



WOLKITE UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**SENIOR ESSAYS ON ASSESMENT OF TEACHERS PARTICIPATION IN SCHOOL
MANAGEMENT PRACTICES IN PRIMARY SCHOOL OF IN GUBRE SUB CITY**

By:

Mekonnene Eriku

Advisor:

Miss.Abebayehu D.

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LETTER OF APPROVAL

This is to certify that is senior essay is entitled '**Assessment of teachers participation in school management practices in primary schools of gubre sub city** submitted in partial fulfillment of the requirement for the Bachelor of Arts Degree in Educational Planning and Management complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

Approved by

signature

date

Head of the department

Advisor

Examiner

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Abstracts

This study was conducted to assess the level of teachers' participation in school management practices in some selected primary schools of Gubre sub-city. Its main objective was to assess the status of teachers' participation in school management and to suggest possible solutions. In this study, the researcher prepared open-ended and closed questionnaires and interviews in order to get available and necessary information for the study, and used primary and secondary data sources. The researcher selected 20 (100%) schools from 20 (100%) total schools found in Gubre sub-city. The collected data from the respondents was analyzed quantitatively in tables and qualitatively in statements. The total number of teachers are 135 (100%) from those 20 (27%) respondents were selected by using simple random stratified sampling techniques. 20 (100%) principals were included in the study based on purposive sampling techniques. Major of the respondents are at the age of work force. Lastly, the findings of the problem will be drawn from the study, in the sequence of basic questions and based on these findings of the problem the conclusion was drawn and the appropriate recommendations forwarded to help improve teachers' participation in school management activities like, school based supervision planning, decision making performance appraisal, finance and management.

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CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Teachers' participation in school management is very important to achieve objectives and continuously improve performance. To provide professional management for subject structure high quality teaching and effective use of resources, the role and scope of school managers across all works of life is more recently an important issue in the education sector. There are two main elements of management particles in schools which seek improvement significant part of management is to do with managing people and getting the best from them participation from teachers and planning a head using clear targets help all staff to work together teams do to work naturally and it is important to pay attention to team building good management is not secret garden and there are asset of national standard (Evansm1998:209)

Teachers are the bottom of the chain of command and the object less of power in educational organizations and schools, the teacher's power movement has become an important element in education. There are two aspects of teacher power that can be identified the first is direct participation by teachers in school management for ensuring the passage of states and national law as that support their educational interest whereas the second aspect of teacher power the relationship of teachers to the rest of educational bureaucracy currently teacher find themselves in direct participation with school management for . Control of educational activities teacher with varying success school management and teachers will continue to compel for power over the educational system. The battle will take place ageist a background of teacher attempts to participate in the control of school management systems. Thus educational management will struggle to protect their power form other member

of the bureaucracy from the public and the teachers unions ,It is also possible to govern the nature of the organization that as teacher gain power they will unite managements to resist public involvement in school governance(spring,1998:74)

Every member of a profession has a dual role that fractioned and that of responsible members of his profession, to perform only the daily route of his technical tasks is not enough. He must involve himself on the job of improving the profession and there is a role of educational leader(stinnet,1998:345)

A teacher shall be responsible in cooperation with staff colleagues and administrative and administrative authorities for the advancement of the educational standard and efficiency of the school managing and the board of education in the regular advancement of professional competence (M, Bezeav 1999,146)

1.2. Statement of the problem

Schools of any level are maintained by the government. Local bodies and private ownership there are always beliefs that teachers' participation in the government educational institutions has made negative contribution to effectiveness in school management. School management is very commonly and frequently used in the educational system as one of the practical and pedagogical methodology to promote the progress. Evan though the policy has shown that every school activity should be done through the participation of teachers and stake holders, but there are problems in using teachers' participation in school management, for instance, there is a doubt among educational practitioners about the special value of the school management as a basic condition for effective learning and to recommend solution to the problem of assessment of teachers participation in school management practices in the primary school of gubre sub city.

The practice of management style in schools has been collaborative actively seeking teachers participation Not only does the staff to participate in decision making, but also them the opportunities to try new things and the right to file for example, one teacher made an error about the precautions necessary for holding a rock concert to embody the characteristics of effective managing in good schools. Teachers to improve the participation actively involved in diagnosing school management problems create positive school climate, the teacher understand the school goals, and all work together for achievement. In less effective school management practices teachers lack common understanding of the schools mission (sadker, 2000, 189) Based on the problems identifies (teachers participation in school management in decision making planning supervision and finance activity) this study aims to answer the following

1.3. Basic research questions

1. What is the range of teachers participation in school based supervision in primary schools of gubre sub city?
2. What is the level of teachers participation in staff performance appraisal process?
3. What are the factors hindering teachers participation in school based supervision in gubre sub city?
4. What supports are needed for effective teachers participation in school management?

1.4. Objectives of the study

1.4.1. General objective

The general objective of the study was to assess the practices and problem of the teacher's participation in school management in gubre sub city primary school and provide suggestions that help to alleviate the problems observed.

1.4.2. Specific objectives

1. To assess the current practices of teachers participation in managing of primary school
2. To identify supports that is needed for effective teacher's partition in school management.
3. To identify the major problems encountered in the teachers participation school management.
4. To suggest mechanisms to improve participation of teachers in school management.

1.5. Significance of the study

In this study, helps to know the current level of teachers' participation by school management

- Might help for school principals to improve the ways and involvement of teacher's participation in school management.
- Might help school principals and teachers to identify the major problems of teacher's participation in school management.

1.6. Delimitation of the study

This study was delimited to two (2) primary schools out of two (2) total primary schools were Abafransua, Gasore (from the gubre city) were selected, by using simple random and stratified sampling techniques from gubre sub city which is located in Gurage Zone, SNNPR, Its aim was to assess and identify teachers participation in school management and practice in primary school, Therefore, in this

study, not all aspects of school management, but specific areas of schools were focused on. The research was delimited in gubre sub city primary schools.

1.7 Limitation of the study

The study researcher encountered different challenging problems when confuting this study, The problems were lack of related literature, shortage of budget ,unwillingness of respondents to give enough responses time limitation and some respondents had no interest to respond.

