The Impact of Teacher Inclusion in Decision-Making on School Performance

تأثير مُشاركة المدرس في صناعة القرار على الأداء المدرسي

By

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Declaration

I declare that THE IMPACT OF TEACHER INCLUSION IN SCHOOL DECISION-MAKING ON SCHOOL PERFORMANCE: A case study is my own work and that it has not been previously submitted to the British University or any other institution for admission to a degree, diploma or other qualifications.

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December, 2011

Dedication

This dissertation is dedicated to my wonderful family. Particularly to my wife Abeer, my daughter Salma, and my son Ziad. Finally, I dedicate this work to my parents.

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Abstract

Much as the corporate world has realized that the input of valued employees can greatly benefit a company, the educational landscape is also shifting from autocratic administrators making unilateral decisions to inclusive administrators who are allowing teachers to participate in the daily functions and policy-making procedures to benefit the school. Directly involving teachers in the decision-making process has many positive impacts on both the school and the teachers, which are then reflected in the attitudes of the students.Therefore school systems must be reformed and restructured to activate the role of the teachers by giving them more authority and giving them constructive roles in addition to their teaching mission to make them active members in the decision-making community. In turn, teacher participation needs to be meaningful and should effectively improve their skills and abilities.

The literature supports the active involvement of teachers in the decision-making process by presenting the multiple benefits of active teacher involvement, which include increased job satisfaction, improved student and school performance, and a much healthier school culture. The case study at the heart of this thesis compared the effect that two principals, with two opposing management styles, had on a school's culture, students' performance and the school's performance. Both qualitative and quantitative methods of research were used in this case study to reach the final conclusions and resulting recommendations. Rather than using a single-method approach, which would limit the findings and data sources, the dual-method approach gives a much more holistic view of the many issues directly related to teacher involvement and administrative inclusion.

The collected data and the analysis provided by the researcher present clear evidence that teacher input has a tremendous impact on students' academic achievement and the overall school environment as well. The teacher is one of the most important factors that directly impacts the quality of education in a school and the school's progress. The research asserts that the teachers' performance is directly proportional to the school performance and the results proved that involving teachers in school decision-making processes has a positive, lasting impact on school performance.

مُلخصْ الِدراسة

أدركت معظم المؤسسات والشركات العالمية أن للموظفين والعمال دور فعّال يُسهم في تطورها ورقيها , ولقد اصبح المشهد التعليمي أكثر تحولاً من ذي قبل حيثُ أنه انتقل من وضع المسؤول المُستبد الذي يستحوذ على صناعة القرار والسيطرة الكاملة الى تعاون جميع الاطياف وتضافرها في صنع القرار مما يعود على المؤسسة التعليمية بالنفع والفائدة وينعكس ذلك ايجابياً على المعلمين مما يؤدي الى تقدم الطلاب وتحقيق الهدف المنشود. وعلى ذلك يجب النظر في اعادة هيكلة الانظمة المدرسية لتفعيل دور المعلمين ليصبحوا اكثر فاعلية وتصبح مشاركتِهم هادفة وبناءة لترفع من مستوى الاداء والقدرات. و لقد أكدت معظم الدراسات والأبحاث التعليمية أن هناك العديد من مزايا مشاركة المعلم الهادفة والفعالة في العملية التعليمية ومنها الشعور بالرضا عن العمل وتحسين اداء الطلاب وخلق ثقافة مدرسية صحية وايجابية.

إنَ هذه الدراسة تقوم على المقارنة النموذجية بين اثنين من مدراءِ المدارس الحكومية ونوعية الاساليب المتبعة والمستخدمة لكل منهما في التعامل مع المعلمين ومدى تأثير هذه الاساليب على المعلم وعلى البيئة المدرسية وكذلك على مستوى اداء الطلاب بشكل خاص واداء المدرسة بشكل عام. ولقد حرصنا في هذه الدراسة الاعتماد على الاسلوب المزدوج في البحث (الكمي والكيفي) دون الاعتماد على طريقة واحدة ٍ لما للإسلوب المزدوج من مزايا هامة ومتعددة , ومنها انه اكثر شمولية مما يفيد في رصد القضايا المتصلة بمشاركة المعلمين في الادوار الادارية داخل المؤسسة التعليمية ٍ ولذلك قد حرص الباحث على المزج بين الاسلوبيين الكمي والكيفي للوصول الى النتائج المنشودة.

أظهرت البيانات التي قام الباحث بجمعها وتحليلها الدليل الواضح والبيّن على أن مساهمة المعلمين وجهودهم الكبيرة في المؤسسة التعليمية لها الأثر البالغ والايجابي على التحصيل الاكاديمي للطلاب بشكل خاص وعلى البيئة المدرسية بشكل عام. وقد اثبت الباحث من خلال نتائج هذا البحث أن اداء المعلمين يتناسب طرديا مع الاداء المدرسي مما يؤكد أن مشاركة المعلمين في صنع القرارات المدرسية لها العديد من الايجابيات وذات تأثير واضح ومباشر على الاداء المدرسي.

Chapter 1

General background and motivation for the study

1.1   Introduction

Schools are educational organizations that should provide a high quality of education services for all learners. Every educational system has a set of policies to organize the work, and all stakeholders must follow these policies in order to systematize the whole educational body and provide outstanding services. However, governing bodies, administrators and politicians are the only persons who are responsible for making educational policies. Even though the majority of educational systems are made up of teachers, they are seldom involved in making the choices that affect them, and their students, the most. "In education, policies are made by school governing bodies, administrators and politicians but teachers are rarely part of the processes and their voices are missing" (Smyth and Shacklock 1998).

Because policies directly affect school decisions and changes which then have a major impact, whether positive or negative, on the teachers, it should be self-evident that the teachers should be prominently involved in the school decision-making process. In fact, Wall and Rinehart(1998:50)believe that since "teachers are *most closely* affected by decisions at school level [that] they should therefore play a significant role in making the decisions". In order for this significant role to take place, the politicians and administrators need to experience a major shift in their thinking about how schools are best organized. "To be successful in the task of educating students, a school must create a collaborative environment where the knowledge and skills of individual staff members is distributed throughout the school"(Elmore, 2002 cited from Rutherford, 2006).

The majority of teachers have the required energy, knowledge and educational experiences, and thus the educational systems should use them and utilize their efforts in order to improve the quality of education by giving them a larger voice in the school decision-making process, whereby they will be able to make a change and to create a collaborative culture."If the energy of teachers in schools is used as an agent of change through the building of a collaborative culture, schools can be transformed from being principal-led schools to schools that are led by many"

(Wagner 1999:42-3) . Moreover, the participation of teachers in the decision-making process is a pivotal factor for increasing their feeling of inclusion.

Chapman (1988 cited in Too, 1999) suggested that "teachers gain sense of increasing power and mastery over the destiny of their school and of themselves in the school through participation in decision-making". Therefore school systems must be reformed and restructured to activate the role of the teachers by giving them more authority and giving them constructive roles in addition to their teaching mission to make them active members in the decision-making community, which demands that the system leaders identify specific roles and tasks for each of their educators. "School systems must be restructured to give teachers more space to participate in school-based decision-making, and the teachers who are participating in the process must be given a clear designation of authority and role" (Hallinger et al.1993:36).

If the school systems are dedicated to giving teachers a more active role, therefore, their participation should not be shallow or non-operational but it should be meaningful and should effectively improve their skills and abilities in order to benefit from this participation. Bacharach and Conley (1989 cited in Too, 1999) argue that "the aim of teacher participation in schools is to furnish teachers with the right of professionals". In order for this to take place, administrators must place a stronger focus on meeting the professional needs of the teachers. "If schools are to succeed in encouraging teacher participation they must redesign their management processes to help teachers to develop the skills and discipline needed for them to participate in order to reap all the benefits of participation" (McLagan and Nel,1995 cited in Khoza, 2004).

On the other hand, schools could not succeed by depending on the efforts of the principals alone, and the most successful schools appreciate and use the perception and experience of their teachers to improve the whole educational system. Leithwood and Steinbach (1995) asserted that "Principals in excellent schools value the perceptions and insights of their teachers and make skilful use of these resources in solving the problems facing the schools". Based on Leithwood and Steinbach suggestion, principals should empower their teachers in the decision-making process. Farrell and Weitman (2007:37) describe teacher empowerment as being "comprised of three interrelated components: increased teacher access to decision-making, increased teacher

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knowledge, and increased teacher status". Furthermore, Farrell and Weitman adds "teachers that are respected as knowledgeable decision-makers are empowered to make decisions and are therefore more satisfied with their profession"(Farrell and Weitman, 2007 cited in Pollak, 2009). So directly involving teachers in the decision-making process has many positive impacts on both the school and the teachers, which reflects on the attitude of the students. A "teacher's belief in being able to make a difference in her students' lives is more easily attained when teachers are empowered..." (Farrell and Weitman, 2007: 40).

Conversely, involving and motivating teachers in teamwork and providing them with more empowerment could overcome many of the school challenges and obstacles in which "educators are frequently faced with the challenges of politics, hostility, selfishness, and violence; in order to overcome these obstacles, which require teamwork, motivation, empowerment, and communication"(Hoyle, 1992 cited in Chen, 2007:2). "Teachers have [effectively] been assigned different roles such as team leaders, department heads and curriculum developers" (Harris &Muijs, 2005 cited in Chen, 2007:8), but in most educational organizations "teachers mostly serve as representatives in these roles, not as a leader" (Lieberman & Miller, 2004 cited in Chen2007:8).

Furthermore "the leadership potential of teachers is often stifled in traditional schools where peaked hierarchies concentrate power and authority in the hands of one or two administrators" (Sallis, 1996 cited in Rutherford, 2007),for the reason that part of principals misunderstood the actual meaning of 'leadership' by preventing teachers from any administration or leading work in the school. While, the other part of the principals realizes the importance of teachers for leading their schools. It is this second type of forward-thinking superintendent and principal that believes that "when teachers lead, principals extend their own capacity" (Barth, 2001).

Involving teachers does not mean giving them complete authority over the decision-making process, but simply giving them the opportunity to express their opinions and make them part of the process. "If a teacher has expertise but no stake in a particular decision, he or she can be asked to share that expertise as a consultant, but full involvement in the final decision is not

necessary"(Hoy and Tarter, 1995)."The accountability dilemma arises when principals are accountable for the decisions made by, or with, others. So, principals are expected to involve others in decisions but the ultimate responsibility for success or failure of the decisions rests firmly with the principal" (Winkler, 1993).

1.2   Background information about the school under research

A case study is used to get an in-depth view of the research problem and to study the problem in the real situation. In addition, "a case study has an end-product that has a rich, "thick" description of the phenomenon under study" (Merriam 1998:27).

The targeted school [appendix 1] had two different principals: principal (X) 2008-2009 and principal (Y) 2009 –present.

Principal X represented a good model of the tyrannical manager who never shares and even discusses any of the school issues with the teachers or the administrative staff and he was the only one who made decisions in the school. This principal's policy and strategy led to a breakdown in the relationships between him and both the teachers and the two vice principals. Consequently there was a decline in performance level of the whole school. Because of this situation and the events in the school, the teaching and the administrative staff filed an official complaint to the educational zone to remove the principal from the school administration.

As a result of this action, one of the current vice principals (Principal Y) was promoted as school principal.

The new principal (Y) wanted to reformulate the structure of the school management system to correct the mistakes of the former principal (X) and to create a new friendly educational environment that could encourage the students for their study and motivate the school staff for their work. In addition, Principal Y succeeded in establishing many of school committees and involving the teachers in the decision-making process which ultimately led to a positive impact on the school performance.

Unlike Principal X, Principal Y tried to establish a good relationship among school teachers and to consolidate the principle of teamwork, which helped to improve the educational performance in the school. In addition he aimed to gravitate parents to the school and activate their role to

improve the educational process in accordance with the strategic plan of Abu Dhabi Education Council: "The plan focuses on developing a public school sector of the highest international standard which will educate students as independent-thinkers with the skills required to excel in higher education and in their future careers" (ADEC, 2011).Additionally "Reforms planned for all schools include: ..... the introduction of best practice teaching methods, improved teacher and school leadership training, and more interactive and integrated learning environments that are equipped with appropriate teaching resources" (ADEC, 2011).

1.3   Motivation for the study

Abu Dhabi Education Council (ADEC) controls and supervises the whole governmental education system in emirate of Abu Dhabi, and it always works on improving the educational system in Abu Dhabi public schools. ADEC has released its "10-Year Strategic Plan 2009-2018" which aims to "develop [a] new school operating model and migrate all public schools to the new model" (ADEC Strategic Plan, 2009), moreover "enhance the learning environment in public schools: facilities, classroom management, attendance, and parental involvement" (ADEC Strategic Plan, 2009).

ADEC realizes that teachers play a vital role in student learning where "teachers will share accountability for the student learning" (ADEC Strategic Plan, 2009).

Through the regular meetings as a teacher and head of Science and math department with the educational leaders of Abu Dhabi Education Council (ADEC), it was clear enough to recognize the new policy of the council which aims to change the traditional authoritarian management system into a democratic management system which involves principals, teachers, parents and learners in the decision-making process in all public schools and activate the roles of stakeholders to improve the quality of the leadership and school performance.

Some of the public school principals are implementing this strategy, while others are still refusing to allow any other members to participate in the school decision-making process, especially teachers who are totally excluded from sharing or drawing the general policy of the schools, although ADEC always emphasises the cooperation and teamwork among the staff in the public schools where, one of ADEC's visions states that "Teamwork: Emphasize the virtues

of cooperation and coordination"(ADEC vision, 2011).In addition, the essential components of cooperation are "positive interdependence, face-to-face promotive interaction, individual and group accountability, interpersonal and small group skills, and group processing"(Johnson, Johnson & Holubec, 1993).

The principals who still use the traditional authoritarian management system and refuse the new paradigm shift of ADEC are the minority, but they represent an obstacle to the progress of the educational process and the performance of schools in general. Moreover they prevent ADEC from implementing its new model, which is called the New School Model, which is intended to improve the quality of education in emirate of Abu Dhabi.

1.4   Statement of the problem

The research in hand is investigating the teachers' participation in the decision-making process at one of the public schools in Abu Dhabi which, is managed by Abu Dhabi Education Council (ADEC) and determining how this participation affects the school's overall performance.
The main research question is: How does giving teachers a more operational role affect school performance?

To investigate the research question more effectively, according to the research methodology "mixed methods studies need to have both qualitative and quantitative research questions (or hypotheses) included in the studies to narrow and focus the purpose statements"(Creswell, 2003:130).Furthermore, Creswell asserted that "in mixed methods research, investigators use both quantitative and qualitative data because they work to provide the best understanding of a research problem"(p.14).

The research question was broken down into sub-questions as follows:
1. Do learning outcomes relate to teacher performance?
2. How does actively involving teachers in the school decision-making process impact teaching quality?
3. Does student performance relate to teacher performance?

1.5   Research objectives

- Studying the consequences of marginalizing teachers' role on school performance.
- Studying the consequences of involving teachers actively in school decision-making process on teaching outcomes.
- Studying the impact of the teachers on the learning outcomes.
- Studying the impact of the teachers on the students' performance.
- Studying the impact of the principal behavior on the teachers' performance.

1.6   Research Methodologies

1.6.1   Literature study

Literature study is a very important tool that enriches the research with guidelines and a wider view of the case under study. Moreover it supports the results of the study, so an extensive literature review has been done on decision-making and shared decision-making in chapter two.

1.6.2   Mixing qualitative and quantitative approaches

Both Qualitative and Quantitative approaches were used because this study deals with various types of data. "The combination of qualitative and quantitative evidence provides both prevalence estimates and information on culturally based goals and beliefs".(Yoshikawa, et al. 2008).

Further details about the research methodology will be discussed in chapter three.

1.7   Limitations of the study

This study is limited by three considerations. First, the perceptions of Principal X and student parents are not included in the study. Secondly, it was not possible to interview the teachers in the case school due to policy restrictions and the reluctance of teachers to be critical of either principal. Thirdly, a large number of the teachers chose not to return the questionnaire.

1.8   Programme of the study

The programme of the study was as follows:

Chapter 1

Chapter 1 gives a contextual background of the investigation, motivation of the study, statement of the problem, and research objectives.

Chapter 2

An extensive literature review on teachers' involvement in school decision-making process is done.

Chapter 3

The research methodology is presented.

Chapter 4

Presents findings, interpretation and analysis of data collected.

Chapter 5

Further analysis and conclusion is made and recommendations of the study are drawn.

Summary

Chapter 1 introduced the topic to be investigated. The background of the topic was given. The research problem was stated and the research methodology was outlined. Concept analysis on teacher participation in school decision-making process was done. The chapter also gave a clear demarcation of the study and culminated in a brief exposition of the programme of study. In the next chapter, teacher participation in school decision-making process is examined through extensive literature review.

Chapter 2

Literature Review

2.1   Introduction

This chapter introduces current research on teacher empowerment, teacher leadership, shared governance, the authoritarian mode of management, the participative mode of management, the advantages and disadvantages of the authoritarian mode of management, the advantages and disadvantages of the participative mode of management, and the current research on shared decision-making. For the constructive enrichment of the study, a comprehensive review of literature was conducted to explore the previous studies on the involvement of teachers in the school decision-making process. "Literature reviews help researchers limit the scope of their inquiry, and they convey the importance of studying a topic to readers" (Creswell, 2003:27). Furthermore, Cresswell (1994:20-21 cited in Neluvhola, 2007) adds:

> The literature review in a research study accomplishes several purposes such as sharing with the reader the results of other studies that are closely related to the study being reported on. It relates the study to the larger ongoing dialogue in the literature about a topic. It fills gaps and extends prior studies. It provides a framework for establishing the importance of study and a benchmark for comparing the results of a study with other findings.

