

**The impact of teacher's involvement on decision making
for school improvement: a study among teachers' and
school leaders in selected private schools in Dubai**

أثر مشاركة المعلم في اتخاذ القرار على تطور أداء المدرسة: دراسة بين المعلمين
وقادة المدارس في مدرسة خاصة مختارة في دبي

by

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of the requirements for the degree of
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Abstract

The research aims to study the impact of teachers' involvement in decision making, its importance to school effectiveness, job satisfaction, and teachers' stability. Therefore, the literature provides beneficial initial information about the decision-making procedure and how it enhances job satisfaction and stability for teachers. This research uses qualitative and quantitative methods to deduce the final conclusions by descriptively analyzing the data received from the mixed-method approach, which gives a complete view of the issues directly related to teacher involvement. The study population includes 150 teachers and 11 school leaders from one of the Dubai schools that has two branches.

The research data analysis shows clear evidence that teacher input has a positive impact on school achievement. Teachers are among the most important features that impact the quality of education in school progress. The research asserts that the teachers' involvement affects school performance positively, and the results indicate that involving teachers in school decision-making processes positively impacts school performance. Consequently, leaders should exchange, consult, and share concepts with teachers to improve the school outcomes. Additionally, teachers have the ability and freedom to control their work in the academic parts more than administrative and they are involved in decisions that affect their activities. Furthermore, teachers are satisfied and committed to the current school.

Therefore, involving teachers in school decisions, especially decisions related to assessment, teaching methods, and instructional resources, is recommended for school improvement, job satisfaction, and teachers' stability.

الخلاصة

يهدف البحث إلى دراسة تأثير مشاركة المعلمين في صنع القرار وأهميتها على فاعلية المدرسة والرضا الوظيفي واستقرار المعلمين. لذلك، توفر الأدبيات معلومات مبادرة مفيدة حول إجراءات اتخاذ القرار وكيف أنها تزيد من الرضا الوظيفي والاستقرار للمعلمين. يستخدم هذا البحث طرق البحث النوعية والكمية للوصول إلى النتائج والاستنتاجات النهائية من خلال التحليل الوصفي للبيانات الواردة من نهج المنهج المختلط، والذي يعطي رؤية كاملة للقضايا المتعلقة مباشرة بمشاركة المعلم. يشمل مجتمع الدراسة 150 معلمًا و 11 قائد مدرسة من إحدى مدارس دبي.

يُظهر تحليل بيانات البحث دليلاً واضحاً على أن مدخلات المعلم لها تأثير إيجابي على التحصيل الدراسي. أثبت المعلم أنه من أهم السمات التي تؤثر على جودة التعليم في التقدم المدرسي. يؤكد البحث أن مشاركة المعلمين تؤثر على الأداء المدرسي، وتشير النتائج إلى أن إشراك المعلمين في عمليات صنع القرار في المدرسة يؤثر بشكل إيجابي على الأداء المدرسي. وبالتالي، وفقاً للنتائج، يُوصى بإشراك المعلمين في القرارات المدرسية، وخاصة القرارات المتعلقة بالتقييم وطرق التدريس والموارد التعليمية، لتحسين المدرسة والرضا الوظيفي واستقرار المعلمين.

Dedication

I couldn't do this challenge without the support and inspiration of my dear husband, Dr. Salameh, and my dearest children Tariq, Malak, and Osama.

A special dedication and gratitude to my first idol person in my life. My dearest mother, who believed in my abilities a long time ago and motivated me to succeed and be who I am today.

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Chapter 1: Introduction

1.1. Background and Motivation to the Research

Teachers fulfill many roles in the world. They are considered leaders as they are a fundamental aspect of the school system, and their contribution to student achievement and school success is clearly evident. Whether their contribution is either formal or informal, they are the main reason behind the success of the whole community of school by granting support to students, acting positively and substantially with the school community, and supporting students' progress. The teacher can act as a learning regulator, a mentor, a resource developer, a coach, a curriculum, and an instructional specialist (Harrison & Killion, 2007). Furthermore, he has enough personal and technical knowledge and skills to participate in the decision-making process inside the school.

Decision-making at school, which is usually made by the school management team, like the principal, members of administrative, managerial teams, and school governors, should serve the teacher's needs. However, they conduct a needs assessment and develop a plan of action that includes school staffing, curriculum, or resource distribution statements of goals and measurable objectives consistent with school board policies (Harrison & Killion, 2007). Unfortunately, teachers in many schools are excluded by the school management team from the process of decision-making, some of which may involve instructional elements designed to improve the curriculum content knowledge and pedagogy. Also, some decisions are related to teaching methodologies and learning new technology along with developing a curriculum. However, teachers' involvement in making decisions related to those elements is important to build a positive collaborative relationship between the school management and teachers and give them a chance to work together and improve the school rating, which is compatible with UAE Vision 2021 (KHDA, 2019) cited in (Mawajdeh, 2020).

Successful school heads depend on many characteristics such as years of experience, age, gender, personality traits, skills, charisma, and emotional intelligence (Tudor, 2012). Developing a school community needs a principal who is able to involve school teachers in educational decisions related to reforming, developing, and structuring school plans and policies. Considering that some of those decisions affect teachers differently according to their area, it is important to take the

correct decision that suits teachers and helps them succeed. The characteristics of the principal, in this case, will help in choosing the best decision.

