not invited to discussion but the school could notice to implement and respect the rule and regulation adapted by the school discipline committee. This indicated that, the level of recognition given to the contribution of teachers by the school principals might be sometimes.

Table 7-Teacher's involvement in decisions concerning school budgeting and income generation

		1=Never 2=Seldom 3=Sometimes 4=Often and 5= Always								
No	Items	1	2	3	4	5	Total	\bar{X}	S.D	
1	Determining school expenditure priorities	f 58	3	25	29	4	119	2.23	1.32	
		% 48.7	2.5	21.0	24.4	3.4	100.0			
2	Sharing of budget for the department	f 57	7	26	22	7	119	2.29	1.38	
		% 47.9	5.9	21.8	18.5	5.9	100.0			
3	Determining means of income generation	f 53	4	47	8	7	119	2.26	1.26	
		% 44.5	3.4	39.5	6.7	5.9	100.0			
4	Deciding budget allocation for instructional material	f 59		34	20	6	119	2.28	1.36	
		% 49.6		28.6	16.8	5.0	100.0			
Average mean(\bar{X}_{av}) & S.D								2.26	1.33	
f=frequency		% =per cent		\bar{X} = mean value		\bar{X}_{av} =mean average		S.D= Std. Deviation		

For the extent of teachers' current participation in school budgeting and income generating, four factors were generated. As a whole, the majority of teachers were never involve regarding on school budgeting and income generating. It is ranges from 48.7% (in Budgeting for the department) to 44.5% (Determining school expenditure priorities). The average mean values for all items also indicated $\bar{X}_{av}=2.26$ and $SD=1.33$ their response was ranging between the mean value of 1.5-2.49.

In short, the overall participation of teachers' in determining school budget and means of incomegenerating was below the average or not at all.

In addition, the interview conducted with both principals and vice principals also confirmed that the majority of teachers do not involve in decisions concerning school budgeting and income generation but they could get information mainly from the notice board. Theteachers may participate sometimes through their department head representatives. This finding is supported by the findings of other research.

Table 8-Teacher's Involvement in Decisions Concerning Student Affaire and Disciplinary Problem.

1=Never 2=Seldom 3=Sometimes 4=Often and 5= Always

No	Items		1	2	3	4	5	Total	\bar{X}	S.D
1	Determining students' rights and welfare	f	31	10	39	28	11	119	2.82	1.31
		%	26.1	8.4	32.8	23.5	9.2	100.0		
2	Identifying Students with disciplinary problems and providing proper guidance	f	20	7	33	50	9	119	3.18	1.20
		%	16.8	5.9	27.7	42.0	7.6	100.0		
3	Participating in solving students problem with parents	f	21	7	52	22	17	119	3.06	1.24
		%	17.6	5.9	43.7	18.5	14.3	100.0		
4	Determine disciplinary measures on students with misconduct	f	15	7	75	14	8	119	2.94	0.98
		%	12.6	5.9	63.0	11.8	6.7	100.0		
Average mean(\bar{X}_{av}) & S.D									3.00	1.18
f=frequency %=per cent \bar{X} = mean value \bar{X}_{av} =mean average S.D= Std. Deviation										

Table-8, item one indicated that the majority of teachers' participants 39(32.8%) were responded sometimes they determine students' rights and welfare. Item two table-9, showed that the majority of teachers 50(42.0%) responded often they identify students with disciplinary problems and provided proper guidance.

Table-8 item three the majority 52(43.7%) of teachers responded that sometimes they were participated in solving students problem with parents.

A look at the mean value of (mean=3.00; SD=1.18) teachers involvement in area,

however, shows that it is still sometimes. Interview conducted with principals and vice principals confirmed and said that most of students' affairs and disciplinary problems were a mandate in to home room teachers in particular and to all teachers in general. It was been the teachers' job to maintain students' discipline. Only heavy disciplinary problems that cannot be solved by individual teachers were reported to discipline committee through principals. From this the researcher understands that, still there were some decision issues related to students that cannot be made by teachers.