1.9. Definitions of key terms.

- **Management:** - is the process of planning organizing staffing directing and controlling the work of organization members and using all available organizational resources to realize the stated to realize the stated organizational goals.
- **Teachers:** - is a person who teaches the student and share experience knowledge and skill for the student.
- **School management:** - is a combination of different administrators and their roles in the operation of a school.
- **Assessment:** - an opinion or a judgment about somebody or something that has been thought about very carefully.
- **Participation:** - the act of taking in an activity or event.
- **Participatory management;** - is the inclusive actor skill of dealing with people or situation in a successful way.
- **Teacher's participation:** -is used to mean the right of all teachers to take part in making decision about certain aspects of school and educational policy.

1.8. Organization of the study

This study was divided in to three chapters and various sub topics chapter one includes the research problems and its approaches. Chapter two deals with the review of related literature, Third chapter research design and methodology Chapter four Presentation, analyses and interpretation of data Chapter five Chapter five summary, conclusion and recommendation.

CHAPTER TWO

2. Review of related literature

2.1 The concepts of educational management.

Educational management is the process of planning organizing directing and controlling the activities of an educational institution by utilizing human and material resources so to effectively and efficiently accomplish functions of teaching extensions on work and research (fayol, 1996)

Educational management means an organized body system or structure or arrangement (grade work) which is under taken for ensuring unit of effort, efficiency, good will and proper use of resources (James A.F stoner and R, Edward freeman,1995:420)Managements the primary force within any organization which coordinates the activities of various system in relations to its objectives, a school being a social organization with in specified objective school management means the use of people and other resources to accomplish the objective of the school, Management has two major aspects. These are internal and external management internal management which covers issues like administration, management of library and laboratory, building physical material and financial resources, etc., and external management like good relationship with community and other(dash and neena,2008:184). School management is the embodiment of a sprit and idea school management should enable different limbs of the school organization to function harmoniously in happy coordination be lading themselves in to a composite personality like the different rivulets which join together school management provides the conditions under which colleagues can make progress toward the aims of the program, Without management activities progress will be minimal and short term. The active support of school management can involve one or more of the following.

Agreeing to support the project and teacher involved nominating mentor for the project that will be responsible for facilitating arrangements for collaboration ,monitoring progress, consolidation and disseminating good practices which emerge ring- fencing the time teachers need for working together out outside the class room(cited from school administration manual in Ethiopia 1994)management simply means the practical measures in carrying out our aims and of the greatest possible benefit to our children. Management may be composed primarily of persons. Material, ideas, concepts ,symbols forms, rules pernicious more often or combination of these management may be regarded as the agency be which a achieve the defined objective program can be achieved (bush,199:203)

2.2 Main Aspects of school management

Management of material equipment; This includes material thing I,e fumitory and equipment
Management of school plant. Management of human resource this implies mobilization of all a people who are involved and interested in the educational activities of the school the pupils and the parents, school staff, experts' bard of management, etc. Management of idea and principles This means organization of ideas and principles in school system, curriculum time schedule, norms, of achievement, co-curricular activities, etc.(cited from WWW perceive articles, com)The principles of school management are flexible not absolute and must be usable regardless of changing and special conditions, The principle of objectivity demands that the activators are focused on the predetermined objectives of the school programs, The principle of comprehensiveness demands that a wide variety of activities are offered to the students ,these activities should fulfill the individuals as well as group needs.

They should also provide the balance development of the students personalities .Right and duties be made known to student activities ,Training and working in collaboration should be regular features for students(James A.F stoner and Eduard,(1995)principle of management.

2.3. The functions of School Management.

The school is no longer supported by its board of governors it has inadequate number of

Teachers and students, dropout rate is high the result public examination are low, building equipment and materials are inadequate and poorly maintained. the grounds are untidy and the morale of those connected with the school slow ,clearly you participate your role as a manger of an organization which exists to provide pupils (students) with youth full knowledge, skill and attitudes for responsible and successful living.

To be successful head you will need to acquire managerial attitude a skill, knowledge for running your school this school managers who are seeking to find a cure for school management (R, Edward freeman, 1995)

2.4 School management Diagnose

Planning Translating national education polices in to school based teaching and learning objectives and target, Planning both the longtime and short term acquisition of relevant teaching and learning resources (including finance), Preparing school syllabuses, schemes of work, time tables and schedules for meeting of department level head, parent teacher association, staff, etc.

Organizing Preparing up to data job description for all employed staff and assigning roles, responsibilities and duties of staff and pupils, Arranging for the appointment of new staff and section and appointment of all a staff and Communication;-students holding responsibilities posts, Including new teachers, pupils and parents. Communicating regularly and fully by the most Appropriate means to all these with an interest in the school about school programs and actives. Holding formal and informal discussion with individuals of the School about all aspect of the school life, Monitoring ensuing that classes are held and pupil work, checking the schemes of working and lesson plan of the teachers. Monitoring standard of working and lesion plan of the teacher, conducting of full and fair appraisal of all staff including observation discussion and in written report. Evaluating Preparing the annual report; Analyzing recommendation for raising standard the examination result making the school, Reviewing the performance of all aspects of the school, Setting new targets for individual departments and the appropriate, Authorial and Presenting financial statement and report.

2.5 The roles of teachers in school management

Teacher participation is used to mean the right of all teachers to make part in making decision about certain aspects of school and educational policy interest in teacher participation has developed during a decade of grate change in the educational system, The stimulus and métiers produced by important have affected by attitudes towards school management complex teachers attitude towards school management complex , teachers attitude to authority are discussed in relation to the role of need and interaction between had and staff, The balance between hierarchical control, collegial control and teacher autonym is a dynamic one increased professional orientation by teachers tends to alter relationships between teachers and administrator.

The right of teachers to be consulted about matters which directly which directly concern them has been generally established .Management theories about the benefits of participation have helped to produce favorable attitudes among somas senior staff teachers appear favor zoned decision making forma preliminary questionnaire attitude skill was developed and used in a pilot survey This work gave indications that those who favor increased participation believe it will motivate teachers to work harder, cooperate better and accept change willingly and they have deep respect for democratic forms are not unduly concerned with costs as a group more experienced teachers may bless interested in formal methods.