Decisions and leadership have many styles. However, leaders who build and set instructions, tend to develop their staff, design school facilities, and manage the learning program are the most successful leaders (Leithwood, et al., 2019). School leaders who involve their teachers in decision-making are more effective. Therefore, their leadership style is related to decision-making style. The most leadership styles related to involving teachers are the transactional, the transformational, and the laissez-faire styles. Finding such an interaction between leadership and participative decision-making is important for the institutional plan's growth (Hariri, et al., 2014).

Currently, some schools are facing pressure due to the quick change in external conditions requiring extraordinarily rapid development in order to meet the rapidly modified management standards to fulfill their objectives as well as to attain effectiveness. For example, the transformational challenge that faced the entire world during the Covid-19 epidemic motivated all school administrators to make an online learning environment that affords several educational services to resume the teaching/learning process and make schools valid for working. However, this plan would not be effective without teacher collaboration, who worked hard and developed their IT skills to keep pace up with the online environment within a short interval.

They managed to develop as well as share their IT skills via professional programs with colleagues as well as leaders (Reimers, et al., 2020). That approach encouraged leaders to provide grant teachers an opportunity to contribute to the process of decision-making in schools.

Magaly Robalino Campos (an educator specializing in UNESCO) clearly stated that "without the participation of teachers, changes in education are impossible" (UNESCO, 2005, p.7). Teachers are the cornerstone of any school, and the performance of school performance is dependent on them. Therefore, the contribution of teachers to the process of decision-making motivates them to make mental and emotional efforts to enhance the rating of schools rating besides sharing the responsibility of all outcomes, cited in (Mawajdeh, 2020).

Leaders who fulfill the roles of their leadership, along with the responsibility to school personnel, will be concerned with the adherence to their institution. Committed leaders will construct a positive correlation between external as well as internal organization stakeholders as teachers are

fundamental to the agency and are one of the most substantial aspects contributing to the achievement of students. The improvement of the organization depends on the activation of the role of teachers, not only as instructors but also as academics but also as decision-makers and leaders with various aspects of student progress and education quality. These actions contribute to making responsible leaders and thus enhancing the commitment of teachers towards school (Haqu, et al., 2017).

Principal Dewey Hensley, the chief of Jefferson County, Ky., Public schools, said: "Building a school is not about bricks. "It's about teachers. From the inside out, you have to build the strengths. I'm not the leader. I'm a leader. I've tried to build strong leaders across the board." (Edition, 2013, p.12). Scholl participatory decisions influence teacher inspiration, in addition to encouraging creativity in various areas. Taking into account ideas as well as school improvement-related concerns as well as responsibilities of teaching responsibilities, teachers will be better suited to take the optimum decisions, cited in (Mawajdeh, 2020).

1.2.Statement of the Problem

In John Dewey's writing in 1916, the term "teacher leadership" first appeared. He planned to give them a role that go beyond just being a teacher and instructor. It became an evolution and originated in the 1980s educational movement and continued to develop widely, particularly in the US academic institutions. However, school leaders' ability to take the right decision that affects school improvement might not always be suitable. Therefore, involving teachers who directly communicate with the students in the decision dimensions is important to school improvement. They can help implement what is beneficial for school and students.

Decision-making is one of the most important managerial skills that help develop the school and improve the educational process. Therefore, the need for successful knowledgeable leadership is important to choose the best aids that lead to reaching school goals based on rational decision-making. Especially, some of the weak decisions are taken in different areas related to school improvement in different aspects like curriculum, punctuality, policies, school activities ..etc. Furthermore, due to the fast-changing challenges that the world is facing, the number of new schools is opening, which will cause a competitive atmosphere that will not lead to relapse but to

have a continuous successful teaching and learning process. Therefore, the involvement of teachers in school decision-making is important as it makes them feel more satisfied, motivated, responsible in school success and progression, and empowers thus well-being (Keung, 2008).

As a worker in the educational field, the researcher realized the importance of the teachers' role in the process of decision making as well as its influence on the success of the school, educational process, and student outcome. Meanwhile, through reading and referral to a systematic, objective, transparent, as well as repeatable process (Okoli & Schabram, 2010) in order to determine studies related to participative decision-making and its impact on improvement of school.

As school manger is the essential leadership source, there is a marked impact on decisions made by stakeholders of school who exercise informal as well as informal leadership. Of all stakeholders, most studies have focused on teachers. Furthermore, leaders such as department heads as well as developers of curriculums unofficially share some leadership actions with teachers, which is dependent on their experiences as well as knowledge. Since teachers are the primary core learning/teaching environment, their contribution to school decisions is fundamental to some aspects; for instance, choice of curriculums, academic development, as well as instructions, and thus improving school. Therefore, the study will determine the significance of the teacher involvement in school decision-making and its influence on school progress, considering areas related to students, teachers, and curriculum in private schools in Dubai involving different leadership positions and teachers.