Table 9-Teacher's Involvement in Decisions Concerning School Building

1=Never 2=Seldom 3=Sometimes 4=Often and 5= Always

No	Items		1	2	3	4	5	Total	\bar{X}	S.D
1	Deciding on the expansion of school buildings	F	70	9	27	10	3	119	1.88	1.17
		%	58.8	7.6	22.7	8.4	2.5	100.0		
2	Deciding on maintenance of school buildings	F	66	12	25	10	6	119	1.97	1.25
		%	55.5	10.1	21.0	8.4	5.0	100.0		
3	Deciding on the construction of new buildings	F	80	8	18	6	7	119	1.76	1.23
		%	67.2	6.7	15.1	5.0	5.9	100.0		
4	Assigning school building for administrative, department and teaching room purpose.	F	82	7	18	8	4	119	1.70	1.15
		%	68.9	5.9	15.1	6.7	3.4	100.0		
Average mean(\bar{X}_{av}) & S.D									1.83	1.20
f=frequency %=per cent \bar{X} = mean value \bar{X}_{av} =mean average S.D= Std. Deviation										

Table-9 provides a summary of teachers' response on their degree of involvement on decision pertaining school building. Teachers' were never involved regarding school building. i.e., in table-9 items 1, 2, 3, and the majority 70(58.8%), 66(55.5%), 80(67.2%) and 82(68.9%) consecutively showed that teachers were never participated in decisions concerning school building.

Moreover, the average mean value ($\bar{X}=1.8$, and $S.D=1.20$) also confirmed that teachers never in decisions concerning school building.

The researcher conducted interview for school principals concerning the participation of teachers on school building. The interviewee indicated that the majority of teachers were not participating on school building. Even if the teachers have not a chance to comment on the process of school buildings. To generalize this if the school do not participate teachers on the issues of school building make the teachers to suspect their school leaders and this leads to create unsafe school environment.

4.5. Teacher's Motivation

Table 10-Levels of Teacher Motivation:

No	Items on Teacher Motivation	Stat	1=Never 2=Seldom 3=Sometimes 4=Often and 5= Always					Total	\bar{X}	S.D
			1	2	3	4	5			
1	I look upon my work with enjoyment not a unhappiness	f	18	11	25	49	16	119		
		%	15.1	9.2	21	41.2	13.4	100	3.83	1.25

2	I have high motivation to teach.	f	14	4	8	55	38	119		
		%	11.8	3.4	6.7	46.2	31.9	100	3.29	1.26
3	I am not motive with the management practices of my school principal/head.	f	5	18	51	23	22	119		
		%	4.2	15.1	42.9	19.3	18.5	100	3.33	1.07
4	I believe that my interests are not being served honestly by my school principal.	f	21	17	16	54	11	119		
		%	17.6	14.3	13.4	45.4	9.2	100	3.14	1.29
5	I consider that I am safe and secure in my workplace.	f	11	8	8	65	27	119		
		%	9.2	6.7	6.7	54.6	22.7	100	3.75	1.16
6	I believe that the share I get is fair in relation to what I contribute to the school.	f	12	4	8	59	36	119		
		%	10.1	3.4	6.7	49.6	30.3	100	3.87	1.19
7	I am willing to follow directions with interest and respect.	f	12	9	8	49	41	119		
		%	10.1	7.6	6.7	41.2	34.5	100	3.82	1.27
8	I am willing to supply the school even beyond my official time.	f	3	5	12	55	44	119		
		%	2.5	4.2	10.1	46.2	37	100	4.11	0.93
9	I actively participate in school activities.	f	4	1	5	61	48	119		
		%	3.4	0.8	4.2	51.3	40.3	100	4.24	0.85
10	I am happy with the salary and other fringe benefits I receive.	f	69	13	9	18	10	119		
		%	58	10.9	7.6	15.1	8.4	100	2.05	1.43
Average Mean(\bar{X}_{av}) and Average Std(Std_{av})									3.54	1.17

f=frequency % = per cent \bar{X} = mean value \bar{X}_{av} = mean average S.D = Std. Deviation

The results in table 10 show that the participants were generally indicated that most of the elements of levels of teachers motivation had average mean scores of above 3.0 indicating that majority of the participants actually motivated in their respective schools except the item 10 which indicated they were not satisfied their salary and other fringe benefits they received. The findings show that teachers had high levels of motivation for example, in working with the employment, they were motivated in teaching. However, the teachers had some times not motive with the management practices of my school principal/head 51(42.9). The mean score for overall teacher's motivation was 3.82 and the standard deviation was 1.27 indicating that the majority of teacher participant were often had motivation.