2.2   Management

Guruge (1977:3) defined management as "a social process which is designed to ensure the cooperation, participation, intervention and involvement of others in the effective achievement of a given or determined objective". While Witzel (2004:1) stated that "Management is the co-ordination and the direction of the activities of oneself and others towards some particular end". Newman and Clarke (1994:29 cited in Bush, 2003) asserted that "[m]anagement possesses no super-ordinate goals or values of its own. The pursuit of efficiency may be the mission statement of management- but this is efficiency in the achievement of objectives which others define". Meanwhile, Bush (2003) indicated that "Successful management required a clear link between aims, strategy and operational management".

2.2.1   The new logic of management

According to Guruge (1977:43)"A major recommendation that is being strongly made for purposes of enhancing management efficiency is to encourage innovative decision-making at the lowest possible level in an organization with the participation and involvement of as many of the workers as possible".Branch (2002) stated that "[r]ecently, however, participative management has been discussed as a comprehensive governance system that could, and is, replacing the traditional bureaucratic hierarchical system for the new, organic, networked organizational forms emerging in the late 1990s". In the same context, Lawler (1996:22) explained the "new logic" or new paradigm for improving the organization. The new logic depends on a set of principles that are totally different from the traditional logic principles as shown in table 1 below.

Old logic principles	New logic principles
Organization is a secondary source of competitive advantage.	Organization can be the ultimate competitive advantage
Bureaucracy is the most effective source of control	Involvement is the most effective source of control
Top management and technical experts should add most of the value	All employees must add significant value
Hierarchical processes are the key to organizational effectiveness	Lateral processes are the key to organizational effectiveness
Organizations should be designed around functions	Organizations should be designed around products and customers
Effective managers are the key to organizational effectiveness	Effective leadership is the key to organizational effectiveness

Table (1) Differences between old logic principles and new logic principles

2.3　Types of leaders

Derel (2003) explained that there are three leadership styles according to a study that has been done at the University of Iowa:

- "Authoritarian leaders" These leaders are very dictatorial and do not allow any participation in the decision-making process. They assume full authority and responsibility from initiation to completion of a given task.
- "Democratic leaders" Leaders in this category promote group discussion and decision-making. They encourage subordinates to express their ideas and make suggestions.
- "Laissez-faire leaders" This final type of leader lets the group decide on their own and gives them complete freedom, with little thought to the outcome. In other words, they do not provide any leadership at all.

2.4　What is decision-making?

In the prevalent literature on this topic, three prominent definitions of the term "decision-making" were evident:

- Blau and Scott (1962:250-251 cited in Mokoena2003:18)define decision-making as:

  > The experience in solving earlier problems is not lost but contributes to the search for solutions to later problems….The process of organizational development is dialectical problems appear, and while the process of solving them tends to give rise to new problems, learning has occurred, which influences how the new challenges are met.

- Campbell et al (1983:108 cited in Mokoena2003:18) prefer the following definition of decision-making: "…the basic nature of a decision is that it is a choice of one from among two or more alternative ways to achieve an objective".
- Lipham (1974) defines decision-making as a process in which "awareness of a problematic state of a system, influenced by information and values, is reduced to competing alternatives among which a choice is made, based on perceived outcome states of the system".

2.4.1 Stages of the decision-making process

The decision-making process has a six-stage cycle as defined in (Hoy and Tarter,1993cited in Too, 1999):

1. Define the problem

2. Specify reasonable alternative

3. Examine the consequences for each alternative

4. Select a strategy for action

5. Implement the plan

6. Monitor and evaluate the plan

On the other hand, Glasman and Nevo (1988:56) asserted that the decision-making process has the following nine components:

- Becoming aware of information: the decision-maker must identify the collected information that is available on the subject.

- Collecting information: the decision-maker should use all the available means to collect a comprehensive collection of information, such as observations, documents, interviews and a representative sampling of the research literature.

- Ordering information: the decision-maker can use one or more of his/her subordinates or an external evaluator to obtain the necessary data and materials.

- Analyzing information: the decision-maker looks deeply at all details of the information provided to have a full understanding of their significance.

- Judging information: the decision-maker evaluates and assesses the quality of the information and studies its relevance to the problem.

- Deciding about information: the decision-makers decide how to use the information and make decisions to deal with the problem being scrutinized.

- Analyzing the problem: the decision-maker uses the information provided to analyse and interpret the problem to gain better understanding of the problem.

- Judging the problem: the decision-maker judges and evaluates the severity of the problem.

- Deciding about the problem: the decision-maker decides a final solution or an alternative action to deal with the problem.

2.4.2   The decision areas

Glasman and Nevo (1988:70) presented six decision areas that inform the relationship between the principal, the teachers, and student achievement.

The first three decision areas relate to the principal-teacher relationship:

1. Decisions about teachers' assignment
2. Decision about schoolwide issues
3. Decisions that are associated with the role of evaluating teachers

The second three decision areas relate to the principal's role in improving student achievement:

4. Decisions about guiding teachers and evaluating them on their setting of student achievement-based instructional objectives
5. Decisions about helping solve academic problems of low achieving students
6. Decisions about coordinating the administration of state- recommended student achievement tests in the school

2.5   Discourse terminology regarding teacher involvement

Within the discourse of teacher involvement in school decision-making process, it is worth examining the usage and juxtaposition of terms such as *teacher empowerment*, *teacher leadership*, and *shared governance*.

2.5.1 Teacher empowerment

Bezzina (1997:196 cited in Khoza 2004) defines teacher empowerment as "the transfer of authority of key school issues to those who are centrally involved in school life. In other words, empowerment deals with the giving of decision-making authority to people who in the past had looked to an authority to make decisions".

Furthermore Bezzina believes that empowerment covers three main aspects

- Status: when teachers have a feeling of respect and dignity especially in relation to themselves and their colleagues. To achieve such status, Bezzina added "teachers need to feel that they are important, and that their experiences and expertise are valued and trusted".

- Access: indicates that teachers are allowed to be involved in the decision-making process and are given a bigger say in the resulting decisions to make their roles in the school more active.

- Knowledge: knowledge means power, and knowledge is directly proportional to empowerment, when knowledge increases, empowerment increases.

Carl (2009:2-4) raised two very important issues regarding the influence of empowerment:

- Empowerment therefore deals with change, in that it focuses on the development of individuals as well as the collective potential. Empowered persons feel that they can take an active part in and can make a contribution to making a real difference.

- As an empowered person, the teacher will rather act as a facilitator and make learners realise that they have a share not only in their own learning process but in the learning process of others as well. Learners must develop a feeling of autonomy and therefore opportunities for this purpose must be created.

Additionally Schoetzau (1998) stated "True teacher empowerment included more than the power to make decisions. It was about being treated as professionals, not as skilled trades people". Farber (1991 cited in Schoetzau1998) suggested that "teacher empowerment was viewed as a manipulative administrative strategy aimed at imposing more accountability unless the school principal made some major changes. She suggested the principal would foster real empowerment when she or he encouraged collegiality among the staff".

In "Teacher Empowerment in Secondary Schools: A Case Study in Malaysia" Boey E. K. (2010:2) reached several relevant conclusions:

- When teacher empowerment occurred in school, then it can contribute to higher job satisfaction, motivation, commitment, better communication and efficient decision-making among the teachers".

- Teacher empowerment can also be seen as an indirect weapon that can be used to combat teacher alienation and segregation in their profession.

- In order to achieve fully the positive outcomes of teacher empowerment, teachers should always be in the center of any change or implementation and their voice and participation should be accounted.

2.5.2   Teacher leadership

According to a number of authors, there are different definitions of *teacher leaders* and, but all definitions seem to have the same elements. Katzemeyer and Moller (2001:5) have the following definition for *teacher leaders*, "teachers, who are leaders lead within and beyond classroom, identify with and contribute to a community of teacher learners and leaders, and influence others towards improved educational practice ".While, Harris and Lambert (2003 cited in Chen 2007) define *teacher leadership* as "a model of leadership in which teaching staff at various levels within the organization have the opportunity to lead". Moreover Lambert (1998:5) believes that *teacher leadership* is "the ability of those within a school to work together, constructing meaning and knowledge collectively and collaboratively". "The school improvement literature suggests that distributed leadership to teachers or teacher leadership has positive effects on transforming schools as organizations and helping to diminish teacher alienation" (Little, 1990; Fullan, 2001cited in Chen 2007).

In the discourse on the topic of school leadership, Troen and Boles (1993:27) further clarify the impact of *teacher leadership*:

> Teacher leadership has emerged as a new buzzword in the education community's search for a quick fix for school ills ... We suggest that teacher leadership enables practicing teachers to reform their work and provides a means for altering the hierarchical nature of schools. What is needed is a school culture in which classroom teachers are fully empowered partners in shaping policy, creating curriculum, managing budgets.

Senge (1990, cited in Schoetzau 1998) said that:

> The traditional view of leadership was based on the assumption that people were basically powerless; they lacked personal vision and had an inability to master the focus of change, and only a few great leaders could remedy these deficits. By contrast the leader's new work for the future is building learning organizations.

According to Bolman and deal (2002, cited in Jones, 2008:17)

> School leaders need to understand that there are two basic realities about school leadership. First, leadership is a three-way relationship among leaders, constituents, and concepts. Although individual leaders can make a difference, constituents are very powerful forces that often favor the norm. Second, leadership is not a top-down influence for those in high positions. It is a process of reciprocal influence centered on questions of purpose, values, and strategies.

2.5.3   Shared governance

Duke (2005) suggested that "*Shared governance* refers to principals sharing their governing roles with teachers. It is very similar to participative decision-making, in which teachers participate, in various ways and to varying extents, in making decisions in schools that were traditionally made by the principal". In addition Apodacaet al (2001) and Schmoker (2007 cited in Jones, 2008:18) added:

> *Shared governance* (also known as participative decision-making, shared decision-making, and school-based management) is decision-making at the local school level by a leadership team made up of administrators and teachers (and sometimes parents and other interested stakeholders) whose goal is to improve instruction and school climate.

According to Bauer (1992 cited in Liontos, 1994) shared decision-making emphasizes several common beliefs:

- Those closest to the children and "where the action is" will make the best decisions about the children's education.
- Teachers, parents, and school staff should have more say about policies and programs affecting their schools and children.
- Those responsible for carrying out decisions should have a voice in determining those decisions.
- Change is most likely to be effective and lasting when those who implement it feel a sense of ownership and responsibility for the process.

2.6   The authoritarian mode of management

Kaufman (1993:156) pointed that "The authoritarian model is subject to criticism in achieving equity, particularly in the extreme centralized mode. In extreme form, there is no opportunity for employee voice in workplace governance and the only available response to governance decisions is in the form of exit". Another description of the authoritarian mode of management is presented by Mosoge and Van der Westhuizen (1998:74 cited in Khoza, 2004) "It is a bureaucratic system of management where schools are controlled from the centre and where authority and power are vested in the hands of a small group of people in a central office".

In Organizational Designs for Excellence, Khandwalla (2009:112) makes the following observations regarding the authoritarian mode of management

- The authoritarian mode of management represents an intensive use of power to make decisions and to secure compliance to these decisions. Even democracy can be authoritarian without checks and balances to safeguard the legitimate interests of the minority.
- In the authoritarian mode of management there is a sharp difference between those who have power to instruct and those who do not, that is, there is a sharp power distance between these two groups. Power is concentrated at the top in the hands of a person or a group.
- In modern times, especially in democratic societies, the authoritarian mode is in retreat. Unionisation, too, has eroded this mode of management.

Davidmann (1998) summarizes the features of the authoritarian management approach as follows:

- Managers do as they are told, they transmit orders without clarifications or discussion.
- Decisions are made at the top. Military type of organisation. 'Line and staff'. 'Chain of command'.
- Assumes that people hate work, have to be forced to do it, have to be forced to achieve company's objectives
- Fear motivation. We need 'a certain level' or 'more' unemployment.

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2.6.1   Advantages of the authoritarian mode of management

The vast majority of literature on the subject of authoritarian mode views it as out-dated, ineffective, and detrimental. However, in a few instances some begrudging acknowledgements were made concerning its use:

Van Wyk & Van der Linde (1997:16 cited in Khoza, 2004) listed the following aspects as positive elements of the authoritarian mode of management:

- it is task-oriented and emphasises control and thus suitable when immediate action is called for;
- staff receive direct and immediate assistance towards achievement of their goals;
- management takes the initiative in coordinating work; and
- tasks, situations and relationships are clearly defined.

Khandwalla (2009:112) also makes the following concession: "It may also be appropriate in situations of chaos or indiscipline in which strong leadership is needed for a while, to restore order and discipline-a situation frequently encountered during organizational sickness".

2.6.2   Disadvantages of the authoritarian mode of management

By and large, the prevalent position of authors in the literature reviewed is as follows:

- The ideological core of the authoritarian mode is that the ends justify the means, that given noble goals superiors know best as to what must be done to achieve them, and that no collective missions can be achieved without enforcing discipline. (Khandwalla, 2009:112)
- "Teachers in this rigid mode of management feel less responsible and accountable as they do not have the necessary authority and power to affect the behaviour of others"(Beckmann andBlom 2000:3cited in Khoza, 2004)
- "Control and coordination are through orders of superiors and organizational patriotism is the chief motivating force along with fear of punishment". (Khandwalla, 2009:112)
- "Maintenance of the authoritarian mode of management which requires a hierarchy of decision-making mechanisms impedes motivation". (Brouillette, 1997:571 cited in Khoza, 2004)

- In other situations, the authoritarian mode maybe feasible because of the helplessness of subordinates, but not necessarily effective, because it may breed such resentment that it could topple the bosses or paralyse the organization through strife. (Khandwalla, 2009:112)

- "This system of management is strongly criticised for being counterproductive and dysfunctional, and for having structural flaws that inhibit communication and consensus building". (Bannister & Bacon 1999:8 cited in Khoza, 2004)

- The authoritarian mode can sometimes degenerate into simple rule through brutality. In organisations, lower level managers and employees may then live in constant fear of being fired, punished, or sidetracked for the slightest deviation from the whims of the bosses. Arbitrary use of power is a frequent lapse of the authoritarian mode. (Khandwalla, 2009:113)

- "In this system of management knowledge is seen as a commodity and schools are organised along factory lines" (Frost et al 2000:5 cited in Khoza,2004).

2.7   The participative mode of management

Bush (1995:52 cited in Tshomela, 2008) has defined participative decision-making in the following terms:

> Participative models assume that organisations determine policy and make decisions through a process of discussion leading to consensus. Power is shared among some or all members of the organisation who are thought to have a mutual understanding about the objectives of the institution.

In addition Khandwalla (2009: 114) argues that "In the participatory mode, the emphasis is on a certain amount of power equalisation, so that subordinates, too, have a say in the making of decisions". Furthermore Khandwalla listed some important features of the participative mode of management as follows:

- Free and frank discussions between all concerned
- Sharing of ideas and information among the group
- The right of everyone in the school to participate and speak up
- The norm that everyone must speak up

- Emphasis on reaching consensus decisions that take into account the legitimate concerns of all the participants in the decision process.
- Control and coordination vest in the group as a whole rather than in a boss
- Belonging to a group and helping decide its fate are major sources of motivation.

Davidmann (1998) summarizes some important features of the participative management approach as follows:

- Work (responsibility) is delegated. Manager co-ordinates own group's work with that of the group in which he/she is a subordinate.
- Manager clears difficulties out of path of subordinate.
- Work can be a source of satisfaction (voluntarily performed) or punishment (avoided) dependent on controllable conditions (manager and management).
- Participation in decision-making at all levels. All individuals are involved in the decision-making process.
- People learn not only to accept, but to seek greater responsibility (work at a higher level).
- Rewards are used to motivate the employees.

2.7.1   Advantages of the participative mode of management

Khandwalla (2009) summarizes the advantages of the participative mode of management as follows:

- A group can make far better decisions than an individual because the group has many individuals with different skills, information and brains.
- Naturally, people work hard to implement something they have collectively designed or decided
- It evokes the commitment of the participants in the process of decision-making due to their feeling of involvement.
- Leads to better solutions as a result of many information and options are presented.

Khoza (2004) listed the following benefits of the participative mode of management:

- it increases employee productivity (Bendix 1996:50; McLagan & Nel 1995:40; Van Wyk 1995:3);

- it enhances job satisfaction (Wall & Rinehart 1998:51);

- it leads to high performance work practices (McLagan&Nel 1995:28); and

- it increases employee commitment and sense of belonging (Chan et al 1997:37; Gaziel 1998:328; McLagan & Nel 1995:40).

Van der Bank (1997:154 cited in Tshomela2008) identified the following advantages:

- Groups provide a larger sum of knowledge than would be accessible to individual members, thus leading to informed decisions.

- Participation in decision-making increases the acceptance of decisions, which improves the motivation to implement the decision.

- Groups are willing to take greater risks than individuals, which leads to aggressive solutions to problems.