1.3. Purpose and Objective of the Study

The researcher chose this subject to examine the degree of teachers' involvement in Dubai schools in decision-making and how it will help improve the school in different domains such as curriculum, punctuality, policies, and school activities. Moreover, the study will highlight the importance of teachers' participation and its impact on the following:

- Teachers' stability and satisfaction.
- Teachers' role as a leader and influencer not only an instructor.

Additionally, the study will help other researchers interested in the Arabic region explore how participative decision-making will affect school improvement and teachers' stability.

1.4. Research Questions

The study is conducted to answer the main question: how will teachers' participation in school decision improve the school? Meanwhile, the researcher tries to answer some questions that is related to the school improvement like:

1. What areas of school decision making can be entrusted to teachers?
2. Does their participation in school decisions affects their stability and job satisfaction?

1.5. Structure of Dissertation

This study is subdivided into five chapters. This first one includes the introduction, background to the study, purpose, rationale, and objective of the study to focus on study questions. In the next chapter, the literature review demonstrates the results of research conducted on participative decision making, its types, as well as its influence on school improvement and teachers' stability and satisfaction. The third chapter is the methodology that the researcher used, and it includes the applied work of two types of data collection. Furthermore, the instruments, samples, validity, and reliability are illustrated. In addition, analysis of data and outcomes are illustrated in chapter four. Finally, the outline of the discussion and conclusion of the study outcomes, as well as recommendations, are discussed in chapter five.

Chapter 2: Literature review

2.1 Overview of the Chapter

Teachers' role is changed due to life changes, they are not a classroom instructor only, but they are performing leadership roles that accommodate learners need and teaching profession. Such different roles are varied based on the nature and the function of the teacher leadership. But it is still focusing on the same effective practices that the teacher leadership promotes within the school team. In this chapter the researcher will cover aspects that is related to decision making, teacher's participation, teachers' leader, participative decision making, and decentralisation. For a comprehensive study, the researcher conducted a systematic review of literature that included an extensive literature search of prior studies via a systematic, objective, replicable as well as transparent process (Okoli & Schabram, 2010) in order to distinguish studies linked to decision making in addition to its impact on the improvement of the school. Hence, the study stipulated a review protocol containing the following:

- a) Collection of data
- b) Revising as well as evaluation of the findings of search – and selecting the main readings
- c) Investigating as well as the combination of results
- d) Report of the review

The keyword search guide developed takes into account a review of academic journals published between 2009-2019, in addition to articles on decision making, collaborative leadership, participative as well as teacher stability.

2.2. Conceptual Analysis

2.2.1. According to Fuller: "**decision making** [for teachers] involves giving consideration to a matter, identifying the desired result, determining the options to reach the result, and then selecting the most suitable option to achieve the desired result" (Fuller & P., 2011).

2.2.2. (PDM) **Participative decision-making** referred to teachers who participate in various methods of decision making "traditionally made by the principal." They contribute their

ideas or opinions and share responsibility (Mohamed, 2011) (Sarafidou & Chatziioannidis, 2013) cited in (Mawajdeh, 2020).

2.2.3. Decentralization in education is defined according to UNESCO emphasized the democratic aspect of decentralization, linking it directly to political democratization as “people want to be consulted and involved in decision-making that concerns them directly” (McGinn & Welsh, 1999), p. 10). It is referred to as the process of devolving authority and responsibility relevant to the distribution of various resources transferred from the central government or school district to local schools. It could be divided into three models, redistributive, effectiveness, learning cultures included.

2.2.4. Teacher leadership is defined by York-Barr and Duke as: “the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of school communities to improve teaching and learning practices with the aim of increased student learning and achievement” (York-Barr & Duke, 2004, p. 287-288). The definition is important as it focus on the leadership vision that focus on inspiration, creativity, and interaction more than controlling and clout.

Studies and related literature reviews were organized into sections starting with the importance of decision-making and its relation to leadership style, teachers’ involvement, the importance of participative decision-making and its impact on school and teachers and, teachers as leaders.

2.3.Theoretical Framework

Many theoretical frameworks were used to give an explicit explanation for participative decision-making procedures in schools. Dr. Allan Morhaman Jr. from the faculty of management science, focused in his book *Participation in Decision Making* on the importance of handling the participation on decision making in several aspects based on technical and managerial fields, and how it affects individuals and their organization (Mohrman, Jr., et al., 1978). Therefore, since teachers play a crucial role in maximizing school progress, participative decision-making allows school staff to enhance their productive capacity by sharing their opinion and knowledge with the school management team. Generally, participative decision-making is a process where leaders share their authority with their staff (Prabhakar & Yaseen, 2016).

Accordingly, the main purpose of this research based on theoretical foundations is to study how teachers' participation in school decision-making will improve school outcomes and affect teachers' stability and job satisfaction. Based on the influence of decision-making and leadership style in Dubai school. Based on that, the framework will be guided using the leadership, decision-making styles, and the challenges that leaders might face while applying participative decision-making since the researcher will highlight the teacher's stability and job satisfaction. In addition, the study will measure teachers' satisfaction with their career as teachers and their satisfaction with the school leadership, environment, and professionals.