Table 11- Involvement of teachers in Decision making on intrinsic motivation

SD=Strongly Disagree, D=Disagree, I=Impartial, A=Agree, SA=Strongly Agree

Table -11 items-1,3, & 4 the majority 72(60.5%), 72(60.5%) and 51(42.9%) of the teachers participants respectively were agreed on effects of decision making intrinsic motivation. Similarly, for item two 52(43.7) and five 61(51.3) the majorities of teacher’s participants strongly agreed.

No	Items		SD	D	I	A	SA	Total	\bar{X}	S.D
	I enjoy looking for fun lesson ideas after work hours	F	4	7	25	72	11	119	3.66	.86
		%	3.4	5.9	21.0	60.5	9.2	100.0		
1	I think teachers should be paid based on experience	F	5	10	23	34	52	119	4.08	.98
2	I would try to earn them	%	4.2	7.6	16.8	24.9	43.7	100.0	3.61	.87
3	One of the best things about teaching is seeing the students learn	F	9	4	16	86	4	119	3.97	.72
4	Most days I am not happy that I have to go to work	%	7.6	4.2	15.1	60.5	20.2	100.0	3.61	.91
5	Successful should be put on an improvement plan	F	13	13	7	22	64	119	4.03	1.19
6	I would work harder if I could earn bonus pay.	%	10.9	10.9	5.9	18.5	53.8	100.0	3.93	1.42
	Part of the reason I became a teacher was so I could have my summers off.	f	3	8	18	32	58	119	3.79	1.02
		%	2.5	6.7	15.1	26.9	48.7	100.0	4.13	1.06
	Average mean(\bar{X}_{av}) & S.D								3.77	1.05

Table 12- Involvement of teachers in Decision making on extrinsic Motivation

SD=Strongly Disagree, D=Disagree, I=Impartial, A=Agree, SA=Strongly Agree

Table 12-items 1, 2 and 3 majority 78(65.5), 86(72.5) and 68(57.1) indicated that teachers participants were agreed on the issues, In addition, four 64(53.8) and five 58(48.7) strongly agreed on the issues raised.

From the above result the researcher concluded that teachers were more responsible for their profession. They were not worried about participating in decision making. However, the result obtained through interview of the school principals showed that not participating teachers in issues of decision affects the schools performance and the positive relationship between leaders and teachers i.e., it affects the school environment to be unsafe.

4.6. The relationship between teachers' involvement in decision making and their motivation.

To compute the relationship between teachers' involvement in decision making and their motivation the researcher compute the persons mean value as indicated in table below.

Table 13-The relationship between teachers' involvement in decision making and their motivation

Areas of teachers participation in decision making .		
Involvement of teachers in Decision making on extrinsic motivation	Pearson Correlation	.829**
	Sig. (2-tailed)	.000
	N	119
Involvement of teachers in Decision making on intrinsic motivation	Pearson Correlation	.910**
	Sig. (2-tailed)	.000
	N	119

** . Correlation is significant at the 0.01 level (2-tailed).

The above table shows that the correlations among teachers' involvement in decision making and Effects of Decision making on intrinsic and extrinsic motivation. The correlation test reveals that there was statistically significant and positive (approximately perfect) relationship between teachers' involvement

in decision making and teachers involvement in decision making on extrinsic ($r=0.829$, $p<0.01$). This implies that when the teachers' involvement in decision making increases level of motivation also increases significantly in the study area and vice versa. Similarly true for the relationship between teachers' involvement in decision making and effects of decision making on intrinsic ($r=0.910$, $p<0.01$).

The findings suggest that teachers who have a higher level of involvement in school decision-making were experiencing relatively higher levels of motivation. The finding supported by the report in review literature indicated that if teachers are dissatisfied with their work thereby teachers lacked commitment to participate in any decision making process to their organizations (Rosenholtz, 2010). There was also statistically positive significant relationship observed between teachers' involvement in decision making and level of motivation. ($r= 0.9$, $p < 0.01$). This implies that when the teachers' involvement in decision making increases the level of motivation also increases and vice versa. The result also revealed that, a perfect and positive relationship was also exhibited.