2.7.2   Disadvantages of the participative mode of management

Khandwalla (2009) suggested several key points to illustrate the disadvantages of the participative mode of management as follows:

- It is a slow mode for reaching decisions

- it is not favoured in situations that require real time , instant reactions, such as crises and emergencies

- It is a 'soft' mode and therefore not favoured when tough decisions have to be reached

- It is not appropriate when the competence differential between the leader and the led is very large.

Chapman (1990) warns of the possibility that the participation of the teachers may affect their teaching quality in the classrooms, "for participation to be attractive for such a group, organizational arrangements must ensure that participation in decision-making does not detract from teaching"(p.233).Meanwhile, Chapman suggested that the time factor has negative impact on the teachers, teaching and the quality of decisions as follows:

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- Participation in decision-making process may detract from teaching.
- Teachers spend more time in committee work, that increases their tiredness and stress which in turn affect classroom practice and attendance
- The teachers' limited time affects the decision-making process itself and the quality of the decisions mad

Robertson (1993 cited in Newcombe, McCormick and Sharpe, 1997) found that:

> Teachers involved in the managerial and corporate life of the school reported an undermining of their commitment to the classroom. Opportunities for curriculum development were said to be reduced, little time was available to confer with colleagues, lesson preparation was affected and involvement with students outside the classroom was limited. Teachers found that there was "little time for personal and professional reflection for developing a sense of pedagogic purpose".

2.8   Benefits of participation

(Kumar & Scuderi 2000:2; Dimmock 1993:5; Clift et al 1995:98,Shedd & Bacharach 1991.Cited in Khoza, 2004)

- it enables teachers become active participants in school management processes;
- it leads to a higher level of meaningful involvement by teachers and teacher teams in the decision-making processes;
- it accords teachers opportunities for professional development in decision-making skills;
- it is a proactive approach to information sharing among teachers and it makes teachers become better decision-makers;
- it nurtures teachers' creativity and initiative, empowering them to implement innovative reform ideas;
- it results in increased trust between senior management and the teachers;
- shared decision-making makes decisions more likely to be acceptable and more likely to be implemented because they reflect and serve the interests of the people responsible for putting them into action;
- it is good for the school's long-range planning;
- it improves the quality of the management's decisions; and

- it enhances effectiveness, efficiency and productivity by improving the school's ability to respond rapidly to problems or opportunities in its environment.

According to Tshomela (2008) research has indicated that participative decision-making results in a number of benefits for example:

- Increased decision quality

- Decision creativity

- Decision acceptance

- Decision understanding

- Decision judgment

- Decision accuracy

Liontos(1993) stated that Shared Decision-Making has the potential to improve

- the quality of decisions

- increase a decision's acceptance and implementation

- strengthen staff morale, commitment, and teamwork

- build trust

- help staff and administrators acquire new skills

- increase school effectiveness

2.9   Ramifications of excluding teacher input

There are some problems that teachers face when they not involved in decision-making at school, namely:

- Behavior changes

- Psychological withdrawal

- Influence on mental health for example stress, burnout, etc.(Steyn, 1998:40 cited in Tshomela ,2008).

Boey (2010) found a strong relationship between teachers empowerment and self-efficacy, where reducing teachers empowerment may lead to low in self-efficacy, and "low self-efficacy in

people can destroy motivation, lower their aspirations, interfere with cognitive abilities and adversely affect physical health" Additionally "people who are extremely low in self-efficacy will not even attempt to cope because they are convinced that nothing they do can make a difference" (p.19).

Summary

The second chapter represented an extensive literature review of decision-making process, discourse terminology regarding teacher involvement, advantages and disadvantages of participative mode of management, advantages and disadvantages of authoritarian mode of management, benefits of participation, and ramifications of excluding teacher input. Next chapter is presenting the research methodologies.

Chapter 3
Research Methodology and Design

3.1   Introduction

The purpose of this chapter is to describe the rationale for the research approach and the different types of the methods that used during the study as well as validity and reliability of the study results will be discussed.According to Yin (1994:64 cited in Mokoena, 2003)"it is of critical importance that the research procedure, data collection, data analysis and the research protocol are clearly documented to strengthen internal validity of the results".

3.2   Restatement of the research question

The research investigates the teachers' participation in the decision-making process at one of the public schools in Abu Dhabi and determining how this participation affects the school's overall performance. The main research question is: *How does giving teachers a more operational role affect school performance?*The following sub-questions were formulated to investigate the research more effectively:

1. Do learning outcomes relate to teacher performance?
2. How does actively involving teachers in the school decision-making process impact teaching quality?
3. Does student performance relate to teacher performance?

3.3   Objectives of the study

The Main objective of the study is to widen the understanding of the relationship between the involvement of the teachers in the school decision making process and the overall performance of the school. Specifically, the research investigates the following points:

- Studying the consequences of marginalizing teachers' role on school performance.
- Studying the consequences of involving teachers actively in school decision-making process on teaching outcomes.
- Studying the impact of the teachers on the learning outcomes.

- Studying the impact of the teachers on the students' performance.
- Studying the impact of the principal behavior on the teachers' performance.

3.4   Research methodology

In order to obtain a holistic, in-depth understanding of the study at hand and its results, the researcher used mixed method procedures by using both qualitative and quantitative approaches. Creswell (2003:238) describes the mixed method procedures as:

> These procedures [were] developed in response to a need to clarify the intent of mixing quantitative and qualitative data in a single study (or a program of study).With the inclusion of multiple methods of data and multiple forms of analysis, the complexity of these designs calls for more explicit procedures. These procedures [were] also developed in part to meet the need to help researchers create understandable designs out of complex data and analyses.

According to Creswell (2003: 240) this type of procedure is used "to expand an understanding from one method to another, to converge or confirm findings from different data sources". Besides "mixing qualitative and quantitative methods can give a richer picture of such reciprocal associations by uncovering in detail the processes by which individuals select their own (or others') environments".(Yoshikawa et al, 2008)

Additionally, Creswell (2009:15) described the characteristics of mixed methods as follows:

- Both pre-determined and emerging methods
- Both open-and closed-ended questions
- Multiple forms of data drawing on all possibilities
- Statistical and text analysis
- Across databases interpretation

3.5   Aims of using mixed method procedures

For the purpose of the study the researcher used the mixed method procedures to clarify and explain any unclear argument in the study. In addition the researcher planned to collect and analyze different types of the data to support and answer clearly the main study question. Creswell (2009:19) asserted that "[f]or the mixed methods researcher, the project will take extra

time because of the need to collect and analyze both quantitative and qualitative data. It fits a person who enjoys both the structure of quantitative research and flexibility of qualitative inquiry". In addition, "mixed methods researchers look to many approaches to collecting and analyzing data rather than subscribing to only one way (e.g. quantitative or qualitative)". Creswell (2003:13-14)

3.5.1   Qualitative research methodology

Denzin and Lincoln (1994:2 cited in Mokoena, 2003) define qualitative research as "a multimethod in focus, involving an interpretive, naturalistic approach to its subject matter". Moreover, Patton (1985:1 cited in Merriam, 1990:16-17) writes:

> It is an effort to understand situations in their uniqueness as part of a particular context and the interactions there. This understanding is an end in itself, so that it is not attempting to predict what may happen in the future necessarily, but to understand the nature of that setting—what it means for participants to be in that setting, what their lives are like, what's going on for them, what their meanings are, what the world looks like in that particular setting—and in the analysis to be able to communicate that faithfully to others who are interested in that setting... The analysis strives for depth of understanding.

This means, the qualitative research approach includes different methods for studying a specific phenomenon in its natural setting and gives full detail and description of the phenomena being examined.

In addition, Patton (1980:22 cited in Too, 1999:44) states:

> Qualitative data consist of detailed descriptions of situations, events, people, interaction, and observed behaviors; direct quotations from people about their experiences, attitudes, beliefs, and thoughts; and excerpts or entire passages from documents, correspondence, records, and case histories.

Conversely, (Myers, 2002) says that:

> Qualitative studies are tools used in understanding and describing the world of human experience. Since we maintain our humanity throughout the research process, it is largely impossible to escape the subjective experience, even for the most seasoned of researchers. As we proceed through the research process, our humanness informs us and often directs us through such subtleties as intuition or 'aha' moments. Speaking about the world of human experience requires an extensive commitment in terms of time and dedication to process; however, this world is often dismissed as 'subjective' and regarded with suspicion.

3.5.2   The qualitative researcher

According to Mokoena (2003) the "qualitative researchers study phenomena in their natural setting, attempting to make sense of or interpret phenomena in terms of the meaning people bring to them". Additionally, Creswell (2003) described the qualitative researchers as they "seek tounderstand the context or setting of the participants through visiting this context and gathering information personally", besides they "look for involvement of their participants in data collection and seek to build rapport and credibility with the individuals in the study". So what supports and strengthens this study is that the researcher is a full time teacher in the school under examination and he will use his observations and his views as the situation demands to provide the study with more depth, detail, and interpretation.

Patton (1980:43 cited in Too, 1999:43) suggests that "the depth and detail of <u>qualitative data</u> can be obtained only by 'getting close' physically and psychologically 'to the phenomenon under study', direct personal contact and her position in the school enable her to convey the study more thoroughly and effectively".

3.5.3   Characteristics of the qualitative method

Qualitative research examines "what it means for participants to be in [a] setting, what their lives are like, what's going on for them, what their meanings are, what the world looks like in that particular setting and in the analysis to be able to communicate that faithfully to others who are interested in that setting (Patton, 1985 cited in Merriam, 1998). In addition "A major strength of the qualitative approach is the depth to which explorations are conducted and descriptions are written, usually resulting in sufficient details for the reader to grasp the idiosyncrasies of the situation"(Myers,2002). Moreover "In communicating--or generating--the data, the researcher must make the process of the study accessible and write descriptively so tacit knowledge may best be communicated through the use of rich, thick descriptions" (Myers, 2002).

Creswell (2009:16) adds:

> In this situation, the researcher seeks to establish the meaning of phenomenon from the views of participants. This means identifying a culture-sharing group and studying how it develops shared patterns of behavior over time (i.e..ethnography). One of the key elements of collecting data in this way is to observe participants' behaviors by engaging in their activities.

3.5.4　Purpose of qualitative method in the study

According to Myers (2002):

> The ultimate aim of qualitative research is to offer a perspective of a situation and provide well-written research reports that reflect the researcher's ability to illustrate or describe the corresponding phenomenon. One of the greatest strengths of the qualitative approach is the richness and depth of explorations and descriptions.

Furthermore, the researcher is a full time teacher in the subject school and he will use his observations as a member of the school staff and as a head of the Science and Math departments to enrich the study with more information and clarification. This qualitative approach also includes studying and comparing the reports of a monitoring agency's visit to the school (Penta Observation Reports) during the school years 2008-2009 and 2009-2010.

3.5.5　Quantitative research methodology

Patton (1997:273) stated that:

> Quantitative measures strive for precision by focusing on things that can be counted and, when gathering data from human beings, conceptualizing predetermined categories that can be treated as ordinal or interval data and subjected to statistical analysis. The experiences of people in programs and the important variables that describe program outcomes are fit into these standardized categories to which numerical values are attached.

Furthermore Creswell (2009:16) adds more descriptions of the qualitative methodology:

> In this scenario, the researcher tests a theory by specifying narrow hypotheses and the collection of data to support or refute the hypotheses. An experimental design is used in which attitudes are assessed both before and after and experimental treatment. The data are collected on an instrument that measures attitudes, and the information is analyzed using statistical procedures and hypotheses testing.

3.5.6　Quantitative data

For the purpose of the study, the researcher has used the following quantitative sources:

- A questionnaire for the teachers
- A questionnaire for Principal Y
- The student results in the External Measurement of School Achievement (EMSA)
- The cumulative results of year-long continuous assessment

The above data is categorized as quantitative because it comes "from questionnaires, tests, standardized observation instruments, and program records" (Patton 1997: 273). The collected data came also in numeric form which meets the criteria set forth by Yoshikawa et al (2008):

> We define quantitative data as information that has been collected in numeric form (e.g., counts, levels, or Likert-format responses)". These authors further explain, "By quantitative research, we mean methods of inquiry that analyze numeric representations of the world. Survey and questionnaire data as well as biological or physiological data are often analyzed in quantitative units.

3.5.7   Strengths of the quantitative method

According to Matveev (2002) the strengths of the quantitative method include:

- Stating the research problem in very specific and set terms (Frankfort-Nachmias &Nachmias ,1992)
- Clearly and precisely specifying both the independent and the dependent variables under investigation
- Following firmly the original set of research goals, arriving at more objective conclusions, testing hypothesis, determining the issues of causality
- Achieving high levels of reliability of gathered data due to controlled observations, laboratory experiments, mass surveys, or other form of research manipulations (Balsley, 1970)
- Eliminating or minimizing subjectivity of judgment (Kealey and Protheroe 1996);
- Allowing for longitudinal measures of subsequent performance of research subjects.

3.6   Research design

According to Taylor (2000:80 cited in Mokoena 2003:132) "research designs are constructed plans and strategies developed to seek, explore, and discover answers to research questions". Where, Khoza (2004) listed a variety of definitions of the research design as follows:

- a research design is a set of guidelines and instructions to be followed in addressing the research problem. (Mouton, 1996:107)

- the plan or blueprint which specifies how research participants are going to be obtained and what is going to be done to them with a view to reaching conclusions about the research problem. (Huysamen, 1994:20)

- an investigation, which is used to provide answers to research questions. (McMillan and Schumacher 1993:31)

- The research design enables the reader to follow and evaluate the researcher's line of reasoning. (Strauss and Myburgh, 2000:93)

Therefore the research design in question is a holistic overview of how the actual research is conducted and how data is collected and analyzed.

3.7   Study design

3.7.1   Literature review

Cresswell (1994:20-21 cited in Neluvhola, 2007) argues that:

> The literature review in a research study accomplishes several purposes such as sharing with the reader the results of other studies that are closely related to the study being reported on. It relates the study to the larger ongoing dialogue in the literature about a topic. It fills gaps and extends prior studies. It provides a framework for establishing the importance of study and a benchmark for comparing the results of a study with other findings.

For the purpose of the study, an extensive literature review was done to create a full understanding and accurate representation and provide the study with a wider perspective of the paradigm under study.Dawidowicz (2010:5) defined literature review as

> an examination of scholarly information and research-based information on a specific topic. In other words, it's a review of what's known, not suspected or assumed, about a specific subject. Its goal is to create a complete, accurate representation of the knowledge and research- based theory available on a topic.

3.7.2   Case study

Merriam (1990: 21 cited in Too, 1999) defines qualitative case study as,

> An intensive, holistic description and analysis of a single instance, phenomenon, or social unit...Case studies...are descriptive...and heuristic—that is, they offer insights into phenomenon under study...Case study research is qualitative in nature, emphasizing description and interpretation within a bounded context.

Additionally, McMillan and Schumacher (1993) defined a case study as "an inquiry in which the main focus is on one phenomenon regardless of the number of sites involved in the investigation".

The researcher has used a case study approach as example of the qualitative research to describe closely and clearly the events in the school under study. "A case study is a useful methodology when holistic, in-depth investigation of a phenomenon is needed" (Feagin et al (1991:45cited in Mokoena, 2003). Besides providing more interpretive data to clarify certain points for the reader—which supports and enhances the importance of the study and offers a rich description of the case under study—Merriam (1998) stated that "A case study has an end-product that has a rich description of the phenomenon under study". On the other hand, the researcher is a full time teacher and head of the Science and math departments in the case school and he is a witness and insider of the school. The researcher observed the interactions of the teachers and the administration staff during the tenure of both principals in order to provide the study with more clarification from his holistic perspective.

3.7.3   Data collection strategy

Due to the importance of the research, the study is replete with many different types of data. The researcher used the results of both the continuous assessments of the students, the External Measurement of School Achievement (EMSA), and Penta observation reports, in addition to two closed-ended questionnaires given to both the teachers and Principal Y.

3.7.4   Questionnaire survey

Questionnaires were used to collect the views and beliefs of the teachers and the participating principal. The questionnaires were designed to determine their views on their participation in the school decision-making process and to what extent their participation affected the school's performance. Both questionnaires were distributed among all the staff in the school under study (appendices 7and 8).The researcher aimed to design both questionnaires to support the study and to collect the required information to answer the research questions.

According to Wegner (1993:180 cited in Mokoena, 2003:133), a questionnaire design requires that attention be paid to the following:

a. the type of questions to be included

b. the order of questions, and

c. the structure and wording of questions.

The instructions and the main purpose of the questionnaires were clear to all participants, moreover the questionnaire administered in both Arabic and English languages. Sekaran (2003 cited in Bull, 2005:64) writes "The rationale behind providing clear instructions and assuring confidentiality of information is based on the fact that this significantly reduces the likelihood of obtaining biased responses".

3.7.5   The pilot study

A pilot study was done using four samples of the questionnaires. The participants of the study commented that the questions were clear and that the language was easy to understand, but they suggested the removal of some open-ended questions due to several concerns: the sensitivity of the subject matter, the reticence of teachers to answer certain questions openly, the subjective evaluation of both principals, and the commentary on their interactions with the teachers. The researcher acknowledged the suggestions, amended the document, then the questionnaires were administered to Principal Y and the teaching staff.