Male and female teachers may not differ in their attitudes to participation secondary teachers as heterogeneous societies may vary more widely in their attitude to participation than primary school teachers .individuals tend to develop a complex cluster of sometime conflicting rational and emotional

attitudes toward participation of the formal public accountability of the individual need allows parents and society to exert a power full influence on the state of school increase informal professional control should not diminish the extent of public control of the schools Hurdman, 1995

In general teacher's participation in school management means teachers engagement (involvement) in Educational issues decision making to administrative (management issues decision making), Developing yearly school plan, School based (in built) supervision, School and community relation strengthening, Teacher's performance appraisal, Financial management, Student's behavior management, etc.

2.5.1 Teachers participation in decision making

Teachers participation in decision making is the involvement of teachers in altering choice for school issue or problems that the school face greater participation of teachers in decision making at school level is sign of participatory management, The participation of teachers in decision making centers on many considerations, the main motivation is to increase affiance more and better reacting learning or higher students achievement from more satisfied teachers in the school (Kirk Anderson, 1998:7)

Give from the content of more recent events and leadership it also need to be discuss why teachers choose to exercise leadership in the context of shared decision making , these factors show motivation from the more meaning full belief in teacher empowerment , Typically the traditional idea of management involved deciding when and who include was seen in Brice (1987) view that leaders need to administer test of relevance and expertise in order determine the zone of indifference.

2.5.2. Factors Affecting decision making

Decision is influenced by a number of situational factors such as organizational factors environmental factors and personal factors.

Personal; factors:- People differed in their ability of comprehension grasps insight and response to problems personality characteristics of teachers such as his/her values need intelligent and capacities have an important bearing on his/ her decision . Teachers willingness to take risks strongly influences the quality of his/her decision risk takers approach to search for information development and evolution of alternatives and the selection of iterative to solve the problem(Agrawal, 1993:3)

Environmental factors: - its social legal and economic aspects exercise is significant influence on organizational decision. The social aspect include students' parents, and community around the school

relationship with the school the legal aspects involve the laws, rules given by authority to make decisions (Agrawal, 1993:5)

Organizational factors: -Authority and organizational climate significantly influence the speed quality and time of the decision (Agrawal, 1994:7.8)

Alienation: -measure of perceived influence on decision making Alienation related to sense of empowerment and self-efficiency (Benson and Malone, 1987)

Empowerment: - Measure of actual influence in decision making from empowered, involved and engaged to release increased sense of efficiency low impact teachers (Tashekkori and Tyros 1997)

Commitment of charge capacity beliefs:- personal capacity and context belief emotional or usual process greater commitment to decisions and synthesis of individual and organizational (Leithwood, Gantzi and Steinbush, 1998)

The aim is to motivate teachers mostly at the bequest of administrators to achieve organization imperative, The teachers shaped organizations as active participants sometimes acknowledged was not overly apparent (clear) more recent in shared decision making suggested that teachers must do more than simply participate, that is seemed obvious that teachers need to be empowered to do this (Taylor and Tashakkori, 1999)

2.5.3 Teachers' participation in school based (Inbuilt) supervision

According to (Richards, 1998:106) class room observation allowed further identification of some of the characteristics of a more efficient teaching learning process. They to do with essential amount of learning exposure and the efficient use of learning time.

This is to say extent to which the learning and teaching is well and teaching well-structured and purposes are clearly defined and objectives are more precisely.

The following are characteristics of teacher's behavior in better performing.

He or she uses work plans and lesson preparation, He or she uses more active teaching style even if the overall approach remains teacher centered, He/she give regular homeworking more importantly he or she provides regular feedback to the learners on the basis of individual correction, He or she organizes regular assessment of knowledge and skills acquired by the learners and provide individual feedback on the results.

The teachers if ten report that they feel they have not significant involvement the development of city or school staff inbuilt supervision programs. This problem is one of the wane(disappear or avoided)in many school system where teacher have become more and more involved with committees and task forces convened to review supervision procedures according to(markors,199.97)

2.5.4 Teachers participation in performance appraisal

Performance refers to an employee accomplishment of assign tasks, performance apprise the systematic description of an employee's job relevant strengths and weakness .it is process of evaluating an employee's worth or quality in terms of the job, i.e. knowing how well a member performs assigned organizational activities, Also it is process of determining the work results fan employee in order to offer justified compensation (Allen, 2003).

2.5.4.1 Objectives of performance Appraisal

According to (Ale Wing, 1982) the objectives are: To get the employed to see themselves as they really are, to get the employee to recognize the need to improve job performance, to involve the employee in developing a plan for improving performance and better career planning.

To provide reward or promotion, to evaluate success of training and development decision

Performance appraisal helps (encourages) individual to take responsibility for problems decisions, actions, managing change, results self and organizational development.

It promotes effective communication within organization through the interchange of dialogue operated.

2.5.4.2 Principals of performance Appraisal

Some usefully principles of how a success full performance appraisal program designed and operated are:-

- Effective communication: - tow way communication between appraiser and appraises essential, there must mutual understanding about the purpose criteria and process of the appraisal program. It avoids uncertainty and wiry particularly among employees.
- Appraisers training: - Appraisers need to have human technical and conceptual skills to avoid subjectivity of appraisal results.
- Participation; performance appraisal as system is participatory and appraise of employees are best of they are involved in the design and operation of the system. They feel positive and constructive.

The finance and economic development minister set budget reform design manual to make budget plan for three 3/reasons, these are:-The planned list for each unit cost, making the program review of the plan, Work plan development.

To strengthen the finance activity, the school finance management of the gubre sub city give training for principals, parents, and teachers and for finance workers of the school, In buying the important materials and services for the school; management, buying committed and other responsible bodies are involved to have a fir activity (school administrating manual, 1994).