2.4. Review of Related Literature

2.4.1. Decision-making & Leadership Style

Decision-making is essential in schools because the success of a school depends on the quality of the decisions taken. Moreover, decision-making is one of the most important duties of leaders and managers because the results have a significant influence on the organization and its people (GüLCAN, 2011). Stephen Robbins, an author in the areas of management and organizational behavior, identified six steps for individuals to make a rational decision in order to increase the institution outcome: “(1) define the problem, (2) identify the decision criteria, (3) allocate weights to the criteria, (4) develop the alternatives, (5) evaluate the alternatives and (6) select the best alternative”. Additionally, he added that an important feature of decision-making by individuals is to scaffold the basic models for some problems in order to highlight their basic components and develop the necessary solutions to confront them (Robbins, 2003, p. 175). Dr. David Kozlow, the author of *LEADING FROM WITHIN: Building Organizational Leadership Capacity* book agreed with Dr. Robbins that effective leaders in the institution do not make decisions individually, but they work with other employees to improve the quality of the decision ensure that it will be implemented. They believe that such engagement will motivate, higher employees' productivity, and positively influence stakeholders (Kolzow, 2014).

Since leadership is the basis of how leaders influence people to implement their needs, and, an approach inspires and motivates others to reach a specific goal. Leaders need to choose suitable decisions to attain the institution's goals. They practice one decision-making style that suits their leadership style. For example, when the autocratic leader gives the required instructions for his employee to do the work with slight feedback. The participative leader decides based upon the

number of employees who voted or approved a specific decision to complete the needed task. Meanwhile, the delegate leader trusts his staff's abilities and allows them to take the decision-making responsibility (Leithwood, et al., 2004). Decision-making for each style is different; the autocratic leader does not allow any input from others once the decision is taken, which affects the institution's performance. Moreover, it doesn't give a chance to others to give any solution for any problem that occurred. On the other hand, participative leaders share decision-making and other tasks, increasing employees' self-esteem and motivate them to give more and work as a team. However, decision-making is managed by the assistants who are in charge in the delegate style. The assistants would play the central role unless they asked for support from the leader (Kolzow, 2014) (Prabhakar & Yaseen, 2016) cited in (Mawajdeh, 2020).

Effective school management gives an opportunity for teachers to participate in decision-making. However, teachers are excluded from this process. Dr. Florence Muindi, Doctor of Business Administration at the University of Nairobi, exposed through his study in Kenya that all decisions related to school employment, curriculum, resources, and activities were made by school leaders or members of the school executive team. Moreover, the study concluded that in most cases, teachers were excluded by school leaders from the decision-making process (Muindi, 2011). This conclusion from Muindi study was in contrast with the studies of the researchers, Somech, Wong (a researcher in the School of Management), and Ingersoll (professor of sociology), who demonstrated that participatory decision making is beneficial to schools as well as teacher performance and can contribute to make members of the team to be more originaive. It makes them more confident to share ideas essential to improvement as well as the effectiveness of school (Somech, 2010) (Wong, et al., 2018) (Ingersoll, et al., 2018). Furthermore, Wadesango reported that teacher involvement is appropriate for schools. It is believed that participants improve management decision quality. From their viewpoint, teacher involvement in decision-making induces to a greater diversity of perspectives which will increase effectiveness, improvement, as well as productivity (Wadesango & Bayaga, 2013) cited in (Mawajdeh, 2020)..

2.4.2. Participative Decision-Making and Its impact on Teachers

Leaders must have a clear definition for the future and a vision that suit that definition. They need to know how to lead and manage simultaneously, to be prepared for any obstacle that might occur; otherwise, they will not succeed and might destroy the institution. The significance of teacher

participation helps the school administration team achieve the school mission and vision objectives. Ezennaya Njideka Prisca, a researcher at the University of Nigeria, recommended administrators in her study to increase the level of teachers' participation as they are the most important operational element in the school who can improve school performance (Prisca, 2011). Suppose we want to search for good indicators as a prove for effective management. In that case, we will look for the commitment of the school staff. According to a study done by Murphy, David, and Brown, as cited in Chi Keung, they believe that teachers can be involved in many areas, and schools should inspire and open the chance for teachers to participate in events outside the classroom (Chi Keung, 2008) (Somech, 2010). Cheng Chi Keung, an Associate Professor in the department of curriculum and instruction at the University of Hong Kong, declares that employees in one association who communicate and share information and thoughts have higher expected goals and capacities and maintain a democratic positive environment. He asserted that participative decision-making help teachers to get benefit from each other's experience and enhance their teaching methods by offering new suggestions and thoughts. Additionally, he declared that such a constructive collaboration could impact the school positively (Chi Keung, 2008). His study was matched with Dr. Omemu Felix, from Niger Delta University findings which included 514 Nigerian teachers chosen randomly. The results showed that participative decision making would increase teacher's performance, job satisfaction and improve positive school outcomes (Omemu, 2018) cited in (Mawajdeh, 2020).