3.7. 6   Ethical considerations

Glesne (1999 cited in Khoza, 2004) verifies "Research code of ethics is concerned with researchers' desire and attempt to respect the right of others". Moreover, Manga (1996:38cited in Mokoena ,2003) advises that a researcher should give a great deal of attention to the following measures regarding ethical acceptability:

- Conduct the research with respect and concern for the dignity and welfare of the informants;

- Respect the individual's rights to decline to participate;

- Ensure that the purpose and activities of the research are clearly explained to the participants;

- Ensure that promises and commitments are honoured;

- Safeguard participants' identities by assuring anonymity and confidentiality;

- Establish clear and fair agreements with regard to the participants' obligations and responsibilities.

The researcher honoured the previous ethical guidelines by observing the following:

- The participants were told about the purpose of the research and the intended use of the questionnaires.

- The participants were given the option and freedom to participate, or refuse to participate, in the study.

- The participants were guaranteed full anonymity regarding their views and answers.

It was also necessary for the researcher to obtain permissions from the current school principal to:

- use the school as a case study

- cite the results of the continuous assessments in the study

- use the External Measurement of Student Achievement (EMSA) results in the study

- include the findings of the Penta reports

- administer the questionnaires in the school

- interpret and analyse the data from the questionnaires

Summary

This chapter illustrated the methodology of the study, research design, data collection strategy and ethical considerations. The following chapter illustrates the analysis and interpretation of the collected data, and summarizes the findings of the research.

Chapter 4

Data Analysis

4.1   Data analysis of teachers' questionnaire

The teachers' questionnaire [appendix 7] was made up of 16 questions to help the researcher to collect the required data and feedback from one of the most important factors that affect the school performance. In addition to that most of the participants [83.2%] have worked with both Principal X and Principal Y. The questionnaire was anonymous and administered in both Arabic and English languages to avoid any misunderstanding from the participants. The Likert scale was used in designing the questions where each participant was asked to rate each phrase on some response scale. For instance, the participants could rate each item on a 1-to-5 response scale where: 1= strongly disagree ,2= disagree , 3= neutral , 4= agree , 5= strongly agree

4.2   Feedback analysis:

Table (2) summarizes the results of the questionnaire analysis from question 5up to question 15, the researcher included the arithmetic mean and the standard deviation for each statement result, additionally [appendix6] contained full questionnaire analysis with separate graph for each question .The first four questions were designed to gather information about the participants, where the total average age of the participants ranged from 30 to 39 years old and the majority of the participants [77.7%] have teaching experience exceeded five years.

By analysing table (2) it is clear that the arithmetic mean of the first statement was (4.47) with standard deviation of (0.77) which means that the majority of the participants preferred to be involved in the school decision-making process. The percentage of those who answered strongly agree reached to (58.3%) of the sample and the percentage of those who answered agree reached to (36.2%) while 5.5 % of the participants opposed to be involved in the decision process. The questionnaire contained 4 questions that connected the inclusion of the teachers in school decision-making process with their performance.

Table (2) data analysis of teachers' questionnaire

N = 36

No	Wording of the questions Questionnaire Phrases	s. disagree	disagree	neutral	agree	s. agree	Mean	Std. Deviation
5	Do you prefer to be involved in the school decision-making process?	0 %	5.5 %	0 %	36.2 %	58.3 %	4.47	0.77
6	My contribution in the school decision-making process gives me the motive to perform well in the school	0 %	1.1 %	2.7 %	36.1 %	50 %	4.25	0.97
7	Contribution in the school decision-making process increases my belonging to the school.	0 %	16.6 %	13.8 %	25 %	44.4 %	3.97	1.13
8	Contribution in the school decision-making process encourages me to promote the school performance.	0 %	5.5 %	5.5 %	30.5 %	58.3 %	4.41	0.84
9	Being a part of decision-making process encourages me to express my views freely.	0 %	16.6 %	5.5 %	33.3 %	44.4 %	4.05	1.1
10	Involvement of teachers in school decision-making process helps to solve many of the school academic problematic	0 %	0 %	8.3 %	36.1 %	55.5 %	4.47	0.65
11	Involvement of the teachers in the school decision-making process motivates them to teach positively	0 %	11.1 %	5.5 %	30.5 %	52.7 %	4.25	0.99
12	Students' performance is affected by teachers' psychological mode.	0 %	0 %	0%	33.3 %	66.6 %	4.66	0.48
13	The teachers' psychological mode is affected by the school decisions.	0 %	8 %	3%	24 %	65 %	4.44	0.91
14	The previous school Principal X used to follow the decentralised management approach (involving teachers in the school decision-making process)	77.7 %	13.8 %	8.3 %	0 %	0 %	1.31	0.62
15	The current school Principal Y used to follow the decentralised management approach (involving teachers in the school decision-making process)	0 %	13.8 %	5.5 %	19.4 %	61.1 %	4.27	1.08
	All Mean sum						44.55	
	Overall average of the Mean						4.05	

Questions 6, 7, 8, and 11 linked the teachers' inclusion in the school decision-making process with the following:

- higher performance of the teachers;

- affiliation of the teachers to their school;

- encouragement of the teachers to promote the school performance;

- motivating the teachers to teach positively.

The teachers' answers were very constructive as the average of the arithmetic mean of the previous questions responses ranged from 3.97 to 4.41 with standard deviation ranged from 0.84 to 1.13. This indicates a direct relationship between the teachers' involvement in the school decision-making process and the previous points.

Statements number 12 and 13 are connected to each other, where the participants are strongly emphasised on the strong relationship between school decisions and their psychological mode consequently the students' performance. On the other hand, the questionnaire contained two statements to give the opportunity to the participants to evaluate both Principal X and Principal Y. The participants disagreed that Principal X was using the decentralised management approach, where the arithmetic mean of the statement was 1.31. And the total percentage of those who answered "strongly agree" and "agree" reached to 91.5 %. Principal Y has been supported by 80.5% of the participants, that he uses the decentralized management approach. In addition the arithmetic mean of the statement was 4.27 with standard deviation of 1.08.

On the other hand, The questionnaire included a multiple choices question to give the opportunity to the participants to choose and list the advantages and disadvantages of involving teachers in the school decision-making process. 88.5% of the participants preferred to choose the positive points of involving teacher in school decision-making process [table 3], while 11.5% of the participants belief that the involvement has negative effects and those effects may impede or prevent them to participate in the school decision-making team [table 3].

Table (3) Advantages and disadvantages of involving teachers in the school decision-making process

Positive effects of being part of the school decision-making team	Negative effects of being part of the school decision-making team
• Raising my self-confidence and job satisfaction • Having the ability to change any negative issues. • Improving school performance and students' academic achievement. • Increasing sense of responsibility and self-censorship • Participation and commitment to achieving the objectives of the school.	• Affectsnegatively my teaching time and the educational outcomes. • Being part may lead to hostility with the principal as a result of difference in opinions. • Absence of harmony between committees' members may lead to the issuance of incorrect decisions.

4.3   Data analysis of principal y's questionnaire

Principal Y's questionnaire [appendix 8] was made up of 15 questions, and the main purpose of this questionnaire was to determine to what extent principal Y is for or against the contribution of teachers in the school decision-making process. A secondary consideration was to determine the impact of teachers' inclusion on school management.

Principal Y was told that the questionnaire was anonymous and it was for research purposes. Moreover the questions were administered in both Arabic and English languages to avoid any misunderstanding or confusion of the meaning of the questions.

The personal details showed that Principal Y was in the 30-39 year-old age bracket, and that his administrative experience ranges from 5 – 10 years. This means that Principal Y had tenure in administration and he has the required knowledge and ability to answer the questions wisely.

Table (4) summary of Principal Y responses

Question No	Wording of the question	Principal Y responses
3	Do you prefer to involve the teachers in the school decision-making process?	Strongly agree
4	The contribution of teachers in school decision-making process gives them the motive to perform well in the school	agree
5	The contribution of teachers in the school decision-making process increases their belonging to the school.	agree
6	The contribution of teachers in the school decision-making process improves the school performance	Strongly agree
7	Involvement of teachers in school decision-making process helps to solve many of the school academic problems.	Strongly agree
8	Involvement of the teachers in school decision-making process motivates them to teach positively.	agree
9	Students' performance is affected by teachers' psychological mode.	agree
10	The teachers' psychological mode is affected by the school decisions.	Strongly agree
11	I am keen to benefit from the experiences of others.	Strongly agree
12	I Support the efforts of the committees and the group work in solving the school problems	Strongly agree
13	I Work to activate staff unity and communication among all teachers.	Strongly agree
14	I Motivate teachers to cooperate and work together.	Strongly agree
15	I am a good model of the person who is implementing the decentralised management approach (involving teachers in the school decision-making process)	Strongly agree

Table (4) shows an overview of Principal Y's answers as well as his views on involving the teachers in school decision-making process.

Obviously, principal Y's answers showed that he supports and implements the decentralised management approach, where all principal Y's responses varied between "agree" and "strongly agree". Principal Y strongly agreed that the contribution of teachers in the school decision-making process improves the school performance and helps to solve many of the school academic problems. Additionally, he strongly agreed that there is a direct relationship between the teachers' psychological well-being and school decisions where the school decisions have a direct impact on the teachers and their psychological standing. Principal Y did not deny that there is a link between the students' performance and the teachers' psychological mode; consequently there is a strong relationship between the school decisions and the students' performance.

Questions 12,13 and 14 explained that Principal Y was strongly preferred working in committees and groups and he strongly supports the cooperative management style which includes all shades of school faculties. Principal Y assured that involvement of the teachers in the school decision-making process has many positive impacts such as leading teachers to teach positively, perform well and increases their affiliation to the school.

Statement number 14 is noteworthy because it explores Principal Y's personality and measures the extent to which he accepts the input of others and is willing to benefit from their experience. The principal very clearly indicated that he is strongly agreed that acknowledging the experiences of others is beneficial to his leadership. This stance is made clear in his response to statement number 7. Principal Y strongly emphasized that teachers' participation in school decision-making process has a positive impact on solving many school academic problems. Finally Principal Y strongly asserted that he is implementing the decentralised management approach which involves the school's teachers in the school decision-making process.

4.4   External measurement of school achievement

"Penta International is one of the leading independent providers of educational training, consultancy and inspection services in the United Kingdom and overseas" (Penta International, 2010). According to the educational paradigm shift that is implementing in Abu Dhabi public schools which is led by ADEC, it was necessary to use a specialist firm to assess and evaluate the educational performance in the public schools. So ADEC signed a contract with Penta International to manage the evaluation system of Abu Dhabi public schools and acknowledged its implementation in the following statement release:"After many months of negotiations, we are very pleased to announce that Penta International has been awarded a large and prestigious contract by the Abu Dhabi Education Council" (Penta International, 2010).

The contract allows Penta International to determine and evaluate the performance of the schools.

According to Penta International (2010), the inspection looks at the following areas:

- Quality of teaching

- Curriculum

- Assessment

- Spiritual, moral, social and cultural development of pupils

- Welfare, health and safety

- Staff, premises and accommodation

- Links with, and provision of information for, parents

- Procedures for handling complaints

- Quality of provision for boarding

- Leadership and management of the school

4.5   Monitoring agency visit to the school – 2008/2009

During the school year 2008-2009when Principal X was running the school, a delegation of Penta international visited the school at the request of ADEC to evaluate the performance of the school. The delegation spent two working days to monitor and evaluate every single part of the school as mentioned in the inspection list above. In addition, during the visit, the monitors talked

to the principal, one of the vice principals, the teachers, the social workers, the school nurse, and the educational advisors to more clearly analyse the school's performance and to collect as much relevant data as possible.

According to the visit, the delegation produced a final report regarding the school's performance and the overall situation in the school as follows:

- Staff relationship

The report mentioned that there was a breakdown of communication within the senior leadership team (the principal and both vice principals) which led to staff division, and unsatisfactory relationship among the whole staff. The staff was divided into supporters and opponents to both principals. The supporters were the minority, while the opponents were the majority, and there were always clashes and debates between the two groups regarding the management behaviour of the principal which created unhealthy educational environment in the school.

- Students' achievement and learning

The report was very disappointing regarding students' achievements and their learning. Appendix 2shows the situation of the learning process in the school, where the students' achievement was very low and the students were performing poorly in all subjects. The progress of the students was 25% according to the Penta scale which is considered as a serious learning problem, and it reflects the bad situation in the school that affected the students learning. Moreover the school failed to encourage the students to think critically in the subjects provided.

- Students' attendance, attitudes and behaviour

Penta report pointed out that there is no current school- based policy for behaviour and the students are behaving very badly in the classrooms due to the absence of classroom management system. Which in turn produced classrooms that are not structured learning environment because they are not safe, clean, comfortable and attractive for the students[appendix 3].According to Evertson and Weinstein (2006) classroom management has two different purposes: *"It not only seeks to establish and sustain an orderly environment so students can engage in meaningful*

academic learning, it also aims to enhance student social and moral growth" (p. 4). This is totally absent in the school, where the social relationship does not exist among teachers and the administrative staff, therefore does not exist among the students.

- Quality of teaching

The quality of teaching was a shock as it ranked in the lowest part of Penta scale, the report mentioned that the teachers do not make any effort to teach the students and they are disinterested in the school work. Appendix 4shows the ranking of the teachers' efforts and attitudes regarding teaching, which is very poor situation according to the report.

- Effectiveness of leadership and administration

It has been mentioned in the report that the leadership effectiveness at the school is being seriously compromised by near complete breakdown in communication between the three most senior members of staff, furthermore there was no clear educational directions and leadership provided by those with management responsibilities. Appendix 5shows the evaluation of leadership and administration. Figure (1) shows the overall school evaluation graph according to Penta's scale and the areas that have been examined during the visit in 2008-2009.

Figure (1) Penta Report: overall graph during 2008/ 2009

Quality of Learning and Student Outcomes

(0% to 25%) **(26 % to 50%)** **(51 % to 75%)** **(76 % to 100 %)**

Foundation Emerging Secure Exemplary

(26 %)

Quality of leadership

(0% to 25%) **(26 % to 50%)** **(51 % to 75%)** **(76 % to 100 %)**

Foundation Emerging Secure Exemplary

(24 %)

Quality of teaching

(0% to 25%) **(26 % to 50%)** **(51 % to 75%)** **(76 % to 100 %)**

Foundation Emerging Secure Exemplary

(45 %)

Environment and Community

(0% to 25%) **(26 % to 50%)** **(51 % to 75%)** **(76 % to 100 %)**

Foundation Emerging Secure Exemplary

(45 %)
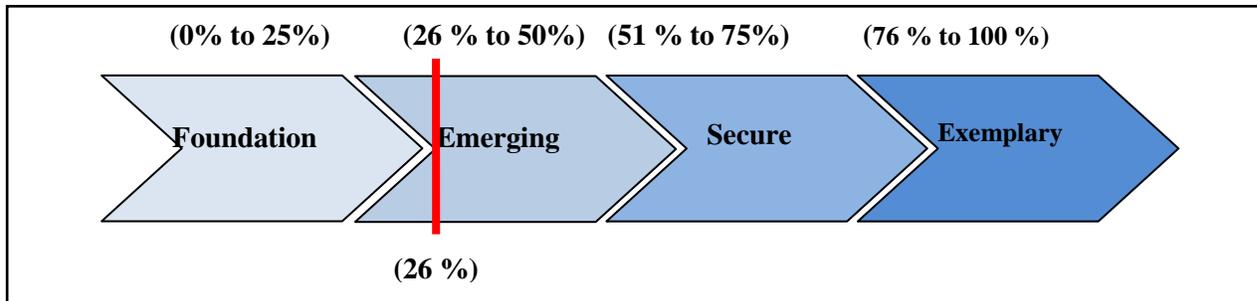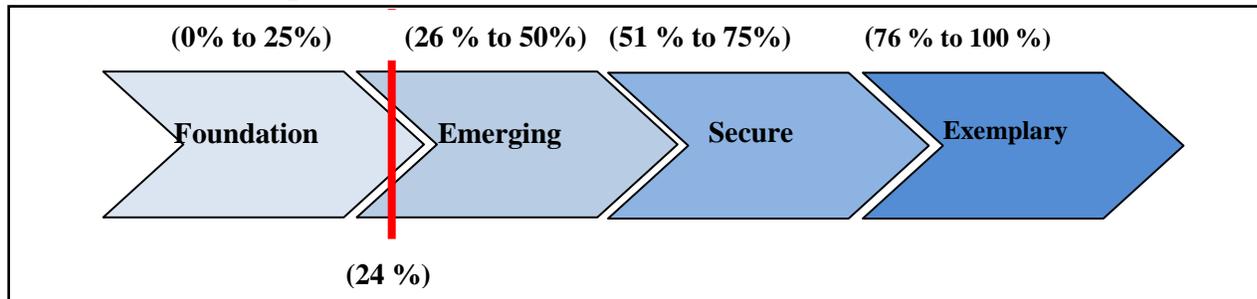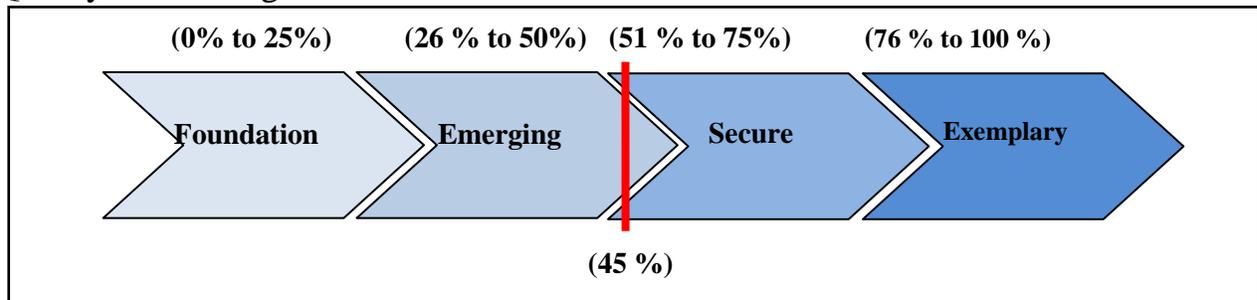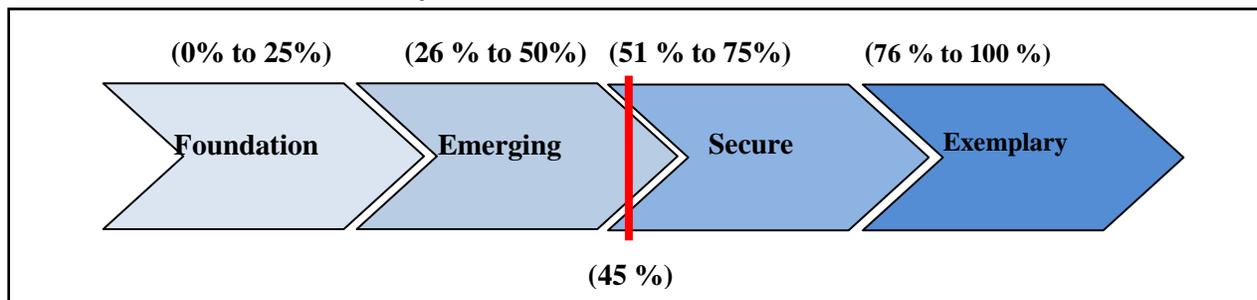
4.6   Monitoring agency visit to the school – 2009/2010