2.5.4.3 Importance of teachers' participation in school management.

Teacher participation in programs helps in the development of close association between teachers and principals. This motivates the principal and teachers ,The participation of teachers in school management in academic achievement of students determines the success or failure of the school Educational program it should be the primary objective if school management support the efforts of participation of teachers in school management can help in achieving school educational program or goals . Teachers participation program should be implemental they improve the academic achievements. The principal must accept the decision otherwise management teachers will feel they disagree used to spend the principals work(Roya,1999) teachers involvement is a contused(competent) issue in school ,the goals is to find out what way to teacher participation in school issues as well as go insight and understanding the effect of participation of teachers in school and how principal democratic to quality of education(muronga,2011)

CHAPTER THREE

3. Research design and methodology

This section states research method, data source, sample and sampling techniques data gathering tools and data analysis method.

3.1. Research Design

In order to answer the research questions and to attain the objectives of the study the descriptive survey design was preferred by the researcher ,This is because descriptive study is better to obtain the information concerning the current status of teachers participation in school management in selected primary schools in gubre sub city.

3.2. Source of data

Source of data for the study are primary and secondary sources. The major primary sources were principals, teachers, supervisors and some PTA and school boards members. The secondary source ware school documents (educational policy, education guide lines and annual educational statistics of ministry of education). The works of others on teachers participation studies and others books, journals and articles.

3.3. Data Gathering Tools

3.3.1. Questionnaires

The researcher collected the data by using questionnaires were prepared for the teachers to get sufficient and relevant information about the study ,the questionnaire item were both open ended and closed ended and they were distributed to many people They are teachers PTA asnd board members the same time and helped to save time.

3.3.2. Interviews.

The researcher were prepared interview to assess the views of principals, Vice principals PTA school board members and supervisors towards teachers participation in school management, It was structured and unstructured and the researcher communicated with individuals face to face to get accurate information.

3.4. Sample Size and Sampling Techniques

In gubre sub city there are 2 primary schools, out of these 2 schools, 2(100%) of the schools were selected by using simple random and stratified sampling technique. This random sampling techniques were used for the reason that it gives equal chances for all the schools to be included in the study, and stratified sampling techniques helps to included similar or homogenous population in the study. The respondents of the study included teachers, principals, same PTA's and school board members and supervisors in the selected primary schools. From a totally of 135 teachers in the schools, the sample size is 20(27%) of teachers, 2(100%) of principals and 1(10%) of supervisor selected as sample respondents.

No	Respondents	Total pop		Sample size		Sampling technique
		No	%	No	%	
1	Teachers	135	100	20	27	Simple random and stratified
2	Principals	2	100	2	100	Purposive
3	Vice principals	2	100	2	10	Purposive
4	Supervisors	1	100	1	100	Purposive

Teachers, PTA and school board members of respondents were selected by using simple random and stratified sampling technique, while principals and supervisor were selected by using purposive sampling form each school.

3.5. Methods of Data Analysis

Once the researcher collected the data from target population, the data also were summarized based on the responses of each group, by using quantitative and qualitative method of data analysis

3.6. Ethical considerations

The purpose of the study is will explain to the participants and the researcher has ask their permission to answer the questions in the questionnaires or interview guide. Researcher also inform the participates that the information they provide is only for the study purpose. Accordingly, the researchers use the information from the participants only for the study purpose. Taking this reality in mind, any communication with the concerned bodies is accomplishing wellbeing. In addition, the researcher ensures confidentiality by making the participants unnamed.

CHAPTER FOUR

4.1. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with presentation analysis and interpretation of data collected through questionnaire, interview and from some school documents. This chapter mainly focuses on the five (5) topics or section regarding to study. The 1st section discuss about respondents characteristics with respects of sex, age, academic qualification and work experience of respondents. Then the status of teachers participation in school management (in decision making, planning school based supervisory activity, and performance appraisal and finance activity)

4.2. Characteristics of respondents

Under this part, the distribution of respondent's characteristics or background information of teachers, principals and board members and PTA members listed. Therefore, the following table shows clearly these issues.

Part1: Table 2. Respondent's background information

No	Characteristics of respondents	Number and percent of respondents					
		Teachers		principal		supervisors	
		No	%	No	%	No	%
1.1	Sex						
	Males	15	75	2	50	1	100
	Females	5	25	2	50	-	-
	Total	20	100	4	100	1	100
1.2	Age						
	21-30	7	35				
	31-40	4	20				
	41-50	6	30	1	50	1	100
	Above51	3	15	1	50		
	Total	20	100	2	100	1	100
1.3	Educational qualification						
	Certificate						
	Diploma	14	70				
	Degree	6	30	2	100		
	Other					1	100
	Total	20	100		100	1	100
1.4	Other responsibility						
	Department heads	7	35				
	Laboratory class	2	10				
	Representative						
	Department heads	2	10				
	No response	9	45				

	Total	20	100				
1.5	Work experience						
	1-5 years	3	15				
	6-10 years	5	25	1	50		
	11-15 years	2	10	1	50		
	16-20 years	4	20	2	100		
	21-25 years						
	26-30 years	5	25			1	100
	Above 31	1	5				
	Total	20	100	4	100	1	100

As it can be noted 20 from table above, out of total 55(100%) teacher's respondents, 15(75%) were males and 5(25%) were females, and also out of total 4 (100%) of principals respondents 2 (50%) were males and 1(5%) were females respectively, and 1 (100%) males supervisory this shows that males are dominant over the females.

Regarding age distribution of the total respondent of the teachers, 7(35%) were between 21-30 , 4(20%) were between 31-40 , 6(30%)were between 41-50 and 3(15%) were above 51 years old. On the other hand the total respondents of the principals and supervisors , 15(35%) were 21-30, 2(50%) were 31-40, 1(16.5%) were 41-50 and 1(16.5%) were above 51 years old This indicates that more than 50% respondents of teachers are a work force potential for success.

Concerning their educational qualification, from the total teachers respondents 52(94.6%) have diploma and 3(5.4%) were degree holders respectively on the other hand, 2(100%) of principals were 1st degree holders and 1(100%) of supervisors had MA respectively. This indicates that many of the respondents have fulfilled the required educational qualification.

Regarding to other responsibility from the total respondents of the teacher, 7(35%) were department heads 2(10%) laboratory class representatives and 2(10%) were department heads respectively. This shows that only 11(55%) of teachers participate more in teaching learning activity. But 9(45%) of teachers were not participated for teaching learning process activity.