Table 14-Result of the Pearson Correlation Analysis for the Relationship between areas of teacher's involvement in decision-making and motivation

Coefficients							
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
	(Constant)	.157	.064				2.447
Teacher's Involvement on Decisions Concerning School Planning	.562	.048	.541	11.748	.000	.467	.656
Teacher's Involvement in Decisions Concerning curriculum and Instruction	.004	.129	.004	.030	.976	-.252	.259
Extent of Teachers Involvement in School Policy, Rules and Regulation	-.212	.094	-.241	-2.262	.026	-.397	-.026

Teacher's involvement in decisions concerning school budgeting and income generation	.199	.050	.242	4.002	.000	.101	.298
Teacher's Involvement in Decisions Concerning Student Affairs and Disciplinary Problem	.335	.065	.352	5.161	.000	.207	.464
Teacher's Involvement in Decisions Concerning School Building	.148	.033	.162	4.441	.000	.082	.214

a. Dependent Variable: Levels of Teacher Motivation

Source: (Author, 2014 E.C)

The results in table-14 indicate that there was a positive relationship between majority elements of teachers' involvement in decision-making and their motivation $r=0.004$, $p<0.01$ level of significance. Results obtained from the study indicate that the following elements of participation in decision-making had strong correlation coefficients:

In general, there is a positive relationship between teachers' involvement in decision making and their motivation as evidenced by the fact that most of the elements of involvement in decision-making had positive correlation coefficients with the overall measure of teacher's motivation, which suggest, that teacher involvement in decision-making increases their level of motivation.

However in the aspects of teacher involvement in decision-making where extent of teachers involvement in school policy, rules and regulation, there is converse relationship (i.e. $r=-0.241$ indicates the increase of not involvement teachers in relation to school policy, rules and regulation decreases the motivation of teachers). This finding is not consistent with what was expected based on the literature. In other words one would have expected that decline in participation would lead to decline in motivation.

4.7. Results and discussions

The result of the study reveals that 117(83.6%) of teachers, 8(53.3%) of principals and 15(100%) of vice principals were first degree holders while

2(1.7%) of teachers and 7(46.7%) of principals were second degree holders. So teachers and principals were fulfilling the requirement for secondary schools. This supported by Ministry of Education (1994) has indicated that secondary school teachers should have a minimum of first degree. This may have a positive effect on teaching learning process in general and their participation in school decision-making in particular. Additionally, two of the principals have got second degree in the field of school leadership under the study. According to MoE (2009) the recruitment and assignment criteria indicated in the document of secondary school principals and supervisors are required to have second degree in the required field study like educational administration, educational management, and educational leadership.

Regarding the areas of teachers' participation in school decision making the study reveals that teachers had high levels of motivation for example, in working with the employment, they were motivate in teaching. However, the teachers had some times not motive with the management practices of my school principal/head 51(42.9). The mean score for overall teachers motivation was 3.82 and the standard deviation was 1.27 indicating that the majority of teacher participants were often had motivation.

Regarding teacher's involvement in decisions concerning curriculum and instruction was relatively sometimes. This was indicated in statistically the average mean ($\bar{X}_{av} = 2.33$) and the S.D(1.21). Results showed curriculum implementation and instructional improvement is one of the major operational activities in school system. It is a core in both at the school as well as the national level. Aggarwal (1993) points out that, "... individual and cooperative efforts by teachers to decide when, how and what to teach, to revise courses, select content, plan units and produce teaching aids has become a common practice".

Regarding to the teachers involvement in school policy, rules and regulation the study indicated that primarily, policy was made at the national level and

forwarded to the school for discussion. At the school level, some rules and regulations were derived from the general policy guidelines by the school discipline committee. However, teachers were called for discussion to strengthen those rules and regulations already established by school discipline committee. Sometimes teachers were not invited to discussion but the school could not implement and respect the rule and regulation adapted by the school discipline committee. This indicated that, the level of recognition given to the contribution of teachers by the school principals might be sometimes. 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.