During the school year 2009/2010 the school acquired a new principal (Principal Y), who was keen to establish and implement a new administrative policy which aimed to engage the entire teaching staff in the school decision-making process. New school committees made up of school staff members were established which had many positive impacts on the school's performance. A second visit by Penta International was conducted and as a result the delegation's findings indicated that the main weaknesses from the previous report had been addressed and a final report was produced as follows:

- Quality of learning and student outcomes

The report cited the results of EMSA as evidences from last year to declare the improvement that happened during the current year as follows "The EMSA scores for English, Mathematics and Science for 2009 were below the averages for ADEC and the educational zone: the school clearly recognizes the need to improve this situation and is implementing a range of strategies along with tracking processes to improve these" (Penta Report, 2010). Moreover, the report has mentioned that there was a great improvement in reading skill where teachers take great care to find story books that help the students to develop their understanding of story structure, and to improve the students' range of vocabulary. Similarly, writing attainment is improving, as students are provided with opportunities for more independent work in lessons.
On the other hand the report announced that the staff has implemented a range of strategies, such as identifying specific learning needs, implementing support programmes, and ensuring parents have the opportunity to be involved in the assessment and monitoring of students' progress.

- Quality of leadership

Penta delegation praised the role of Principal Y for improving the school performance whereas the school is developing consistent use and analysis of student achievement data, to promote more effective self-evaluation. In addition to raise standards of teaching and learning. "The senior leadership team, through the use of the school improvement plan, is implementing more effective use of data. They now monitor the effectiveness of initiatives and strategies to raise

levels of student achievements more closely" (Penta Report, 2010).

And the overall summary for this part was "The principal is developing a good understanding of the range of data available. This is giving the school a greater confidence in planning for school improvement" (Penta Report, 2010).

- Quality of teaching

The report mentioned that there was a significant breakthrough in the quality of teaching and the achievements of all students is being monitored, differentiated lessons catering for different learning styles being planned and the use of technology to support learning organised more widely. In addition, the use of models, the data projector, photographs and video clips were used positively to increase the visual, auditory and kinaesthetic experiences of the students.

- Environment and community

The comments of environment and community part were very positive, where the report mentioned that there was a significant shift in the school attitudes towards the community where the school is working with the local community to raise the profile of the school through a variety of ways. These include promoting sport and the development of a media centre. In addition, there are weekly parents meetings where parents meet teachers, discuss student progress, and the curriculum is explained. Teachers bring students' work to the meeting and highlight progress and areas for improvement. Parents are given suggestions on activities that they could help with at home.

On the other hand, the report explained that the engagement of parents and teachers was of the highest quality, positively contributing to parental involvement in the life of the school. Moreover, discussion with the social workers and a portfolio of photographic evidence confirmed the principal's commitment to ensuring the students have a broad knowledge of local organisations, such as the police military band.

Figure (2) Penta report: overall graph during 2009/ 2010

Quality of Learning and Student Outcomes

(0% to 25%)	(26 % to 50%)	(51 % to 75%)	(76 % to 100 %)
Foundation	Emerging	Secure	Exemplary

(50 %)

Quality of leadership

(0% to 25%)	(26 % to 50%)	(51 % to 75%)	(76 % to 100 %)
Foundation	Emerging	Secure	Exemplary

(65 %)

Quality of teaching

(0% to 25%)	(26 % to 50%)	(51 % to 75%)	(76 % to 100 %)
Foundation	Emerging	Secure	Exemplary

(65 %)

Environment and Community

(0% to 25%)	(26 % to 50%)	(51 % to 75%)	(76 % to 100 %)
Foundation	Emerging	Secure	Exemplary

(70 %)
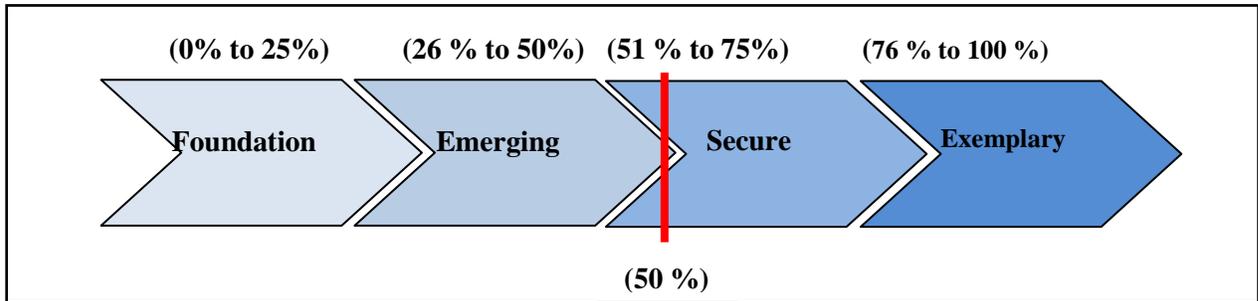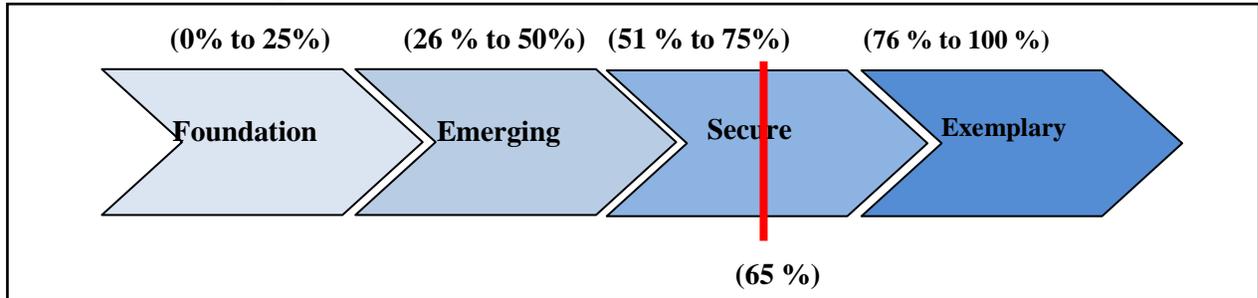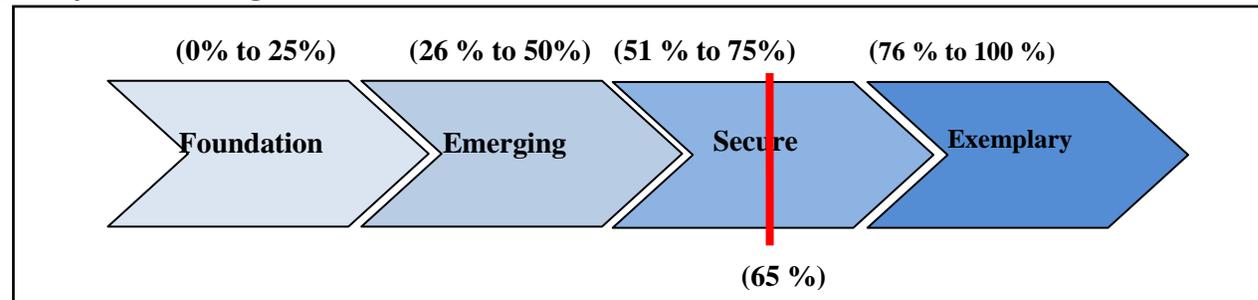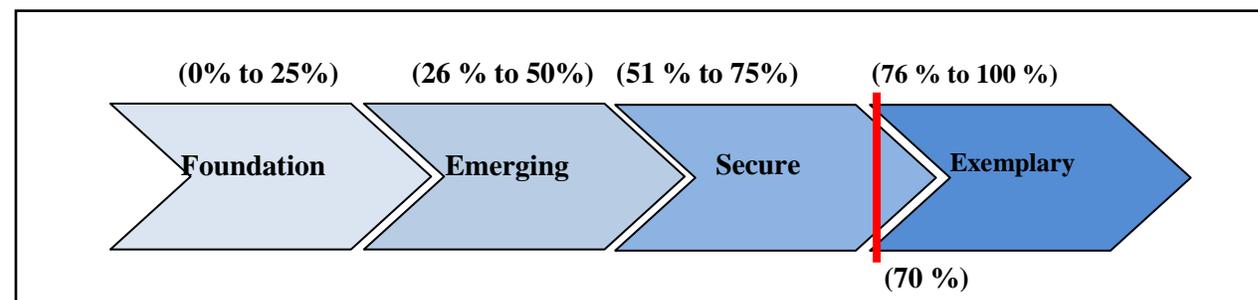
4.7   School continuous assessment results

To enrich the study with more facts and evidences, it was important to use the continuous assessment of the students (Table 5) as a tool to measure the students' performance, and to compare the students' performance during the tenure of both principals.

The students' continuous assessment results showed that the pass rate of grade 5 students during the school year 2008/2009 was 94.6 % , while this ration increased during 2009/2010 to be 100 % which means that the performance of grade 5 students improved by 5.4%.

Grade 4 students also made good achievement and performed well during the school year 2009/2010 in all subjects areas .The students' pass rate of grade 4increased from 94.3% during 2001/2009 to 98.6% and the progress rate was 4.3% which proofs that the students' performance is increasing.

On the other hand, there was no change in grade 2 and grade 3 students' results, where the pass rate was the same 100%. The pass rate of grade one students increased from 97.46% in the school year 2008/2009 to 99.72% in the school year 2009/2010 with a progress rate of 2.26%. By looking at the overall school pass rate, there is an increase from 97.46 % to 99.72 % which gave evidence that the school students performed well academically during the school year 2009/2010 and they made unexpected achievements in all subjects.

(Table 5: Students' continuous assessment pass rate)

Grade level	Students' pass rate during 2008/2009 - Principal X	Students' pass rate during2009/2010 - Principal Y
Grade5	94.6 %	100 %
Grade4	94.3 %	98.6 %
Grade 3	100 %	100 %
Grade2	100 %	100 %
Grade1	98.4 %	100 %
Overall school pass rate	97.46 %	99.72 %

Figure 3: Students' pass rate comparison

Figure 4: Overall school pass rate
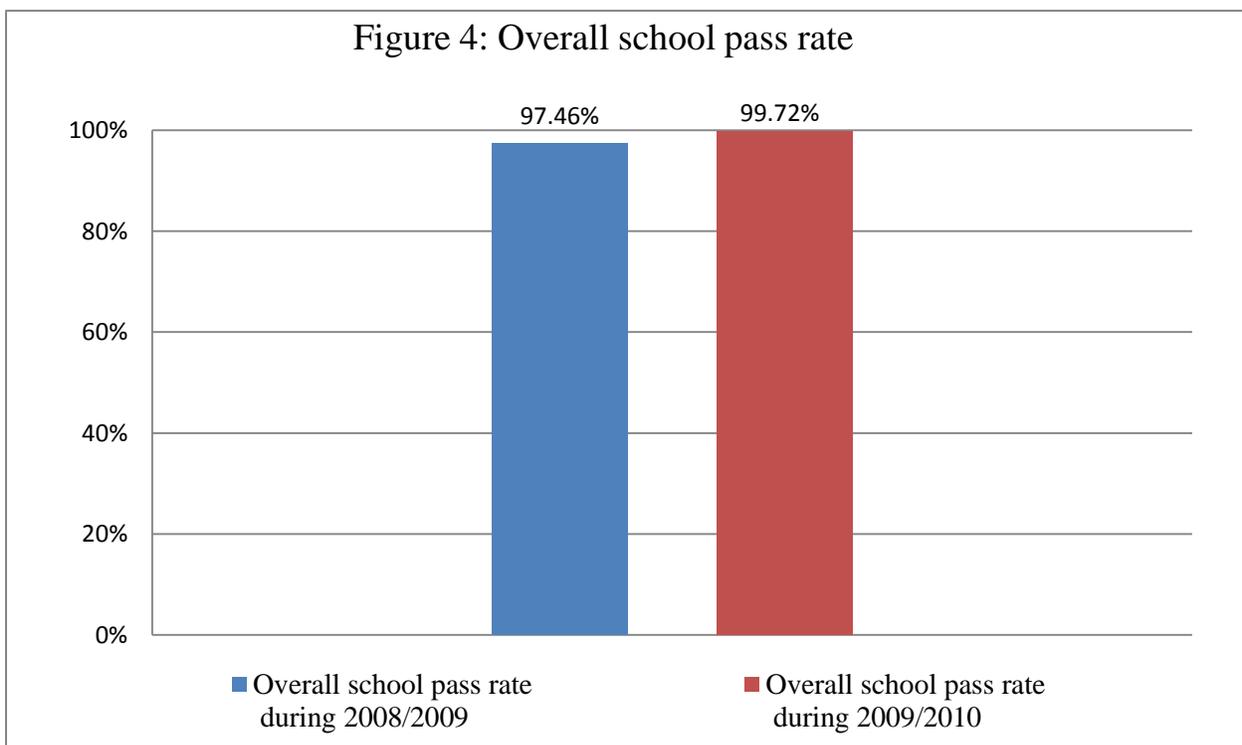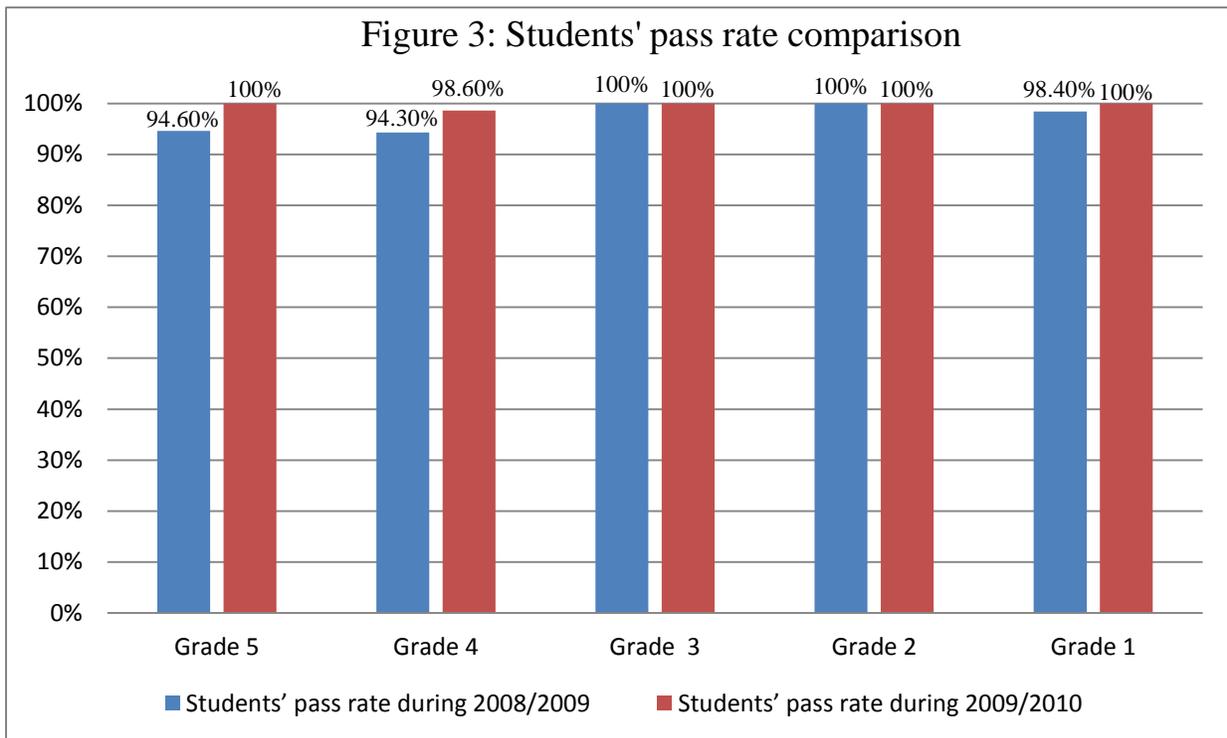
4.8   External measurement of students' achievement-EMSA

One of the most effective tools to measure the students' performance in Abu Dhabi public schools is the 'external measurement of students achievement' (EMSA) tests, the tests were constructed by a leading international assessment agency, Pearson Research and Assessment, with the support of ADEC. The Director General of ADEC, His Excellency Dr. Mugheer Khamis Al Khaili said:

> In addition to supporting individual student learning, standardized testing is an important tool in providing data that will inform the direction and initiatives of ADEC's 10-Year Strategic Plan. For example, EMSA testing has started to provide useful comparative data on the success of the PPP and Model school programs, and will help us evaluate the efficiency of our different programs. (Al Khaili,2010)

So, EMSA data is used by ADEC to measure the whole school performance through the students' results in the different subject tests. In addition, the data is used as an adjunct to set up the schools' improvement plans because the data is a reflection of the teachers' performance in the schools.