Leadership theories focused on the workplace variables such as the type of work and organization, the leader's abilities, efficiency and experience, character, and followers' qualifications (Kolzow, 2014). For that reason, leaders' style affects decision-making and institution stability. Little is known in the literature about the relationships between the leadership styles and decision-making styles worldwide, particularly in UAE. But, UAE launched a distinguished program for leaders with the support of His Highness Sheikh Mohammed bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE, and the Ruler of Dubai called UAE Government Leaders. The program aims to develop national leadership, establish a communicative exchangeable community between stakeholders, and prepare the best leaders for the future.

The UAE government leadership model is looking for the 21st-century leader model that is grounded on three structures: “Leadership Spirit, Achievements and impact, and Future Outlook”.

Unlike many traditional programs, the UAE Government Leaders made massive progress in the training and educational process. In addition, it involved collaborative workshops and discussions, sightseeing, and overseas visits to experience other countries' entities (Affairs, 2019). His Highness Sheikh Mohammed bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and the Ruler of Dubai said: "We want to change the concept of leadership so that it includes anyone who has the ambitions and the will to change himself, and also to benefit his society" (Programme, 2018).

The term of teacher involvement refers to the degree to which teachers are involved in the delineation of various school disciplines, which was illustrated by Mrs. Bayan (AL-AZZAM, 2017). She demonstrated that there are various styles of teacher involvement and teachers who have committed to participating but are willing to participate. Their involvement positively affected the decision of the school and motivated them to contribute more to school improvement.

In contrast, teachers who did not want to participate nor were involved influenced their participation area due to their limited experience or workload. The findings of Wadesango are compatible with those obtained by Gemechu that teacher involvement denotes their participation in decision-making, regarding community participation, school management, learning conditions, teaching-learning, as well as other school activities like school discipline, and planning, as well as students' affair. All these factors may result in substantial enhancement in school as well as students' academic achievement (Wadesango & Bayaga, 2013) (Gemechu, 2014). All these factors contribute to school improvement, which denote the domains that are correlated with school progress regarding any school facilities or elements, which are concerned with school improvement, physical facilities, curricular activities, students-teacher activities, finance, as well as school-community relationships. Somech, (an organizational psychologist and a professor) is consistent with what was previously demonstrated and illustrated that teachers' involvement in budgeting in many departments encouraged teachers to push educational standards to elevated levels (Somech, 2010).

Another study done in Botswana by Paul Alan Mosheti from Andrews University about teachers' participation and job satisfaction compared to organizational commitment. He found that permitting teachers in school decision-making will satisfy teachers and make them more

committed to their schools. Moreover, teachers who enjoy their work are unwilling to leave their schools, as they will be committed to their profession and school. They are motivated to present their duties in the best way to help the administration achieve its goal (Mosheti, 2013).

Furthermore, based on the findings of Ingersoll, the contribution of teachers to the process of decision making has eight disciplines: choice of instructional resources, setting marks, determining teaching methods as well as methods of student evaluation, determination of the content of professional development programs, providing input for budgeting, establishing student discipline techniques, hiring new teachers, and school improvement (Ingersoll, et al., 2018). Ho, a doctoral student, reported that there are five frameworks covering options available to teachers: The frame of school/institution, the frame of system, the frame of faculty, the teacher's self-frame, and the learners' structure. With regard to this perspective, these frameworks are fundamental to engaging teachers in contributing to pedagogy and curriculums, which will result in a new organization at the level of education in school (Ho, 2010). In addition, Kipkoech & Chesire demonstrated typical leadership contributions such as department heads as well as coordinators as forms of how administrators permit teachers to have some decision-making autonomy for their school and their students within a typically planned model (Kipkoech & Chesire, 2011).

Engagement in decision-making resulted in good decisions, positive interpersonal communication, as well as a positive working environment which retained and attracted good teachers as Wadesango and Bayaga declared in their study. They added that teachers need a space and opportunity to satisfy their needs by participation in decisions that are related to school to feel that they are one of a whole community and increase their self-esteem, thus their creativity. In this way, teachers will not feel excluded from the school community, and the sense of teamwork will increase (Wadesango & Bayaga, 2013). In a study by Wong and his team, they illustrated that when principals assign some responsibilities to teachers, will permit them to support and observe various tasks to make sure that everybody in the school is progressing toward the achievement of the school's primary objectives (Wong, et al., 2018).

School administrators have to focus on benefiting from the ideas of teachers and securing their inspiration to make them feel satisfied. According to Mohammed, a master's graduate in UAE, he demonstrated in his thesis that benefiting from the ideas of teachers will positively influence the

performance of teachers in addition to student achievements. He recommended that researchers should investigate participatory decision making as well as job satisfaction of teachers since teachers are the executors of the decisions made regarding education (Mohamed, 2011). In addition, participatory leadership has many impacts on school as well as outcomes, such as student progress, school improvement as well as teacher stability and turnover (Louis , et al., 2010) (Lowery-Moore, et al., 2016).

Another study by Samira Al Nuaimi, Head of Student Affairs, at Emirates College for Advanced Education in Abu Dhabi, concentrated on participative decision making and job satisfaction, along with considering nationality, gender, as well as type of school. The findings of this study confirmed that even in some schools that encourage participatory decision-making, usually there is no significant participation. This can be attributed to the type of teacher personality like being shy and away from taking decisions regarding critical issues and preferring to follow instructions (Al Nuaimi & Chowdhury, 2015).