Regarding teacher's involvement in decisions concerning school budgeting and income generation the study indicated that the majority of teachers do not involve in decisions concerning school budgeting and income generation but they could get information mainly from the notice board. They also said that decision concerning school budget is not a mandate of teachers; rather the mandate is given to PTAS. The teachers may participate sometimes through their department head representatives. This finding is supported by the findings of other research. For example, Clune and White, 1998 have concluded that teachers had little to manage, particularly with respect to the limited extent of decision making responsibility devolved to school.

Regarding teacher's involvement in decisions concerning school building the result indicate that the majority of teachers were never participated in decisions concerning school building. Moreover, the average mean value ($\bar{X}=1.8$, and $S.D=1.20$) also confirmed that teachers never in decisions concerning school

building. 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. However, teachers in the study area were not participating in decision making concerning school buildings.

Regarding the teachers' motivation the result revealed that teachers were more responsible for their profession. They were not worried about participating in decision making. However, the result obtained through interview of the school principals showed that not participating teachers in issues of decision affects the schools performance and the positive relationship between leaders and teachers i.e., it affects the school environment to be unsafe.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of the Major Findings

The main objective of the study was to assess the relationship between teachers involvement in decision making and their motivation in secondary schools of kafazone. In order to achieve the above objectives, the following basic questions were raised:

1. What is the level of teachers' participation in school decision-making in secondary schools in kafa zone?
2. In what areas of school decision-making do teachers' often take part in secondary schools of kafa zone?
3. To what extent do school leaders' facilitate the environment for more teachers' involvement in school decision-making?
4. What is the relationship between teachers' involvement in decision making and motivation in secondary schools in kafa zone?

The study was carried out in 15 secondary schools that were selected simple random sampling method. As a source of data 119 teachers were selected using proportional stratified sampling based on their gender (equal chance for male and female teachers) for questionnaire, and 30 principals (15 principals and 15 vice principals) were selected purposively for interview were used. A total of 48 usable questionnaires and eight interview questions were provided and collected as the basic data for the study.

The data obtained were analyzed using statistical tools such as percentage, frequency distribution, average mean, and standard deviation. Depending on the result of the analysis made, the following major findings were obtained.

1. Personal information of the participant and the result of interview have revealed that, there was a wide proportional variation between males and females of the sample population, and no female principals in the sample schools. With regard to their age, the majority of teachers, principals were within the range of 35-44 age. With regard to qualification of all teachers and principals were first degree and above have trained as school principals/ educational leaders. It is best opportunities the principals to involving teachers in the decision making process of various school activities. However, the teacher's participation in decision making was in low level.
2. The extent of teachers' involvement in school planning; budget and income generation and school building effort were found to be often. However, teachers' involvement in school curriculum and instruction and student affairs and disciplinary problem and the involvement of teachers in school policy, rules and regulation were found to be relatively never. This indicates that teachers' involvement in school decision-making was below the satisfactory point.
3. The analysis of this study indicated student affairs and disciplinary problem is the areas in which teachers participated most as decision-makers. In contrast, school building was the area in which teachers participated least as decision makers.
4. Effects of decision making intrinsic and extrinsic motivation majority of teachers agreed and teachers were more responsible for their profession. They were not worried about participating in decision making. However, the result obtained through interview of the school principals showed that not participating teachers in issues of decision affects the schools performance and the positive relationship between leaders and teachers i.e., it affects the school environment to be unsafe.

5.2. Conclusion

Based on the findings, the following conclusions were made.

1. From the finding obtained in this study, it was found that, the involvement of teachers in school planning; budget and income generation; and school building effort found to be in average. However, teachers' involvement in implementing school curriculum and instruction; and decision concerning students' affairs and discipline and teachers' involvement in school policy, rule and regulation is on the low level. In general, the final analysis of the result, however, reflected that, the extent of teachers' involvement in school decision-making found to be minimal in the sample school. This implies that, less attention was given to teacher's contribution for efficient and effective of school performance. Moreover, this affects the overall activities of school in general and teaching-learning process in particular.
2. Teachers have dual role to play. One is their role in instruction and their other role is in participating in school management and decision-making. The study also indicated that teachers participated most in implementing students' affairs and discipline problems. However, from this finding obtained, it can be concluded that, there might be misperception in identifying teachers' roles and responsibilities by both teachers and principals that is, they might considered the role and responsibility of teachers as teaching and learning activities only, and other activities of the school as the role and responsibilities of the management of the school.