The following section provides a comparison of the band distribution of the students during the school year 2008-2009 and 2009-2010 and the percentage of the students in each band. The researcher is comparing the results of three different subjects of grade 3 and grade 5 students to measure and compare the performance of the school students in both school years.

4.8.1   EMSA results of grade 3 students

Table (6) shows the percentage of the Grade three students in each band in Science, Mathematics and Arabic reading tests during the school year 2008- 2009 when the Principal X was running the school.

Obviously the table reflects very poor performance of the students in the three subjects, where the percentage of the students who achieved band A did not exceed 3.3 % in the Science test and 4.1 % in the Mathematics test, while the results of the Arabic reading test were very disappointing as none of the students could perform at band A. Moreover, 17.6 % of the students failed the Science test, 22.7 % failed the Mathematics test and 31.7 % of the students failed the Arabic reading test because they did not score higher than 50%. These results indicate a failure rate of the students in the three subjects ranging from 17.6 % to 31.7 %.

Table 6: EMSA results of grade 3 students during 2008-2009

Band	Science	Mathematics	Arabic Reading
A	3.30%	4.10%	0.00%
B	20.90%	17.50%	9.90%
C	58.20%	55.70%	58.40%
D	12.10%	17.50%	24.80%
E	5.50%	5.20%	6.90%
A (90 − 100) % ; B (75 − 89) % ; C (50 − 74) % ; D (25 − 49) % ; E (0 − 24) %			

Table (7) shows the results of grade 3 students during 2009-2010 when the Principal Y was running the school, and the improvement of the students in the same subjects is evident, where the percentage of the students who achieved band A in the Science test increased from 3.3% to 16.5%, and side by side in the Mathematics test, the percentage of the students increased by 14%, moreover the students made an unprecedented achievement in the Arabic reading test where 27.5% of them obtained band A.

Table 7: EMSA results of grade 3 students during 2009-2010

Band	Science	Mathematics	Arabic Reading
A	16.50%	18.30%	27.50%
B	33.00%	19.20%	20.80%
C	40.90%	51.70%	39.20%
D	7.00%	10.00%	9.20%
E	2.60%	0.80%	3.30%
A (90 − 100) % ; B (75 − 89) % ; C (50 − 74) % ; D (25 − 49) % ; E (0 − 24) %			

Conversely, the failure rate of the students declined in all subjects comparing with their failure rate in the school year (2008-2009): only 9.6 % of the students failed in the Science test, 10.8% in the Mathematics test, and 12.5% in the Arabic reading test. Moreover, 73% of the students achieved band B in the three subjects in (2009-2010) compared to 48.3% in the school year 2008-2009.

4.8.2 EMSA results of grade 5 students

The EMSA results of the grade 5 students on the (2008-2009) tests (table 8) show unacceptable performance of the students. The failure rate of the students in the Mathematics test reached

33.6%, and a large portion of the students (44.1%) failed in the Arabic reading test. In addition, the percentage of the students who achieved band A did not exceed 4.7% in any of the three subject areas, while the rest of the students achieved band C which reflects the modest performance of the students on the test.

Table 8: EMSA results of grade 5 students during 2008-2009

Band	English	Mathematics	Arabic Reading
A	1.60%	2.30%	0.80%
B	19.40%	13.70%	7.10%
C	57.40%	50.40%	48.00%
D	18.60%	26.00%	33.90%
E	3.10%	7.60%	10.20%
A $(90-100)$ %; B $(75-89)$ %; C $(50-74)$ %; D $(25-49)$ %; E $(0-24)$ %			

During the school year 2009-2010, the Grade 5 situation changed dramatically as is indicated in (table 9). 20.5% of the students achieved band A in the three subjects, and the failure rate in Mathematics declined from 33.6% to 13.3%. 18.7% of the students failed the Arabic test compared with 44.1% in the previous year (2008-2009). In addition, only 14.5% of the students did not pass in the English test comparing with 21.7% of the students were not able to pass during the same test in year 2008-2009.

On the other hand the summation of the students who achieved band B in the three subjects increased from 40.1% in year 2008-2009to 75.2% in year 2009-2010,which proved that the performance of grade five students was much better during the school year 2009-2010.

Table 9: EMSA results of grade 5 students during 2009-2010

Band	English	Mathematics	Arabic Reading
A	7.20%	9.60%	3.70%
B	21.00%	36.30%	17.90%
C	57.20%	40.70%	59.70%
D	10.90%	11.10%	15.70%
E	3.60%	2.20%	3.00%
A $(90-100)$ %; B $(75-89)$ %; C $(50-74)$ %; D $(25-49)$ %; E $(0-24)$ %			

Figure (5) shows that the total failure rate average of grade three students decreased from 24% during (2008-2009) to 10.96% during (2009-2010)

Figure (5)
Comparison of grade three students' Failure Rate during 2008-2009 and 2009-2010
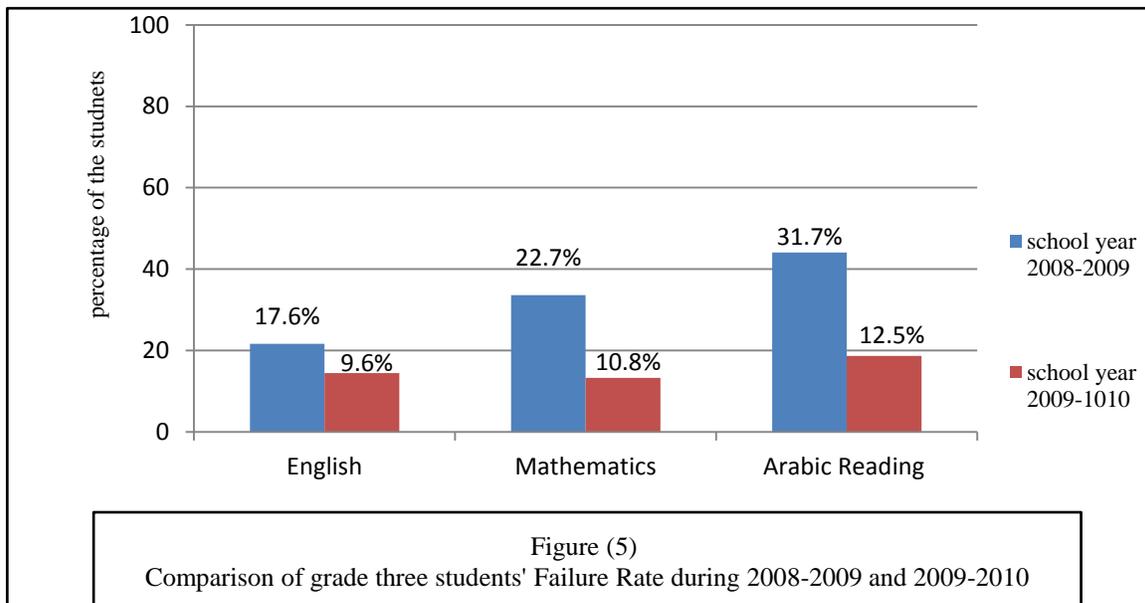
Figure (6) shows that the total failure rate average of grade five students declined from 33.13% during (2008-2009) to 15.5% during (2009-2010)

Figure (6)
Comparison of grade five students' Failure Rate during 2008-2009 and 2009-2010
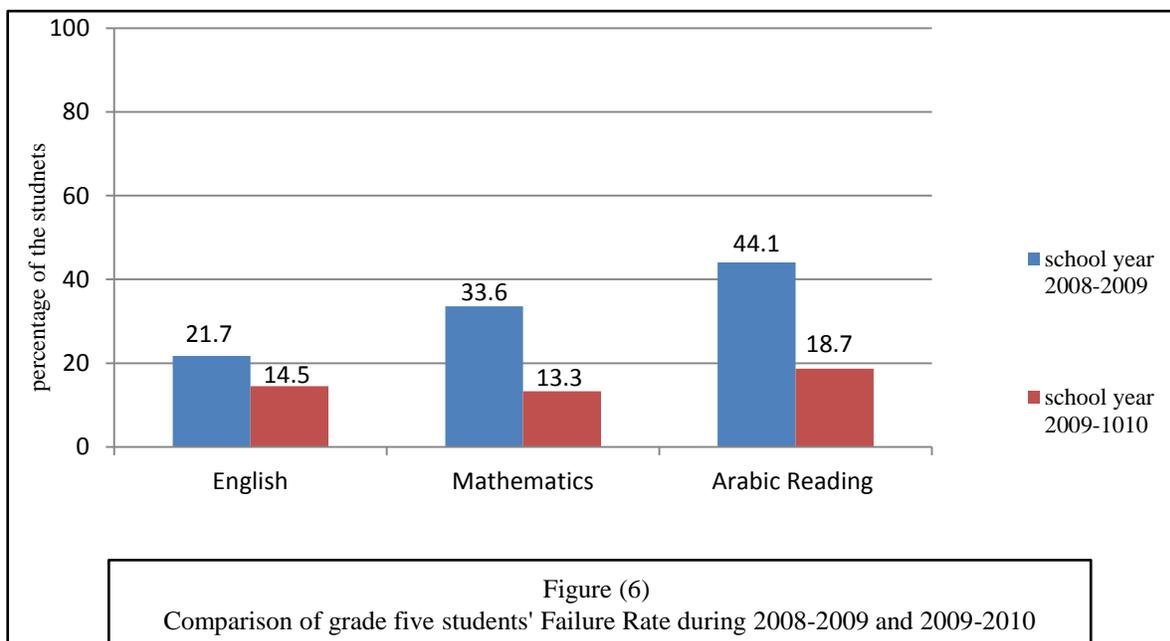
Chapter 5

Summary/ Conclusion/ Recommendations

5.1   Introduction

In Chapter 4 the collected data were analysed and presented. This chapter will summarise the investigation, draw conclusions from the data, and make recommendations based on those conclusions.

5.2   Summary of the research

This research was a case study conducted in one of the public schools in Abu Dhabi which is managed by Abu Dhabi Education Council. The case study had two different principals. Principal X was a tyrannical manager who never shared or even discussed any of the school issues with the teachers or the administrative staff because he believed in the authoritarian mode of management. This principal's policy and strategy led to decline in performance levels of the whole school. As a result of this situation, various negative events during the school year in question, the staff requested the removal of Principal X and the educational zone manager concurred and decided to remove Principal X from the school administration. Consequently, one of the current vice principals (Principal Y) was promoted as school principal. Principal Y believed in the participative mode of management, and gave a great voice to the school teachers in the school decision-making process.

The aim of the research was to investigate the impact of the teachers' participation in school decision-making processes on school performance. A secondary purpose is to study the consequences of marginalizing the teachers during the process of making decisions that affect the whole school's performance. The collected data and the analysis provided by the researcher present clear evidence that teacher input has a tremendous impact on the students' performance and the whole school performance. The teacher is one of the most important factors that directly affects school performance. The research asserted that the teachers' performance is directly proportional to the school performance and the results proved that involving teachers in school decision-making processes has a great and positive impact on school performance. The research

results proved that there is a direct relationship between increasing teacher participation in school decision-making processes and improving the whole school performance.

5.3   Conclusion

To investigate the research question more effectively it was broken down into sub-questions. The main question—"How does giving teachers a more operational role affect school performance?"—was divided into the following sub-inquiries:

1. Do learning outcomes relate to teacher performance?
2. How does actively involving teachers in the school decision-making process impact teaching quality?
3. Does student performance relate to teacher performance?

The researcher was keen to include all the previous sub-questions in the teachers' questionnaire to analyse the views of the teachers as a first step in the investigation. The teachers' questionnaire analysis and its feedback reflected a deep desire of the teachers to participate in the school decision-making process and to have a more empowering role in the day-to-day operation of the school. The majority of the teachers announced that their performance in the school is directly affected by the decisions of the administration, and they wanted to be more directly involved in the process because most of the decisions are directly related to their teaching duties. Sorensen (1991) affirms "teachers want participation in decision-making if it is directly related to their teaching". Alutto and Belasco (1972) noted that "much of the research had been based on the implicit assumption that teachers have a desire to increase their absolute involvement in all forms of decision making and that there is a direct relationship between increased teacher participation and improved educational outcomes"(cited from Newcombeet al, 1997). Furthermore, the teachers asserted through their answers that there is a direct relationship between their performance and both student performance and learning outcomes. The teachers' questionnaire feedback indicated that involving teachers in school decision-making processes has a positive impact on the quality of their teaching.

Meanwhile, different types of data were collected and analysed to prove this significant relationship between involving teachers in school decision-making process and the whole school

performance. The feedback from the students' continuous assessment results, EMSA results and Penta International report was toward confirming that the participation of the teacher in the school decision-making process had a positive impact on the performance of the school.

5.3.1   Continuous assessment

The continuous assessment results of the students in the academic year (2009-2010) were much better than their results in the academic year (2008-2009). The students' pass rate increased significantly in all subjects and reached to 100% in all grades except grade four. Moreover, the overall school pass rate increased from 97.46% during (2008-2009) to 99.72% during (2009-2010).

5.3.2   External measurement of school achievement

EMSA results were another evidence for the low performance of the students during the academic year (2008-2009) very markedly. The results showed that, most of the students were academically struggling. Both grade three and grade five students obtained unsatisfactory results comparing with the next year results. Consequently, the failure rate of the students was very high. During the academic year (2009-2010), the students achieved unexpected results, and the failure rate of the students dramatically declined. Furthermore, the average failure rate of grade three students decreased from 24% during (2008-2009) to 10.96% during (2009-2010). And the average failure rate of grade five students declined from 33.13% during (2008-2009) to 15.5% during (2009-2010).

5.3.3   Penta observation reports

Penta observation reports supported all the previous results and asserted that there was a clear improvement not only in the students' performance but in the whole school performance.
The Penta observation report confirmed that, there was a noticeable gap and tangible differences between the school performance during (2008-2009) and (2009-2010). The incredible improvement in the school performance during the academic year (2009-2010) was clear in the report as follows:

- The evaluation of the quality of learning and students outcomes increased by 24%.

- The quality of leadership grew by 41%.

- The quality of teaching raised by 20%.

- The interaction with the environment and community increased by 25%.

The consequences of marginalizing the teachers' role in the decision-making process led to this massive decline in their performance which affected the whole school performance. The teachers were convinced that Principal X was implementing the bureaucratic management system and he was a model of the tyrannical school manager.

On the other hand, the performance of the school was increased during (2009-1010) according to the reforms and the internal school restructuring. Principal Y changed the whole management structure by establishing school committees and giving the teachers a bigger say in the school decision-making process. The school committees included almost all the teaching and the administrative staff. Moreover, the school committees have the authority to discuss all the school issues and make the proper decisions.

No doubt that, the collected data indicated that Principal Y was using the participative mode of management where "The participative mode of management is a style of organisational management which recognises the rights of employees individually or collectively to be involved with management in areas of the organisation's decision-making" (Bendix 1996:553). Furthermore the Principal Y understood that there was a clear relationship between the school performance and the teachers' performance. Principal Y recognized that to activate this relationship "It requires that teachers be empowered by increasing their decision-making powers at school level"(Taylor et al,1995:51). Meanwhile, the involvement of the teachers in the school decision-making process must be effective, visible and appreciated because "Participation is not only about taking part in decision-making processes but it is also about being valued" (Lilyquist 1998:80).

Principal Y was able to use the energy and efforts of the school staff properly Campbell & Soutworth (1993:30) stated "If the teachers are motivated, committed, highly valued and working as a team, they will operate more effectively and find greater job satisfaction" (cited in

Tshomela, 2008).Additionally Principal Y recognized that no lasting, effective changes can be made in the schools without support from the teachers. Therefore "teachers need to have a sense of empowerment and need to be encouraged to participate in the changes"(Tshomela 2008).Furthermore, "Teachers must take an active role in any discussion of change in schools because they are most frequently involved in the implementation of reforms" (Fullan, 1993; Shanker, 1986 cited in Schoetzau, 1998).

The tenures of both Principal X and Principal Y took the school in two opposite directions that was directly connected to their disparate school political visions and their implementation of the decision-making process. Principal X used the authoritarian management approach and he refused to involve any person in the decision-making process. Principal X believed that the contribution of the teachers and the administrative staff in the school decision-making process has a negative impact on his management control. Moreover he had a personal conviction that the teachers are not qualified to participate in the decision-making process at all."Many principals are reluctant to involve teachers in decision-making because they fear that they may lose control, but participation does not imply reckless involvement as everyone does not have to be involved in everything" (McLagan & Nel 1995:111).