In a study for Nancy Akert, who is the administrator of Shawnee State School in the USA, illustrated in her study on 96 teachers and 15 principals regarding the contribution of teacher leadership on school progress. She suggested that everyone tackled the concept of collaborative teamwork differently. "The differences in the perceptions between the principals and the teachers indicated a necessity for both positions to have opportunities to collaborate and design ways they could move toward a common goal". It has been found that administrators who encourage cooperative teamwork and encourage teachers to be engaged in the strategic plans as well as action experience have positive self-esteem that results in to efficient teachers' relationship, teacher retention, and thus elevated student achievement (Akert & Martin, 2012: p. 296).

Another study in Turkey by two candidates Dincer Olcum and Osman Titrek, Ph.D., demonstrated various decision-making models such as intuitive, emotional, rational, compliant, hesitant, and no-thought, and how this impacts job satisfaction of teachers. They also examined the correlation between school principals' decision-making modalities as well as teachers' levels of professional satisfaction. Furthermore, they indicated that administrators and teachers who responded to the survey demonstrated that their levels of job satisfaction are elevated, that the administrators were precisely concerned with decision making, and seldom neglected decision-making methods. Their

findings demonstrated that job satisfaction levels are substantially more elevated compared to decision-making modalities of managers (Olcum & Titrek, 2015).

The knowledge of teachers significantly impacts school decisions as well as classroom management; according to Yao Jung Lin, teacher engagement in school decision-making improves job satisfaction that is a positive indicator of efficient management. Nevertheless, he believes that many areas involve teachers in decision making; school can encourage and afford opportunities for teachers to be engaged in activities that are held outside classrooms like choosing a textbook, developing curriculum, learning assessments, student placement, personnel intaking, and professional development (Lin, 2014) cited in (Mawajdeh, 2020).

2.4.3 Decentralization

Another factor that helps in school improvements is Decentralization, which allows schools to be more independent and flexible in creating their decisions than if decisions are made centrally. Two researchers Shaikah Al-Taneiji and Lorraine McLeod from United Arab Emirates University believe that giving a school more independence in its decision-making will help the school achieve its planned goals. Moreover, it is essential to consider teachers' perceptions in any school improvement to implement it effectively. They added that decentralizing leadership in Arab society reflects the quality and maturity of the education system in management practices and developing partnerships (Al-Taneiji & McLeod, 2008).

In the light of State University search and Lin (a Ph.D. graduate in education) studies, it has been demonstrated that the transfer of decision-making from an elevated level to the decentralization level is via teacher engagement in decision making. However, there is no substantive procedure to demonstrate that teachers are empowered to make decisions, even though teachers are regarded as one of the key components in enhancing school performance (Lin, 2014) Nonetheless, Hasan Hariri illustrated that rational decision-making is fundamental to school success and that it relies on decision quality (Hariri, et al., 2012). It is believed that efficient decision-making would assist teachers fulfill their satisfaction with their job, cited in (Mawajdeh, 2020).

2.4.4 Teacher leadership

Teacher leadership is an important and needed concept for teachers to start leaving their classrooms and cooperate with school stakeholders to shape and scaffold leadership. Many researchers confirmed that teacher leader must not replace administrator's role. However, there is no clear definition but different perspectives. Meanwhile, it is an essential element for students' success, especially in the part that requires teachers' involvement in school decisions that affect students' success such as, choosing the appropriate textbooks, school timetable, support new teachers, and monitoring other students' teachers. Teacher leadership development is essential for school improvement, student's achievement, and teacher's stability (Smith, 1999).

Diane Yendol Silva, an assistant professor of education at the University of Florida who has interests in teacher development, mentioned three waves for teacher leadership. The first wave started in the 1980s when teachers began to take roles like the head of the department, lead teachers, and representatives with a descending authority. Although teachers were able to be good leaders, they believed that their leadership role threatened the hierarchical position of other administrators and threatened the teaching and learning process, thus to a separation between teachers and leaders.

As a reason for the 1st wave limitations, in the late 1980s, the second wave ascended. The teacher's knowledge and experience helped them adopt instructional positions rather than managerial; that is how the second wave recognized the role of the teachers as instructional leaders and follow a hierarchical system that includes roles like the head of department, coordinators, assessment leaders, and lead teacher.

In the 1990s, the third wave began as a shape formula of teacher leadership. This formula is still followed by most educational institutions worldwide. Conversely to the 1st two waves, this wave concentrates on teachers' daily work as a part of their leadership position. It focused on the daily leadership work for teachers and how to improve their teaching role in improving and reforming their educational institutions (SILVA, et al., 2000). This third teacher leadership wave is criticised that it was difficult to differentiate between teachers in the second and third wave whether they are leaders in the classrooms or beyond (Kelley, 2011).