With regards to work experience of the total respondents of teachers, 3(15%) have 1-5 years. 5(25%) have 6-10 years, 7(35%) have 11-15 years, 6(30%) have 16-20 years and 17(85%) have above 31 years respectively. On the other hand, the total respondents of principals 4(20%) have 10-20 years, 2(10%) have 21-30 year, and 1(100%) supervisors have 21-30 year respectively. This shows that most of teacher, principals and supervisors have great work experience.

Table 3 status of teachers' participation in school management

No	Items	Teachers	
		No	%
1	Do you have teacher's participation in school management?		
	Yes	10	50
	No	3	15
	Not sure	7	35
	Total	20	100
2	To what extent in school management teachers are effective in performing their responsibility?		
	Very high	1	5
	High	5	25
	Medium	8	40
	Low	2	10
	Very low	4	20
	Total	20	100
3	To what extent teachers participant try to solve school disciplinary problems?		
	Very high	4	20
	High	6	30
	Medium	3	15
	Low	5	25
	Very low	2	10
	Total	20	100

The data from the table 2 item 1 indicates that 10 (50%) of the respondents expressed yes, 3(15%) said indicated No and 7(35%) said indicated Not sure. The result indicates that in each school, there is participatory management, but it not fully organized on the basis of directives or guide line principles, because some of the respondents indicated No and Not sure.

As indicated in table 5 item 4, the teachers participation training to make effective is rated 6 (30%) medium and 7(35%) said high on the. Other have 6(30%) and 2(10%) of respondents believe low and very low respectively. These indicate that teachers training offered by school management to make effective is low. It is not sufficient to make effective.

In table 5 item 5 shows the teachers' participation in offering training is low because the school has various training but participated man power is not enough and the training is not grasped enough knowledge, lack of continuous training to help teachers to be effective.

As indicated in table 2 item (3)6 (30%) of total respondents believe to solve disciplinary problems in medium, low and very low respectively. Only 6% and 9% of total respondents believe that teacher solve

school disciplinary problems is high and very high. This implies that most of teachers did not solve school disciplinary most of teachers did not solve school disciplinary problems actively.

Table 4 statues of teachers participation in school management.

No	Item	Teachers	
		No	%
4	To what extent teachers participate in school improvement in their own capacity?		
	very high	6	30
	High	2	10
	Medium	3	15
	Low	5	25
	Very low	4	20
	Total	20	100
5	In school management, to make the teachers, participation effective, what have done and what problems are encountered.		

The data table 3 and 4 indicates that 30% believe that teachers participate in school improvement in their own encouraged capacity is very high 6% and 2% of the total respondents said teachers participate in school improvement in school improvement in their own Encouraged capacity is low and very low. On the other hand 15% (3) and 10% (2) of total respondents assured that it was medium and respectively. This shows that teacher participation in school improvement in their in encouraged capacity used better. But not 100%

In this study interview is made by principals, supervisors and PTA members and school boards that that they said the provision of necessary rewards and encouragement by school administration to teachers' participation given for better performed ones like book and financial rewards at the end of the year.

The data from table 3 items 5 indicates that to make teachers participation effective is said that training is given various time and encountered problems are lack of materials. Efferent top official like unit leader, department representatives have participated, but the encountered problems are shortage of capacity building training and in school educational rule and regulation have not done practically.

But the data obtained from interview supervisors and principal assures arranged similar and workshops for teachers two times in semester and identify the gap and discuss and committee meetings. This shows there is a problem from both teachers and principals because the response is argumentative.

Table 5 status of teachers participation in inbuilt supervisory activity.

no	Items	Teachers	
		no	&
1	To what extent weo has provided incentives for effectives teachers participation in school management?		
	Very high	5	25
	High	4	20
	Medium	6	30
	Low	2	10
	Very low	3	15
	Total	20	100
2	In the above question number one, your response is low, mention the reason.		
3	The teachers involvement in supporting the school principal of leadership		
	Very high	2	10
	High	4	20
	Medium	5	25
	Low	6	30
	Very low	3	15
	Total	20	100

As it is shown table 4 item 1, 2 (10&) and 3(15&) of the total respondents said the gubre sub city primary schools have provided incentives for effectives teachers participation in school management is low and very low. On the other hand 6(30%, 2(10&) and 5 (25&) of the total respondents said medium, high and very high respectively. This indicates that gubre sub city primary schools have provided incentives for effective teachers participation. The school management is support the teachers to participation for the effective teaching and learning process.

The data from table for item 2 indicates the gubre sub city primary school have provide incentives for effective teachers participation school management is low because gubre sub city primary school have not supported for teachers capacity building. They come two schools one times or two times a year. This is not enough to improve incentives for effective teachers' participation in school management.

As it indicated in table 4 item 3, 5 (25&) believe teachers involve in supporting the school principal is medium, and 6 (30&) and 3 (15&) of total respondents response was low and very low respectively. On the other hand 4(20&) and 2 (10&) of the total respondents assured it was high and very high. This shows 6& (30) respondent that the involvement the teacher supporting the school leadership is low. So, teachers were not aware about their duties and responsibilities most teachers did not involve in supporting the school principal on leader ship for quality of education by stem.

In this study the interview made with principals and supervisors assured that educational office on teachers leadership professional support are doing various training by identifying the gap among teachers and we have given professional support by identifying the strength and weakness.

Table 6 statues of teachers participation in inbuilt supervision.

no	Item	teachers	
		no	&
4.	To what extent school management teachers' participation offering training make effective?		
	Very high		
	High	5	25
	Medium	7	35
	Low	6	30
	Very low	2	10
	Total	20	100
5.	In the above question four, if your response is low or very low, describe the reason.		

As indicated in table 5 item 4, the teachers participation training to make effective is rated 7(35&) medium and 5 (25&) said high on the. Other have 6 (30&) and 2 (10&) of respondents believe low and very low respectively. This indicates that teachers training offered by school management to make effective is low. It is not sufficient to make effective.

In table 5 item 5 shows the teachers participation in offering training is low because the school various training but participated man power is not enough and the training is not grasped enough knowledge lack of continuous training to help teachers to be effective.