Principal Y lost his ability to control the school according to his failure to establish a friendly relationship among the school staff. Botha (2004) affirms that "Studies of effective and excellent principals reveal that the major reason for principals' failure is an inability to deal with people. If the people perform well, the school performs well; if the people do not perform well, the school does not". The tyrannical school managers must recognize that "teacher participation does not entail teachers taking over the school leadership as in a case where all decisions need to be taken by teachers, but recognises their importance for the purpose of unity and wanting to work towards the objective at school". (Nzimande, 2001:04 cited in Tshomela, 2008).

Additionally, school principals have to realize that they are liable for publishing incorrect decisions as Brower (2005) stated that "Most school leaders make great decisions some of the time, but few leaders make great decisions all of the time"(p.7). "Principals alone are not, and cannot be, solely responsible for the quality of the instructional program in their schools" (Murphy & Beck, 1995).

Principal X and the other school principals should recognize that the era of the authoritarian management approach in schools worldwide is ending. And it is inevitable to implement the participative management approach and give the opportunity for more democracy if they need to improve the school performance. Sidhu (2008:234) stated that "There is no place for authoritarianism in school now. All the decisions have to be taken and implemented in a democratic manner. School administration will no more be a one-man-show. Along with the head of the institution, members of the staff and the students will have a say in the determination of policies and programmes".

Sticking to the past and its old theories may sometimes affect negatively the implementation of the new theories. The principals have good opportunity to accommodate the current events and the new educational theories because "most principals are unfortunately caught in the transition between the old authoritarian era and the new participative era, the latter is a crisis for those who want to cling to the past and an opportunity for those who want to move forward" (McLagan and Nel 1995).

5.4   Recommendations

The results of the study at hand and the literature review revealed the following recommendations:

- Principals should recognise the importance of involving teachers in the school decision-making process and the positive impact that teacher involvement can have on school performance.
- The principals should motivate and encourage their teachers to take part in the school decision-making process to reinforce the concept of leadership at the schools. This can be done by establishing useful school committees that directly influence the daily operation of the school. More experienced teachers can also be further validated and given leadership roles on these committees. Wagner (1999:42) states "Teacher participation calls for teachers to assume leadership roles in schools and it requires that principals encourage such leadership from teachers".
- Principals must reformulate and reshape the administrative structure to use the efforts of the teaching staff in the school decision-making process for the purpose of the school

improvement. As teachers witness the shift in the administrative structure and are more actively included, then the development of a more positive school culture will be evident. Troen and Boles (1993:27 cited in Schoetzau, 1998) stated, "What is needed is a school culture in which classroom teachers are fully empowered partners in shaping policy, creating curriculum and managing budgets".

- If the principals need to increase school performance without any resistance from the teachers, they must involve the teachers more actively in the school decision-making process and give them a stronger sense of empowerment. Griffith (1967:242) asserted that "participation has also a significant influence on productivity and helps reduce resistance to change".

- In order to make the role of the teachers in the school decision-making process active and visible, the principal must act on their decisions and recommendations.

- School principals must be trained to implement the new educational paradigm shift and to cooperate with the teachers to apply the participative mode of management in the schools.

- When school committees are formed, their recommendations, discussions, and decisions should be valued and acted upon, thus making them a proactive element of the educational system that is directly used to implement positive change.

- School leaders must provide a healthy school environment that encourages teachers to improve the students' performance. Chen (2007:118) "leaders create the culture, the context and the environment in which teachers influence the development of students' skills, knowledge and performance".

- School principals must "Treat colleagues as equals in the team and treat them as individuals in a professional capacity and value team and individuals by fostering responsibility" Dinham et al. (1995 cited in Mokoena, 2003)

- The study at hand only focused on one of the public schools in Abu Dhabi, and the results may therefore not apply to the rest of the public schools in the UAE. However, another program of research must be conducted to determine the impact of teacher inclusion in decision-making on school performance.

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Appendices

Appendix 1: Case study school

School	A Public school Managed by Abu Dhabi Education Council (ADEC)
Education stages	Cycle 1 and 2
Student capacity	820 students
Curriculum	Australian and UAE curricula
Average number of students in each class	26 students
Average number of teachers in the school	62 teachers in service
Principal X	During year 2008/2009
Principal Y	2009 - present

Appendix 2: Students' achievement and learning during 2008\2009

Indicators	Nearly all	Most	Many	Some	Few Less than
Students successfully achieve the ADEC curriculum standards				√	
The school actively encourages students to be more able to think critically and creatively in the subjects provided				√	
Students are making good progress in all subjects				√	
Students are being supported by the school to achieve steady rates of progress towards the curriculum standards			√		
School staff sustain students' commitment to their studies, both individually and in co-operation with their peers			√		
Nearly all (90%+); Most (75%+); Many (50%+) ; Some (25%+); Few (less than 25%)					

Appendix 3: students' attendance, attitudes and behaviour during 2008\2009

Indicators	Nearly all	Most	Many	Some	Few Less than
Students and parents are supported by the school to achieve good attendance			√		
Students behave well in the classroom and around the school			√		
There is a clear school policy on how students should behave, and how teachers should support them in this.				√	
Nearly all (90%+); Most (75%+); Many (50%+) ; Some (25%+); Few (less than 25%)					

Appendix 4: Quality of teaching during 2008 \ 2009

Indicators	Nearly all	Most	Many	Some	Less than
Teachers meet students' individual academic and social needs through appropriate planning and the use of effective teaching methods, including suitable activities and the effective management of time.				√	
Teachers promote the quality of relationships between staff and students, and between students and their peer.			√		
Nearly all (90%+); Most (75%+); Many (50%+) ; Some (25%+); Few (less than 25%)					

Appendix 5: Effectiveness of leadership and administration during 2008\2009

Indicators	Nearly all	Most	Many	Some	Few Less than
How effective is management of all levels in drawing up appropriate procedures and policies?				√	
How effective is management in reviewing the implementation of procedures and policies?					√
How efficient is the administration of the school?			√		
To what extent do teachers and other staff understand the direction and development of the school?					√
Nearly all (90%+); Most (75%+); Many (50%+) ; Some (25%+); Few (less than 25%)					

Appendices 6: Teachers' questionnaire analysis

Question 1: In what age group are you?

Figure (1) shows the average age of the participants, where the questionnaire included a variety range of the teachers' age to enrich the study with different feedback from different perspectives.

Figure 1

20 -29 years old	25%
30-39 years old	61.2%
40 - 49 years old	8.3%
50 - 59 years old	5.5%
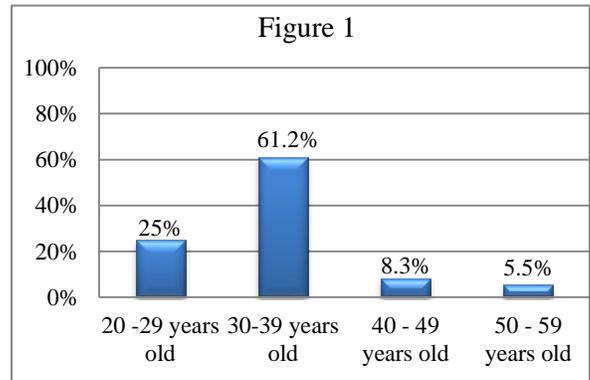
Question 2: Teachers' teaching experience.

Figure (2) shows that the school has a combination of new and experienced teachers, where 15 % of the teachers have teaching experience ranged from 1 to 5 years, and the rest have more than five years experience.

Figure 2

< 1 year	0%
1-5 years	22.2%
5- 10 years	58.3%
> 10 years	19.4%
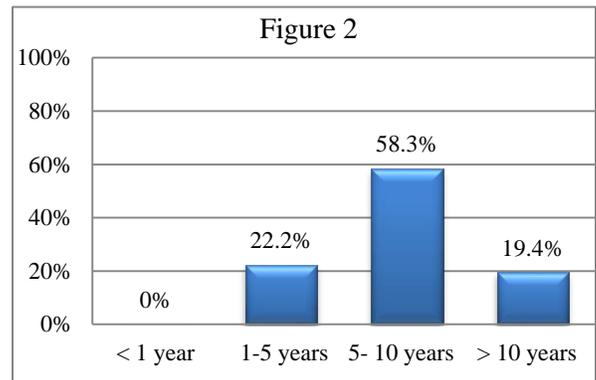
Question 3: What is your subject area?

The questionnaire included most of the teachers in the school who are teaching different subject areas to collect data from different perspectives, figure 3 shows that the questionnaire has been distributed on teachers from six different subjects to use all point of views and gives the opportunity to every teacher in the school to be involved in the questionnaire.

Figure 3

Math	16.6%
English	38.8%
science	16.6%
Arabic	13.8%
Social studies	2.7%
Islamic studies	5.5%
Music	2.7%
Art	2.7%
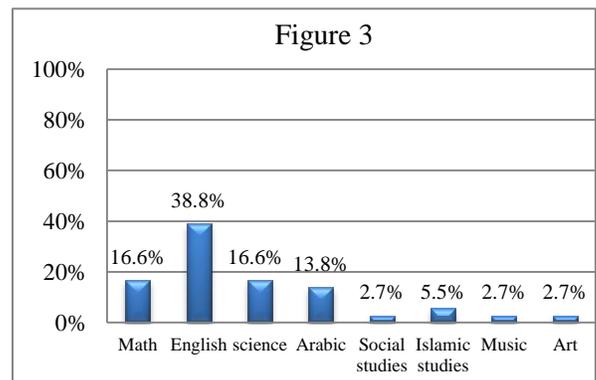
Question 4:How many principals did you work with during your teaching profession?

Figure (4) shows that, most of the teachers have worked with 3 principals and more, which gives them the ability to compare and judge the principals.

Figure 4

Category	Percentage
1 principal	16.6%
2 principals	44.4%
3 principals	30.5%
more than 3 principals	8.3%
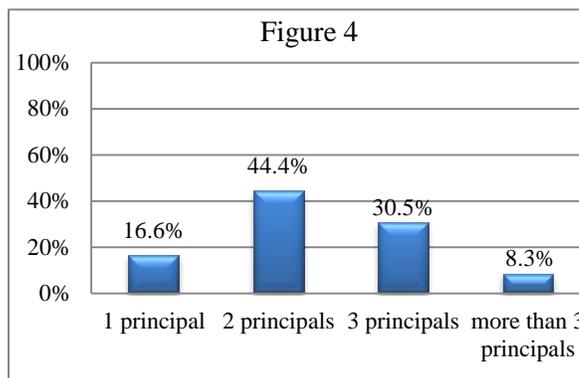
Question 5: Do you prefer to be involved in the school decision-making process?

It is clear enough from figure (4) that nearly all the teachers (93%) prefer to be involved in the school decision-making process which reflects the teachers' desire to have a say or positive role with the school decision-makers plus their essential roles as teachers.

Figure 5

Category	Percentage
Strongly Disagree	0%
Disagree	5.5%
Neutral	0%
Agree	36.2%
Strongly Agree	58.3%
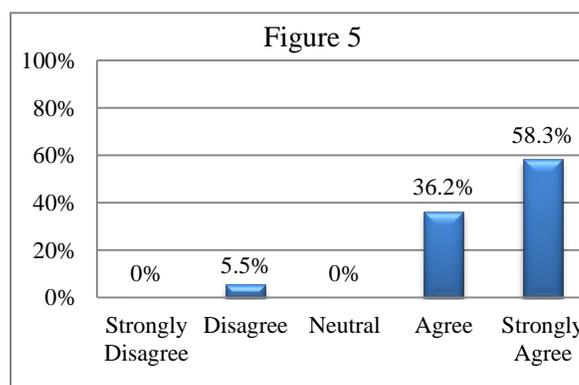
Question 6: My contribution in the school decision-making process gives me the motive to perform well in the school.

In Figure (5) the answers varied in different proportions, but the general trend was for the strong relation between being part of decision-making process and motivation of the teachers to perform

Figure 6

Category	Percentage
Strongly Disagree	0%
Disagree	1.1%
Neutral	2.7%
Agree	36.1%
Strongly Agree	50%
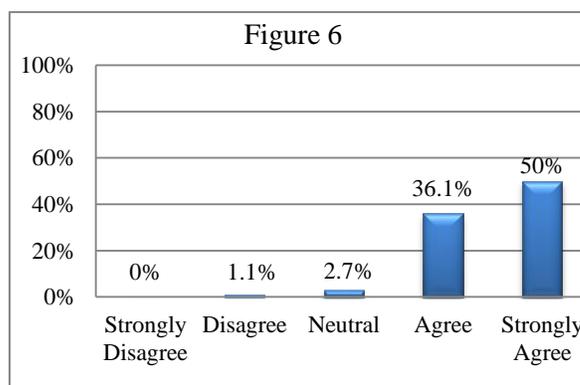
well in the school, where 59% of the participants strongly agreed the statement and 29% only agreed which reflects the tendency of the majority to be part of the decision-making team for the purpose of the school performance.

Question 7: Contribution in the school decision-making process increases my belonging to the school. Question 7 is measuring one of the factors that may affect the belonging rate to the school; figure (7) reflects nearly unanimous approval of the teachers (88%) that the contribution in the school decision-making process is one of the factors that able to increase the feeling of belonging to the school and raise the rate of job satisfaction, while 7% of the teachers refused the statement.

Figure 7
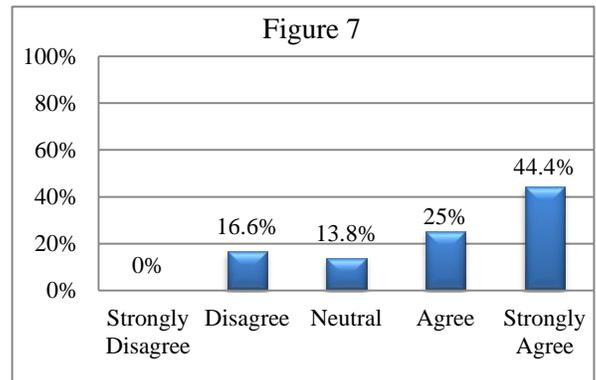
Question 8: Contribution in the school decision-making process encourages me to promote the school performance.

This question again underscores the strong relationship between the participation of teachers in school decision process and the school performance, whereas 90% of the teachers are embracing this positive relationship, figure (8)
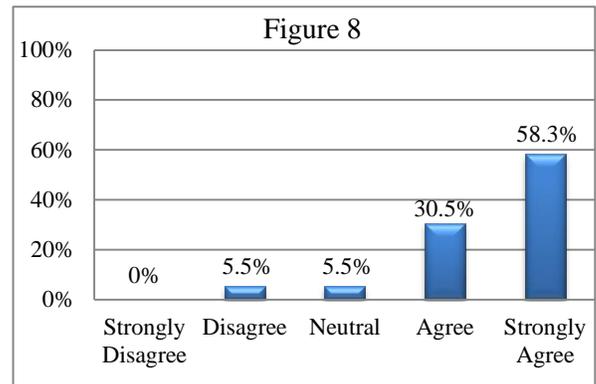
Figure 8

Question 9: Being a part of decision-making process encourages me to express my views freely.

No one denies that teachers need to express their views freely, but there is no chance unless they are involved in the decision-making team and figure (9) is evidence where 75% of the teachers wish to be part of the decision team so that they can tell their thoughts and views without any restriction or impediment.
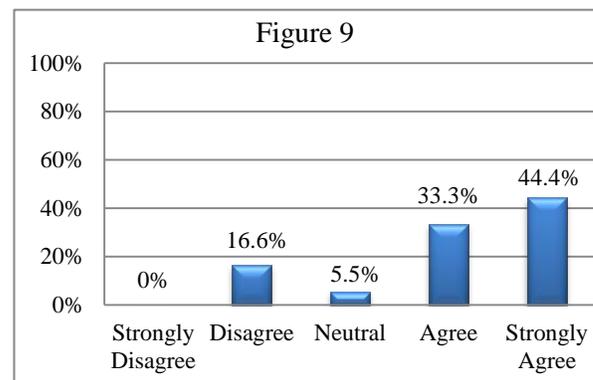
Figure 9

Question 10: Involvement of teachers in school decision-making process helps to solve many of the school academic problematic.

Figure (8) shows that 92% of the teachers believed that involvement of the teachers in the school decision-making process helps to solve many of the school academic problematic
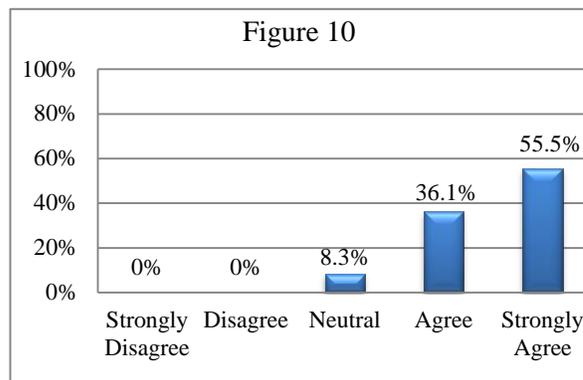
Figure 10

Question 11:Involvement of the teachers in the school decision-making process motivates them to teach positively.