Accordingly, although some teachers' opinion in teacher leadership is a formal managerial position, other teachers see it as an opening chance that allows teachers to be part of school decision-making (Johnson & Donaldson, 2007). For example, Dr. Jennifer York-Barr from the University of Minnesota and her colleague Karen Duke Senior Lecturer at Middlesex University viewed professional society as to where teacher leadership can interact. Furthermore, the different roles that teachers can role in the school community enable them to support, share and focus on what is beneficial for students and school improvement in various fields like curriculum and instructions, which is a way to distribute and support leadership (York-Barr & Duke, 2004).

As mentioned earlier, since teachers are the stone of school success and implementing school decisions, they can be included in areas of participation such as teaching-learning, learning circumstances, community services program, school activities, and student's punctuality.

To accomplish school targets, teachers need to plan, implement, and evaluate the guiding process. Meanwhile, they need comprehensive management that believes in all the employees to set clear goals (Fuller, 2011). Moreover, the participative management model has features that allow everyone from the subordinates to speak freely, share ideas and thoughts with no obstacles. However, the discussions are controlled by an administrator who will coordinate and motivate the stakeholders and charge their stability and steadiness (Hariri, et al., 2012). Dr. Kenneth Leithwood, a professor and educational researcher at the Ontario Institute for Studies in Education in Toronto, agreed with Hariri that decision making is a right for everyone, they believe that all stakeholders recognize that work is a source for experience and in order to gain stability, leaders need to reward them by different acknowledgments (Leithwood, et al., 2019).

2.5. Summary

Most of the previous studies focused on teachers' participation in decision-making. Studies were conducted globally and agreed that decentralization and participative decision-making strategy in leadership allow teachers to improve school and improve management practices. Additionally, their participation causes a positive impact on their stability and job satisfaction. These factors help improve the teacher's role as an instructor and leader who can support and enhance the school community. In addition, it is an indicator of effective leadership. In UAE, they connect teachers with decision-makers to plan for the school educational practices that will positively impact school

and student improvement. As a result, they are preparing leaders compatible with the 21st-century leadership model (OECD, 2020). The included papers' findings inspired the researcher to study participative decision-making, job satisfaction, and its impact on one of Dubai schools' improvement.

Chapter 3: Methodology

3.1 Overview of the Chapter

This chapter describes the justification for the research method and the study design, instruments, sample, participants, and ethical considerations. Additionally, it described the validity and reliability of the study by reading and analyzing the data. According to Jane Sutton, a lecturer at the University of Bath, and her colleague Dr. Zubin Austin, it is essential to have an arranged research process, starting from the data collection to the data analysis. Additionally, she believes that the search protocol is adequate and valid when the results are documented (Sutton & Austin, 2015). The research is to investigate the impact of teacher's involvement in decision making for school improvement at one of private school in Dubai. The study is to explore how the teacher's participation effected on the school performance.

3.2 Research Approach

The researcher used the mixed-method paradigm to explain the study's arguments. To answer the study questions, the researcher planned to collect then analyze the data. Dr. John Creswell, an educational psychologist, wrote many articles and books about research design. He asserted that the researcher based his investigation on the premise that the diversity of data expands the understanding of the research problem more than quantitative or qualitative data alone. The research begins its investigation with a survey to identify the results to the participants as a first stage. Then in the second stage, the researcher focused on her work by a qualitative study through an open interview to get the participants' views which helped in explaining the initial quantitative survey (Creswell & Creswell, 2018).

Additionally, the researcher chose a mixed method in order to integrate both quantitative and qualitative methods in improving data collection tools to support and answer the main research question, according to Dr. Hirokazu Yoshikawa, a professor of Globalization at New York University, who conducted a study with his colleagues. They focused on the ways of integrating both quantitative and qualitative methods and how it gave a broader understanding to answer the study question by focusing on “how” and ‘when” (Yoshikawa, et al., 2008). Therefore, to get more deep into teachers' contribution to decision-making and its influence on school improvement,

the researcher used the mixed method to balance the limitations of each method and describe the participants' responses. This allowed for a better understanding of the teacher's involvement in school decision-making. In addition, the researcher used the mixed method to triangulate the data collection; triangulation emphasizes the research validity by using different methods in collecting the data from different dimensions (Creswell & Creswell, 2018). Moreover, the researcher will use the descriptive method to help gather, analyze and find the relevant needed data.

3.3. Data Collection Plan

This study follows a mixed method with two tools: teachers survey and oral structured interviews with leaders that interrelate with the study population. These data tools helped in getting sufficient information that answers the study questions (Yoshikawa, et al., 2008).). The researcher took the school general director's approval to distribute the online survey to the teachers who are considered one of the study population (Appendix1). According to Prof. Donna Mertens (an educational professor at Gallaudet University), the study population is a set of paradigms with the same characteristics related to a purposive sample (Mertens, 2010) . Therefore, the researcher utilized a homogeneous sample and created a link to be distributed to the study population. An appreciated effort from the section principals offered to make sure that almost every teacher received and fill the questionnaire. The self-report data collection is used to study the impact of teachers' involvement in decision-making for school improvement. Essentially, the purpose of the study was knowledgeable, the anonymity of the participants was reserved for ethical reasons. The study targeted all school stakeholders' teachers and leaders (General Director, Head of sections and Head of Departments) at one of Dubai schools.