Table 7 status of teachers 'participation in in built supervision

No	Items	Teachers	
		No	%
6	In school the effort made by teachers' participation is raising students enrolment?		
	Very high	4	20
	High	2	10
	Medium	3	15
	Low	6	30
	Very low	5	25

	Total	20	100
7	Do supervisory activities involve teachers in curriculum development or evaluation		
	Yes	9	45
	No	10	50
	Not sure	1	5
	Total	20	100
8	What is the degree of teachers participation in inbuilt supervision?		
	Very high		
	High	8	40
	Medium	4	20
	Low	8	40
	Very low	-	-
	Total	20	100

As indicated in table 6 item 6, 6(30%), 5(25%) and 3(15%) of respondents believe that the effort made by teachers to increase student enrolment is low very low and medium respectively on the other hand 2(10%) and 4(20%) of respondents believe that the teachers. Participation to increase student enrolment is high and very high. This shows that the efforts of the teachers' participation to increase the students' enrolment were not effective and efficient.

This reflects that the teachers were not participated in built supervision, and it reduces the effectiveness and efficient activity of the school.

Table 8 the status of teacher's participation in decision making

	Item	Teachers	
		No	%
1	Is school administration willing to give chance for teachers to participate in decision making?		
	Yes	10	50
	No	8	40
	Not sure	2	10
	Total	20	100
2	What is the willingness and motivation of teachers to participate in school decision making?		
	Very high	3	15

	High	2	10
	Medium	3	15
	Low	4	20
	Very low	8	40
	Total	20	100

As indicated in table 7, item 1, 10(50) of respondents believe that the school administration give the chance for teachers to make decision. The remaining 10(50%) of respondents not believe that administrators not give the chance for them. This indicators that the decision made in school level is centralized and participatory.

In table 7 item 2, 3 (15%) 2(10%) and 3(15%) of respondents replied that the teachers willingness to participate decision making processes very high, high and medium 4(20%) and 8(40%) of respondent said that teachers motivation to make decision is low and very low. This shows that more than 40% of teachers are not willing to make the decision at the school.

Table 9 the statues of teachers participation decision making process.

no	Items	teachers	
		no	&
3	Commitment of teachers to participate in school decision making?		
	Very high	7	35
	High	5	25
	Medium	10	50
	Low	7	35
	Very low	6	30
	Total	20	100
4	Is the rules and regulation of the school that effect teachers participation in school level decision making	-	-
	Yes		
	No	11	55
	Not sure	9	45
	Total	20	100
5	In your school, principals always make centralized decision or non-participatory?	-	-
	Yes	12	60
	No	8	40
	Not sure	-	-
	Total	20	100

As indicated in table 8, item 3, 9(45&) of respondents believe that they have commitment to make the school decision on the other hand 11 (55&) of respondent said that there is no teachers commitment to make decision. This shows teachers have not voluntary to make the school decision.

According to table 8, item 4, 9 (45%) of respondents replied that there is no rule and regulation that affect teachers participation in decision making and 45% of respondents said not sure .This indicates that there no rule and regulation that hinder teachers participation in decision making.

In table 8 item 5, 8 (40%) of respondents replied that principals cannot make centralized decision, but 12 (60%) said yes. This indicates that more than 50% of decision is made commonly.

Table 10 the status of teacher’s participation in planning

No	Item	Teachers	
		No	%
1	Willingness of school principals to participate teachers in planning and goal setting		
	Very high	5	25
	High	2	10
	Medium	5	25
	Low	6	30
	Very low	2	10
	Total	20	100
2	Efforts made by teachers to planning the school activity		
	Very high	5	25
	High	6	30
	Medium	4	20
	Low	3	15
	Very low	2	10
	Total	20	100
3	To what extent teachers participate and generate their idea In yearly plan development?		
	Very high	4	20
	High	2	10
	Medium	5	25
	Low	8	40
	Very low	-	-
	Total	20	100

As it is shown in table 9 item 1, 10 (50%) of respondents believe that the school participates are willing to participate teachers in planning and goal setting 8(40%) of respondent said no. this indicates that there is principals willingness to participate teachers in planning.

The efforts made by teachers top planning school activities is fundamental educational administration, it is shown in table 9 item 2. 3 (15%) of respondent believe that they are affective a planning school activity. The remaining 40%respodents are not effective. This indicates that there is no cooperatively planned plan.

As shown in table 9 item 3, more than 5(25%) of respondents believe that the teachers generate their ideas in yearly plan. The remaining 40%are not. This shows there is teachers involvement in planning but not effective. (100%).

Table 11 the status of teacher’s participation in planning

No	Item	Teacher	
		No	%
4	The teachers engagement in strategic and operational planning of the school		
	Very high	3	15
	High	6	30
	Medium	5	25
	Low	4	20
	Very low	2	10
	Total	20	100
5	The involvement and participation of teachers in yearly lesson plan		
	Very high	3	15
	High	5	25
	Medium	2	10
	Low	6	30
	Very low	4	20
	Total	20	100

In table 10 item 4, 5(25%) of respondents responds that there is teachers engagement in strategic and operational planning but 3(15%) respondents not believe this idea. This indicated teachers engaged in strategic and operational plan, but not as expected.

Table 10 item5, shows that more than 8(40%) of respondents involved in yearly lesson plan. The remaining are not. This reseleacts that all the teachers are allowed to participate and they are not completely engaged at yearly lesson plan.

Table 12 the status of teachers engagement in finance and performance appraisal

No	Item	Teachers	
1.	The efforts made by teachers in conducting teachers performance evaluation	no	&
	Very high	1	5
	High	1	5
	Medium	8	40
	Low	4	20
	Very low	6	30
	Total	20	100
2.	Teachers evaluating their overall school performance		
	Very high	4	20
	High	4	20
	Medium	5	25
	Low	7	35
	Very low		
	Total	20	100

In respect of teachers evaluation regarding teachers efficiency as indicated in table 11 item 1, 4 (20%) of the respondents replied that there was teachers effort in conduct performance evaluation. On the other hand 8 (40%) of respondents replied it was low. This shows that there is no fair evaluation system.

As indicated in table 11 item 2, 5 (25%) of respondents believe they evaluate over all school performance but 7 (35%) of respondents said low. This indicates that more than half of the teachers are not participating in overall school performance.