Figure (11) proves that one of the factors to motivate teachers to teach positively is involving them in the school decision-making process, where 64% of the teachers are strongly agreed and 19% are agreed on the statement, while only 11% of the teachers do not find any relationship between teaching positively and being a member in the decision-making process.

Figure 11
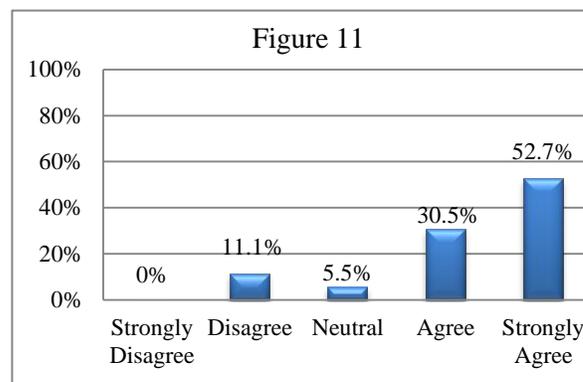
Question 12: Students performance is affected by teachers' psychological mode.

No doubt that the teachers' psychological mode has a great impact on the teachers' performance and so on the students' performance because the teacher is the leader and the instructor in the classroom, therefore the performance of the students is always linked to the extent of the teacher's performance. Based on that 100% of the teachers are agreed on the statement.
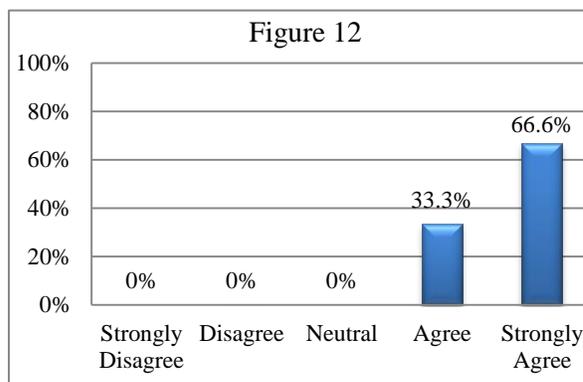
Figure 12

Question 13: The teachers' psychological mode is affected by the school decisions.

Figure (13) shows that a very large proportion (89%) of the teachers strongly agree and agree that the school decisions have an impact either positively or negatively on their psychological mode ,in other words there is a strong relationship between the decisions taken at the school and the psychological mode of the teachers.
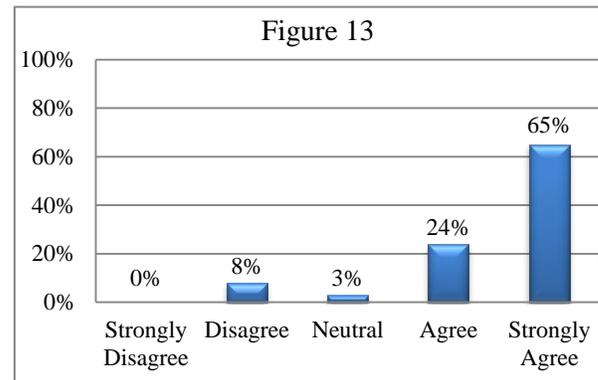
Figure 13

Question 14: The previous school principal X used to follow the decentralised management approach(involving teachers in the school decision-making process)

Figure (14) represents the feedback of the teachers, where 83% of them assured that the previous school principal X was using the centralized management approach, which means he was the only person in the school that has the authority to make decisions without sharing teachers in the decision-making, and 7% of the teachers believe that the principal was democratic person and he was involving and sharing teachers in the decision-making, while 10% of the participants could not evaluate the management system of Principal X.
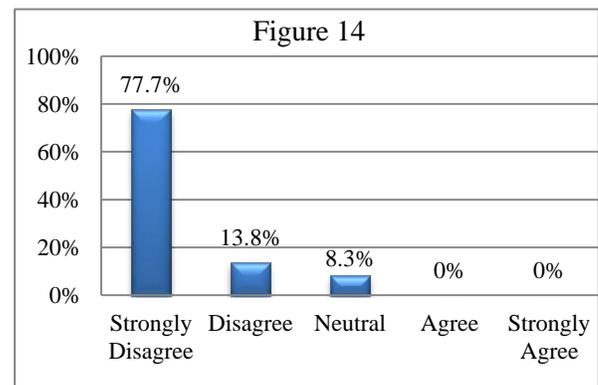
Figure 14

Question 15: The current school principal (Y) used to follow the decentralised management approach(involving teachers in the school decision-making process). Figure 15 shows that 78% of the school teachers are convinced that the current school principal uses the decentralized management approach, while 14% only declared that he uses the

Figure 15
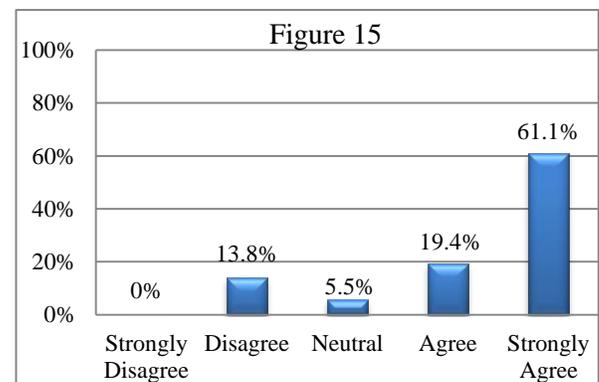
centralized management approach, and 8% do not know which approach the principal is using in the school.

Question 16: What are the effects of your being part of the school decision-making team?
The participants were divided into two groups, group one which represented about 88.5% agreed that there are many positive effects of involving teachers in the school decision-making process. While group two [about 11.5%] chose some negative effects that may impede or prevent them to participate in the school decision-making team.

The positive effects of being part of the school decision-making team:

- Raising my self-confidence and job satisfaction.
- Having the ability to change any negative issues.
- Improving school performance and students' academic achievement.
- Increasing sense of responsibility and self-censorship.
- Participation and commitment to achieving the objectives of the school

The negative effects of being part of the school decision-making team:

- Affects negatively my teaching time and the educational outcomes.
- Absence of harmony between committees' members may lead to the issuance of incorrect decision.
- Being part may lead to hostility with the principal as a result of difference in opinions.

Appendix 7

استبانة حول مشاركة المدرسين في القرارات المدرسية

Involving Teachers in School Decision-making Process

The purpose of this questionnaire is for research purposes.

The researcher is collecting data to compare between the principal who uses the **<u>centralized</u>** management approach (does not share teachers in school decision-making process) and the one who uses the **<u>decentralized</u>** management approach (Principal who shares teachers in school decision-making process) and how can this affect the school performance.

هذه الاستبانه للأغراض البحثية حيث أن الباحث يقوم بجمع بيانات حتى يتسنى له المقارنة بين المدير الذي يقوم بتطبيق نظام الإدارة المركزية(عدم مشاركة المدرسين في القرارات المدرسية) والمدير الذي يقوم بتطبيق نظام الإدارة اللامركزية (مشاركة المدرسين في القرارات المدرسية) ومدى تأثير ذلك على الأداء المدرسي.

(1) In what age group are you? (check only one):

ما هي الفئة العمرية التي تنتمي إليها

☐   ☐   ☐   ☐   -20

(2) My teaching experience is   **كم عدد سنوات خبرتك في التدريس   ؟**

☐ less than 1 year **اقل من عام**

☐ between 1 and 5 years **بين عام و5 أعوام**

☐ between 5 and 10 years **بين 5 و10 أعوام**

☐ more than 10 years **أكثر من 10 أعوام**

(3) What is your subject area?   **ما هي المادة التي تدرسها ؟**

☐ English   ☐ Science   ☐ Math

☐ Arabic Social studies   ☐ Islamic studies

(4) How many principals did you work with during your teaching profession?

كم عدد المدراء الذين عملت معهم خلال عملك كمدرس ؟

☐ 1 principal   ☐ 2 principals   ☐ 3 principals   ☐ more than 3

Please read each statement carefully and respond by using the following scale to indicate to what extend you agree to each one.

<div dir="rtl">

أرجو قراءة كل جملة بعناية مع وضع دائرة حول مدى موافقتك علي الجملة.

</div>

(5) Do you prefer to be involved in the school decision-making process?

<div dir="rtl">

هل تفضل مشاركتك في عملية اتخاذ القرار في المدرسة؟

</div>

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

(6) My contribution in the school decision-making process gives me the motive to perform well in

<div dir="rtl">

مشاركتي في عملية اتخاذ القرارات المدرسية يحفزني على العمل بجد في المدرسة.the school

</div>

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

(7) Contribution in the school decision-making process increases my belonging to the school.

<div dir="rtl">

مشاركتي في عملية اتخاذ القرارات المدرسية يزيد من انتمائي للمدرسة.

</div>

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

(8) Contribution in the school decision-making process encourages me to promote the school

<div dir="rtl">

المشاركة في عملية اتخاذ القرارات المدرسية يشجعني على رفع كفاءة الأداء المدرسي.performance

</div>

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

(9) Being a part of decision-making process encourages me to express my views freely.

<div dir="rtl">

مشاركتي في عملية اتخاذ القرارات المدرسية يشجعني على التعبير عن ارائى بحرية.

</div>

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

(10) Involvement of teachers in school decision-making process helps to solve many of the school academic problematic.

مشاركة المعلمين في عملية اتخاذ القرارات المدرسية يساعد على حل كثير من المشاكل في المدرسة.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

(11) Involvement of the teachers in the school decision-making process motivates them to teach positively.   مشاركة المعلمين في عملية اتخاذ القرارات المدرسية يحفزهم على التدريس بايجابية

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

(12) Students' performance is affected by teachers' psychological mode.

أداء الطلاب يتأثر بالحالة النفسية للمعلم.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

(13) The teachers' psychological mode is affected by the school decisions.

الحالة النفسية للمدرسين تتأثر بالقرارات المدرسية.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

(14) The **previous** school Principal X used to followthe decentralised management approach(involving teachers in the school decision-making process)

المدير **السابق** للمدرسة كان يسير على نهج تطبيق الإدارة اللامركزية ومشاركة المدرسين في القرارات المدرسية

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

(15) The **current** school Principal Y used to follow the decentralised management

approach(involving teachers in the school decision-making process)

المدير **الحالي** للمدرسة يسير على نهج تطبيق الإدارة اللامركزية ومشاركة المدرسين في القرارات المدرسية

1	2	3	4	5

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

(16) What are the effects of your being part of the school decision-making team?(you can

check more than one box)

ما هي الآثار المنعكسة عليك كمدرس من خلال مشاركتك في عملية صنع واتخاذ القرار في مدرستك.

☐ Raising my self-confidence and job satisfaction.

يرفع من ثقتي بنفسي ويجعلني راض عن عملي بشكل تام

☐ Having the ability to change any negative issues.

يعطيني القدرة على تغيير أي نقاط سلبية في المدرسة

☐ Affectsnegatively my teaching time and the educational outcomes.

يؤثربالسلب على وقت التدريس وعلى مخرجات التعلم

☐ Improving school performance and students' academic achievement.

يطور من الاداء المدرسي واداء الطلاب

☐ Absence of harmony between committees' members may lead to the issuance of incorrect

غياب الانسجام بين اعضاء اللجان يمكن ان يؤدي الى اصدار قرارات غير موفقة decisions

☐ Increasing sense of responsibility and self-censorship.

يزيد الشعور بالمسؤولية والرقابة الذاتية

☐ Participation and commitment to achieving the objectives of the school.

المشاركة والالتزام لتحقيق اهداف المدرسة

☐ Being part may lead to hostility with the principal as a result of difference in opinions.

المشاركة يمكن ان تؤدي الى خلاف مع المدير كنتيجة لاختلاف الاراء

Appendix 8

Questionnaire for Principal Y

استبانة المدير

Centralised and Decentralised Management Approaches in the Schools

الإدارة المركزية واللامركزية داخل المدارس

The purpose of this questionnaire is for research purposes.

The researcher is collecting data to compare between the principal who uses the centralized management approach and the one who uses the decentralized management approach and how can this affect the school performance.

هذه الاستبانه للأغراض البحثية حيث أن الباحث يقوم بجمع بيانات حتى يتسنى له المقارنة بين المدير الذي يقوم بتطبيق نظام الإدارة المركزية والمدير الذي يقوم بتطبيق نظام الإدارة اللامركزية ومدى تأثير ذلك على الأداء المدرسي.

(1) **In what age group are you? (check only one):**   **ما هي الفئة العمرية التي تنتمي إليها ؟**

☐ 20-29   ☐ 30-39   ☐ 40-49   ☐ 50-59

(2) **My administration experience is**   **كم عدد سنوات خبرتك في الإدارة   ؟**

☐ less than 1 year   **اقل من عام**
☐ between 1 and 5 years**بين عام و5 أعوام**
☐ between 5 and 10 years **بين 5 و10 أعوام**
☐ more than 10 years **أكثر من 10 أعوام**

Please read each statement carefully and respond by using the following scale to indicate to what extend you agree to each one.

<div dir="rtl">

أرجو قراءة كل جملة بعناية مع وضع دائرة حول مدى موافقتك علي الجملة.

</div>

(3) Do you prefer to involve the teachers in the school decision-making process?

<div dir="rtl">

هل تفضل مشاركة المعلمين في عملية اتخاذ القرار في المدرسة؟

</div>

1	2	3	4	5

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

(4) The contribution of teachers in school decision-making process gives them the motive to perform well in the school.

<div dir="rtl">

مشاركة المعلمين في عملية اتخاذ القرارات المدرسية يحفزهم على العمل بجد في المدرسة.

</div>

1	2	3	4	5

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

(5) The contribution of teachers in the school decision-making process increases their belonging to the school.

<div dir="rtl">

مشاركة المعلمين في عملية اتخاذ القرارات المدرسية يزيد من انتمائهم للمدرسة.

</div>

1	2	3	4	5

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

(6) The contribution of teachers in the school decision-making process improves the school performance.

<div dir="rtl">

مشاركة المعلمين في عملية اتخاذ القرارات المدرسية يعمل على رفع كفاءة الأداء المدرسي.

</div>

1	2	3	4	5

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

(7) Involvement of teachers in school decision-making process helps to solve many of the school academic problematic.

<div dir="rtl">مشاركة المعلمين في عملية اتخاذ القرارات المدرسية يساعد على حل كثير من المشاكل في المدرسة.</div>

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

(8) Involvement of the teachers in school decision-making process motivates them to teach positively.

<div dir="rtl">مشاركة المعلمين في عملية اتخاذ القرارات المدرسية يحفزهم على التدريس بايجابية.</div>

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

(9) Students' performance is affected by teachers' psychological mode.

<div dir="rtl">أداء الطلاب يتأثر بالحالة النفسية للمعلم.</div>

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

(10) The teachers' psychological mode is affected by the school decisions.

<div dir="rtl">الحالة النفسية للمدرسين تتأثر بالقرارات المدرسية.</div>

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

(11) I am keen to benefit from the experiences of others.

<div dir="rtl">أنا حريص على الاستفادة من تجارب الآخرين</div>

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

(12) I Support the efforts of the committees and the group work in solving the school problems.   أنا أعتمد على جهود اللجان والجماعات في حل المشكلات

1	2	3	4	5

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

(13) I Work to activate staff unity and communication among all teachers.

أنا أعمل على وحدة الصف والتواصل بين جميع المعلمين

1	2	3	4	5

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

(14) I Motivate teachers to cooperate and work together.

أنا احفز المعلمين علي العمل الجماعي فيما بينهم.

1	2	3	4	5

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

(15)   I am a good model of the person who is implementing the decentralised management approach(involving teachers in the school decision-making process)

أنا مثال جيد للمدير الذي يطبق الإدارة الامركزية ومشاركة المدرسين في القراراتالمدرسية

1	2	3	4	5

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

Appendix 9: Letter (1) to the school principal

Approval Request to Conduct Research
"A Case Study of XXX Public School

2nd February 2011

Dear Mr. Y [Principal of XXX Public School],

I would like to obtain your permission to use your school as a case study for my Masters dissertation. My Masters of Education course of study is "International Management and Policy" at the British University in Dubai.

The title of my research is **"The Impact of Teacher Inclusion in Decision-Making on School Performance"**

As part of my dissertation I will need to use and analyze the cumulative assessment results for EMSA, and various continuous assessments of the students at your school.

My continued study is aligned with ADEC's vision and policy to improve the educational system and my own teaching and professional knowledge-base. Thank you for your support and help during this study.

I would be thankful if you could grant this permission.

Yours faithfully

Nagy Fathy Mohamed

Appendix 10: Letter (2) to the school principal

Approval Request to Conduct Research
"A Case Study of XXX Public School

15th September 2011

Dear Mr. Y [Principal of XXX Public School],

I would like to obtain your permission to use your school as a case study for my Masters dissertation. My Masters of Education course of study is "International Management and Policy" at the British University in Dubai.

The title of my research is "The Impact of Teacher Inclusion in Decision-Making on School Performance"

As part of my dissertation I will need to use and analyze the cumulative assessment results for EMSA, PENTA, and various continuous assessments of the students at your school.

Furthermore, I would like to conduct a survey among the teachers to measure their opinions regarding teacher-involvement and teacher-leadership-related issues.

My continued study is aligned with ADEC's vision and policy to improve the educational system and my own teaching and professional knowledge-base. Thank you for your support and help during this study.

I would be thankful if you could grant this permission.

Yours faithfully

Nagy Fathy Mohamed