5.3. Recommendation

Based on the findings and conclusion arrived at, the following recommendations has been awarded:

- Teachers need to be actively involved in decision-making in their schools to encourage, motivate and utilize their wide range of experience and personal characteristics, and capability. In order to promote teachers involvement in school decision-making, the school principals:
- 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 right, 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.
- Provide and facilitate training to teachers in the form of workshop, seminar and so on, so as teacher become competent, and skilful to participate in the areas that concern them and make the school efficient and effective in achieving the objectives of the schools.
- In one way or another, teachers' involvement in school decision-making depends largely on school leaders' ability and interest to divide and delegate tasks to teachers, train and involve them in all areas of decisions that affect them. In order to carry out these task effectively and efficiently, school leaders should be equipped with the appropriate knowledge, skills and attitude.
- As can be ascertained from information obtained from school leaders most of the time some teachers prefer trying to influence or make recommendations on what has been done by principals and other rather than, especially those who have more experience, involving themselves in the issues. So the researcher recommended that rather than commenting at a distance, they have to involve both physically and mentally in school decision-making and contribute their part.

- School principals are strongly advised to involve teachers in preparing school plan so that teachers can have a say on the overall school plan.
- The school leaders /principals and PTAs need to communicate, involve and give clear information to teachers on the issues related with income generation and school budget and school building to develop the sense of transparency between teachers and school leaders.

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APPENDIXES

APPENDIXI:

INTRODUCTION LETTER

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIOURAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMEME

DEAR RESPONDENT

The main purpose of this questionnaire is to collect data to “THE RELATIONSHIP BETWEEN TEACHERS’ INVOLVEMENT IN DECISION-MAKING AND THEIR MOTIVATION” in governmental secondary schools of kafa zone. All the information will be collected used only for academic or research purposes. It is only your kind cooperation and honesty that will make the study reliable and beneficial. In order to ensure complete confidentiality, you are kindly requested not to write **your name** anywhere on the questionnaire. Since the success of this study depends on your response, please read all the instruction before attempting to answer the questions and give only one answer to each item unless you are requested to do otherwise.

Thank you in advance for your cooperation!

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIOURAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire for The Teachers.

Please be free and honest to provide the information required which will not only be kept confidential and anonymous but also will be used strictly for the purpose of the study.

Part 1: Demographic and General Data.

Please put a tick (✓) in the responses given after each question or fill in as directed.

1. Gender Male Female
2. What is your highest academic qualification? (Please tick one box only)
Diploma Bachelor Degree Master's Degree Doctorate Degree
3. Age: Below 25years 25-34 years 35-44 years Above 45-
4. For how long have you been a teacher in the current school ? 3-5 years
6-10 years 11-20 years Over 20 years
5. Geographical Location of your school Rural Semi-urban Urban

Part 2: Levels of Teacher Motivation

1. Please read statements on your left about your motivation as a teacher in this school and on the right tick the column that corresponds to the given item.

1=Never 2= Sometimes 3=Often and 4= Always

No	Items on Teacher Motivation	1	2	3	4
1	I look upon my work with enjoyment not a unhappiness				
2	I have high motivation to teach.				
3	I am not motive with the management practices of my school principal/head.				
4	I believe that my interests are not being served honestly by my school principal.				
5	I consider that I am safe and secure in my workplace.				
6	I believe that the share I get is fair in relation to what I contribute to the school.				
7	I am willing to follow directions with interest and respect.				
8	I am willing to supply the school even beyond my official time.				
9	I actively participate in school activities.				
10	I am happy with the salary and other fringe benefits I receive.				

3. Areas of teachers participation in decision making

1. Please read statements on your left about your motivation as a teacher in this school and on the right tick the column that corresponds to the given item.