Also the interviews conducted what factors increase and improve teachers participation in school management is responded that different short term trainings are given to increase awareness of the teachers, fulfilled educational materials, balance payments, recognition giving and doing monitoring and supporting teachers in all aspects are done. These increase the commitment of teachers to participate in school management.

Table13the statues of teachers’ engagement in finance and performance appraisal.

No	Items	teachers	
3	What seem to be the roles of teachers planning and approving school budget?	no	&
	Very high	2	10
	High	5	25
	Medium	4	20
	Low	6	30
	Very low	3	15
	Total	20	100
4	Do the teachers participate in the school finance activity?		
	Yes	11	55
	No	9	45
	Not area		
	Total	20	100
5	If your answer for question number four(4)no, give the reason		
6	Is their common decision with principal and teachers on the issue of financial and material allocation and utilization within the school?		
	Yes	10	50
	No	10	50
	Not sure		
	Total	20	100

As indicated in table 12 item 9,(45%) respondents believe the roles of teachers in planning and approving school budget is almost high and medium. But 11(55%) of respondents replied low and very low. This shows that some parts of teachers are not participated in actively.

As it is shown in 12 item 1, 2(10%) of respondents replied teachers participate in school finance activity.4 (20%) of the respondents were said no. this reflects also same of the teachers are not participated in school financing activity.

The common discussion of teacher is and principals are the core for effective leadership. As indicated in table 12 item 6, 10(50%) of respondents replied there is a common discussion between teachers and principals. But 9(45%) of respondents said there is no common discussion. This shows this on fair activity regards to finances and resolve allocation. According to the interview conducted that teachers

involvements in overall school activity. It is replied more than 50% of teachers are activity participated. This indicated it is not enough for the batter achievement of the schools goals and intention.

Table 12 the statues of teachers' engagement in finance and performance appraisal.

As indicated in table 12 item 6(30%) of respondents believe the roles of teachers in planning and approving school budget is almost high and medium. But 5(25%) of respondents replied low and very low. This shows that some parts of teachers are not participated in actively.

As it is shown in 12 item 1, 6(30%) of respondents replied teachers participate in school finance activity.5 (25%) of the respondents were said no. this reflects also same of the teachers are not participated in school financing activity.

The common discussion of teacher is and principals are the core for effective leadership. As indicated in table 12 item 6, 6(30%) of respondents replied there is a common discussion between teachers and principals. But 5(25%) of respondents said there is no common discussion. This shows the on fair activity regards to finances and resolve allocation.

According to the interview conducted the teachers involvements in overall school activity. It is replied more than 50% of teachers, are actively participated. This indicated that it is not enough batter achievement of the schools goals and intentions.

CHAPTER FIVE

5. Summary, Conclusion and Recommendation

This chapter presents summary of the majors findings, the conclusion drown from the finding and the recommendation's for warded that may help to improve teacher's participation in school management.

5.1 Summaries

This study mainly focused on the assessment of teacher's participation in school management gubre sub city primary school. The basic question for this study as follows:-

1. How teachers are participants in school based supervisions in primary schools of gubre sub city?
2. How teachers participating in staff performance Appraisal profess?
3. What supports are ended for effective teachers participation school management?
4. How teacher are participating in decision making process at the school level?

Questionnaires, interview and some school documents are the tools used to gather information about the basic questions. 20 questionnaires were prepared and distributed to teachers and the teachers properly filed and returned them 2 interviews were prepared for school principals and supervisors and PTA members. Based on the elements and basic questions, the following findings are drawn.

The respondents of the study were teachers, principals, supervisors, PTA members and school board out of these 15(75%) were males and 5 (25%) were females teachers. And 4 (20%) were males and 2(10%) were females principals. The questionnaires were distributed to each sample teachers. Consequently the rate of return was 15 percent. The interview rate of return of principals was 100 present. The major findings of the study are summarized as follows.

1. Regarding the teacher's participation in conducting school based supervision.

40% of the respondents responded that teacher's participation is low.

- 35% respondents responded that teacher's participation to solve school disciplinary problem, low and very low.
- Most of the respondents (40%) responded that an effort made by teachers' participation to raise student's enrolment is low and very low.
- 35% of the respondents stated that teachers insolvent to support school leadership were low and very low.

2. Teacher participation in performances appraisal;

- ❖ Almost 45% of respondents respond that effort made by teacher in conducting performances appraisal low and very low.
- ❖ 50% respondents respond that there was no common discussion of teacher and principal in the school affairs
- ❖ 45% respondents replied that teacher's participation in performances appraisal is low

3. Supports needed for effective teacher participation replied that;

- 60% respondents replied believe that woreda education offices provide incentives for better performed teachers
- Almost 54% respondents believe that there were training offered to make teacher participation effective in school management

4. Regarding the teacher's involvement in decisions making and planning.

- ✓ 40%. Regarding the replied that the willingness of teachers to participation school dissection making is low.
- ✓ Almost 35% of respondents respond that that the was no centralized dissection made by principals
- ✓ 45% of respondents replied the efforts made by teachers in planning is low
- ✓ 20% of respondents responded that teachers generating's their idea in plan development is medium

5.2 CONCLUSION

Based on findings, the following conclusions were drawn:-

As revealed by the findings it can be concluded that most of the teachers in the schools vague statement study did not plan cooperatively in school activities. These show that teacher participation in planning the school activity was low and decision making process, insufficient. This indicates that most teachers did not contribute their ideas in planning school operations collaboratively with school principals. Thus, in planning and management, teachers did not carry out their responsibilities in the proper manner. The effort made by teachers in conducting the teacher performance didn't assess the teachers' performance properly. Thus teachers were not evaluating the performance of each fairly. The role of teacher in making decision on the issue of school affaires is creative and more responsive through increasing participation of teachers. But the study indicated that they were not able to participate decision making actively.

As a result, they are not able to participate actively in decision of their school affairs successfully and carry out their responsibilities. As it is indicated in the study, teachers in the school understudy lacked commitment and willingness and they are less interested in supporting the schools. Therefore most teachers didn't have commitment for the affairs the education under this circumstance: teachers become motivated to promote responsibility. School administration provides experience sharing seminars and workshops in order to enhance teacher participation, but adequate capacity building was not given properly. Hence, teachers became incapable to assist and successfully carry out their responsibility. Therefore, in general, the researcher concludes that the teachers participation in the primary schools of gubre sub city is low. So that, based on the finding, the following recommendation are forwarded.

5.3 Recommendation

In the preceding chapter ,it was discussed that teachers' participation in the school management of primary school face a serious problems .As it is used to most of the teachers do not at ill participate in the school management system actively . Teachers did not have strong interest to overcome their responsibilities, therefore fore based on the concussion reached from the study, the following recommendations are forwarded.

1. The school should create awareness to the teachers about their duties and responsibilities
2. The school principals should create opportunity for experience by preparing seminars and workshops,.
3. The schools ministration should encourage and reward for teachers successful achievement.
4. The school principal should to create strong relationships with teachers, by sharing and commonly performing their duties and responsibilities, through establishing meetings, monthly to discuss the school progress.

5. The school principals and supervisors should give enough training for the teachers
6. The principal should monitor teacher's day to day working achievement.
7. The gubre sub city education office should follow up what happen at each schools.
8. The supervisor should help and assist teachers to participate in management activities
9. The gubre sub city education office should provide training workshops and encourage each school teachers to participate in school management activities.

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APPENDIX A

WOLKITE UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaires to be filled by teachers PTA and board members

The objective of the study is to enhance teachers' participation in school management in gurage zone gubre sub city primary schools. This questionnaire is designed to obtain reliable and timely information. Therefore teachers are kindly requested to fill the questionnaire and return back soon as.

Instruction:-please do not write your name, but put (X) mark in the provided space from given alternatives.

PART 1 personal information

Thank you!!

1. Name of the school_____

2. Sex:- male_____ female_____

3. Age A.21-30 B. 31-40 C.41-50 D. Above 51

4. Education status

A. Certificate B. Diploma C. Degree D. other

5. Work experience

A. 1-5 years B. 6-10 years C. 11-15 years D. 16-20 years E.
20-25 years F. 26-30 years G. above 31 years

6. Other responsibility.

- A. Department representative B. laboratory class representative C. Department head D. no response

PART 2 questionnaires related to the status of teachers participation (engagement) in school management.

1. Do teachers participation in school management.

- A. yes B. no C. not sure

2. What extent in school management to teachers is effective in performing their responsibilities?

- A. Very high B. high C. medium D. low E. very low

3. To what extent do teachers' participation try to solve school disciplinary problem? A. Very

- high B. high C. medium D. low E. Very low

4. To what extent do school improvement in their encouraged capacity?

- A. very high B. high C. medium

- D. low E. very low

5. for school management, to make the teachers ` participate effectively, what has been done and what problems are encountered?

PART 3 Questionnaire related to teachers participation (engagement) in school based (inbuilt) supervisory activity.

1. To what extent does the woreda of education office provide incentives for effective teachers participation in school management?

- A. Very high B. high

- C. medium D. low

- E. very low

2. In question, one your response is low, what is the reason?

1. The teachers involvement in supporting the school principal leadership.

A. Very high B. high C. Medium D. Low E. very low

2. To what extent schools management teachers participation offering training to make effective.

A. Very high B. high C. medium D. low

3. In the above question if your response is low and very low describe your reason.

6. In school, the effort are made by teachers participation in raising student enrolment?

A. YES B. MEDIUM D. NO C. LOW E. very low

7. Do supervisors involve teachers in curriculum evaluation?

A. yes B. no C. not sure

8. What is the degree of teachers' participation in inbuilt supervision?

A. very

high B. high C. high D. medium E. very low

PART 4 questionnaire related to teachers participation in decision making process

1. Is the school administration willing to give chance for teachers to participate in decision making?

A. yes B. no C. Not sure

2. What is the willingness of teachers, to participate in school decision making?

A. Very high B. High C. Medium D. Low E. Very low

3. Commitment of teachers to participate in school decision making?

A. very high B. High C. Medium D. Low E. very low

4. Rules and regulations of the schools that effect teachers' participation in school level decision making?

A. yes B. no C. not sure

5. In your school, does the principal always make centralized decision or- participatory?

A. yes B. no C. not sure

Part 5 questionnaire related to teachers participation in planning

1. Willing ness of school principal to involve teachers in planning and goal setting?

A. Very high B. high C. medium
D. low E. Very low

2. What are the efforts made by teachers for planning the school activity?

A. very high B. high C. medium D. low E. very low

3. To what extent do the teachers participate and generate their ideas in planning yearly plan development?

A. very high B. high C. Medium D. Low E. very low

4. teachers engagement in strategic and operational planning of the school?

A. very high B. high C. medium D. low E. Very low

5. The involvement of teachers in yearly lesson plan?

A. very high B. High C. medium D. low E. very low

PART 6 Questionnaire related to teachers involvement in performance appraisal and finance.

1. What are the efforts made by teachers in conducting teachers' performance evaluation?

A. very high B. high C. medium D. low E. very low

2. Teachers evaluating their overall school performances?

A. very high B. high C. medium D. low E. very low

3. What seems to be the role of teachers in planning and approving school budget?

A. very high B. high C. Medium D. low E. very low

4. Do the teachers participate in the school finance activity?

A. yes B. no C. not sure

5. If your answer for question four no give the reason

6. Is there common discussion with principals and teachers on the issue of financial and material resource allocation and utilization with in the school?

A. yes B. no C. not sure

APPENDIX B

HARAMAYA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview for principals, supervisors, PTA and school board members.

PART 1 personal information

1. Sex
2. Age
3. Educational status
4. Responsibility
5. Work experience

Part 2 interview regarding the study

1. Are teachers supported by the school management?
2. What are the roles played by school principals to increase teachers' participation in school management?
3. What rewards are the given for the better performance of teachers to increase their participation.
4. Are training given from management bodies for teachers to aware them about school management.
5. Do teachers play their role in making decisions on the issues they are subjected?
6. How are teachers involved in your school, in the overall activity of the school (planning decision making, performance, approving, supervision resource allocating, etc.).
7. What factors can increase and improve teachers' participation in school management.