1=Never 2=Seldom 3=Sometimes 4=Often 5= Always

3.1 Teacher's Involvement on Decisions Concerning School Planning

No	Items	1	2	3	4	5
1.1	Planning the schools activities					
1.2	Setting the mission, vision and values of the school					
1.3	Involving in Preparing school budget					
1.4	Determine the mechanism of controlling and supervising plan implementation					

3.2 . Teacher's Involvement in Decisions Concerning curriculum and Instruction

No	Items	1	2	3	4	5
2.2	Setting the learning objectives					
2.2	Deciding on the content and form of lesson plan					
2.3	Evaluating how well the department is operating					
2.4	Involving in developing teaching methodologies					
2.5	Developing procedures for assessing student achievement					
2.6	Determining when and how instructional supervision can be delivered.					

3.3. Teacher's Involvement in Decisions Concerning School policy, rules regulation

No	Items	1	2	3	4	5
3.1	Determining the administrative and organizational structure					
3.2	Setting school rules and regulation					
3.3	Developing disciplinary policies of the school					
3.3	Establishing relationship between the principals and teacher					
3.4	Establishing a program for community service					
3.5	Deciding on rules or procedures to be followed in evaluating school performance					

3.4. Teacher's involvement in decisions concerning school budgeting and income generation

No	Items	1	2	3	4	5
4.2	Determining school expenditure priorities					
4.2	Sharing of budget for the department					
4.3	Determining means of income generation					
4.4	Deciding budget allocation for instructional material					

3.5. Teacher's involvement in decisions concerning student affaire and disciplinary problem

No	Items	1	2	3	4	5
5.1	Determining students' rights and welfare					
5.2	Identifying Students with disciplinary problems and providing proper guidance					
5.3	Participating in solving students problem with parents					
5.4	Determine disciplinary measures on students with misconduct					

3.6. Teacher's Involvement in Decisions Concerning School Building

No	Items	1	2	3	4	5
6.1	Deciding on the expansion of school buildings					
6.2	Deciding on maintenance of school buildings					
6.3	Deciding on the construction of new buildings					
6.4	Assigning school building for administrative, department and teaching room purpose.					

Decision making on extrinsic Motivation

No	Items.	1	2	3	4	5
1	Teachers should receive rewards more often because I would try to earn them.					
2	One of the best things about teaching is seeing the students learn					
3	Teachers who are not successful should be put on an improvement plan.					
4	I would work harder if I could earn bonus pay.					
5	Part of the reason I became a teacher was so I could have my summers off.					

1-Strongly Disagree, 2-Disagree, 3-Impartial, 4-Agree, 5-Strongly Agree

Decision making on intrinsic motivation

No	Statement.	1	2	3	4	5
1	I enjoy looking for fun lesson ideas after work hours					
2	I think teachers should be paid based on experience.					
3	I want my students to learn more					
4	Most days I am not happy that I have to go to work.					
5	I set tougher standards for myself than the school sets for me.					

1-Strongly Disagree, 2-Disagree, 3-Impartial, 4-Agree, 5-Strongly Agree

TEACHERS INVOLVEMENT IN DECISION-MAKING AND THEIR MOTIVATION

PART 3: INTERVIEW GUIDE FOR THE PRINCIPALS AND VICE PRINCIPAL

DECISION-MAKING INTERVIEW GUIDE FOR THE PRINCIPALS AND VICE PRINCIPALS

1. Gender Male Female
2. What is your highest academic qualification? (Please tick one box only) Diploma
Bachelor Degree Masters Degree Doctorate Degree
3. Age: Below 25years 25-34 years 35-44 years 45-54 years 55 and above
4. For how long have you been a secondary school principal in the current school? 3-5 years 6-10 years 11-20 years Over 20 years
5. Geographical Location of your school Rural Semi-urban Urban
6. How is how teachers participate decision-making being practised in your school?
Please explain.....
7. When do you allow your teachers to help you in decision-making.....?
8. To what extent do you consult teachers' with regard to matters of human resource management? Please explain.....
9. Please explain the extent to which you consult teachers' with regard to matters of students?
10. How often do you consult teachers' with regard to matters of finance? Please explain.....
11. To what extent do you consult teachers' with regard to matters of human resource management? Please explain
12. Please explain the extent to which you consult teachers' with regard to matters of students?
13. What do you think the Ministry of Education can do to improve participative management/decision-making in schools? Please explain

Thank You!