3.4. Instruments

The study has two tools which are:

3.4.1. a questionnaire for teachers (Appendix 2).

The researcher was inspired by many previous studies related to the study subject to create the questionnaire. Relatively, the questionnaire was improved from previous global studies, such as Abdelhak Khaled Jito, Cheng Chi Keung, Saeed M. Ateq Alghamdi, and Omemu Felix (Jito, 2019) (Keung, 2008) (Alghamdi, 2020) (Omemu, 2018). Since the questionnaire wording is important,

a pre-test piloting was needed to eliminate any ambiguity in the questionnaire phrases. According to Dr. John Creswell, the piloting test is important in determining the questionnaire effectiveness and preliminary assessing its elements. It gave the researcher an indication about the instructions given to the participants in addition to the question's consistency, models, and phrases (Creswell & Creswell, 2018).

The questionnaire was prepared in English, translated to Arabic to expand the study sample. The quantitative data were collected through an online survey, while the qualitative data were collected through interviewing and discussing the leaders. Accordingly, four academic experts with more than ten years of experience in the assessment and educational field review the questionnaire for more reliability. Several adjustments were made, like changing a few words, removing some phrases, and editing participants' instructions. The questionnaire adjustments were to serve the study; it was designed in a comprehensive method to help participants understand the study topic and participate in the study. Finally, the questionnaire was contextualized to be suitable for the research objectives, and it consisted of five sections:

Section one: the demographical data that contained seven questions, section one: gender, nationality, academic achievement, age, years teaching experience, current teaching position.

Section two: this section report teachers' participation in decision making; it consists of 25 questions.

Section three: consists of 6 items that reflect teachers' satisfaction.

Section four: Reflect teachers' stability and consist of 10 objects.

Section five: Help in deciding what participative decisions can be entrusted to teachers.

All the questions was measured with five Likert scales, which are considered the most common variation summated rating scale.

The questionnaire distribution passed with phases that include: First: testing and adjustment process. The researcher took advantage of the colleague's notes to avoid ambiguity and confusion. Second: preparing the questionnaire, the researcher finalized the questionnaire and modified it. The final stage was addressing the administration and providing them with the university approval paper for data collecting to ask permission to conduct the questionnaire with the help and support of the section leader support. Collecting responses took approximately ten days to be completed by 140 from 180 teachers.

3.4.2. an interview with school leaders (Appendix 3).

According to study needs, the researcher conducted virtual and face-to-face interviews with the school leaders (General director, assistant principals, and head of departments.). The purpose of the interviews was to share and obtain their thoughts and ideas freely. Then the researcher revised the given answers, understood, and perceived them, then organized them into objects that serve the research objectives. An interview is an interactive tool that helps collect more qualitative data about decision-making, teachers' stability, and satisfaction. According to Dr. John Creswell, interviews are seen as an ethical requirement that considers the strengths and weaknesses of the participants. Therefore, the researcher should enhance the interview by avoiding the participants' fatigue. Additionally, participants should feel safe to express their opinions and interpretations freely while answering the interview questions. Finally, they must feel free to respond without bias by the researcher or directions that the researcher tends to (Creswell & Creswell, 2018).

The interview success depends on effective investigation and questions sequence (Creswell & Creswell, 2018). The interview started by explaining the purpose of the study and confirming the anonymity and privacy of the leaders' answers and views, then it was followed by argumentative questions. Meanwhile, the researcher asked for permission from the participant to record the interview and took notes during the conversation to simplify the data analysis. The school has around 13 leaders with different designations. The researcher interviewed one director, three heads of sections, and seven heads of departments. Instead, some of them answered the interview questions via email. Unfortunately, the researcher could not meet one head of section and one head of department as they refused to participate in the study.

3.5. Data Analysis Plan

According to the data collected from different sources, the closed-ended questionnaire was systematically coded, tabulated, and organized for analysis using the quantitative method. The organized and coded data stored in an editable excel spreadsheet were imported to SPSS and analyzed using descriptive and inferential statistics. In addition, the data gathered through open-ended questions, interviews, and document observation, were categorized thematically. The items were classified into different tables according to the similarities of issues raised in the questionnaire. After the classification, each of the cases was analyzed and interpreted.

Data were analyzed using different statistical tools depending on the nature of the basic questions and data gathered. Accordingly, the participants' report and the nature of the basic questions required the following statistical techniques:

1. Frequency and percentage distribution were used to analyze various characteristics of the sample population such as sex, age, academic qualification, field specialization, and experience.
2. Frequency, mean score, and standard deviation were computed for quantitative variables against each item score to identify the extent of teachers' involvement in selected decision-making areas.
3. Independent sample t-test was employed to see the statistical significance of the responses of the two groups of participants. This is because a t-test is considered an appropriate test for judging the significant difference between the mean of the two sample groups. Besides this, the data obtained through interviews, open-ended questionnaires, and document observation were analyzed and interpreted qualitatively by describing or narrating the ideas provided by the participants based on their themes.

In order to investigate the impact of teachers' participation on their satisfaction and stability, a Regression analysis has been performed. The model was judged based on $R^2 > 0.7$ and sig level < 0.05 .

3.6. Delimitation

The characteristics that bound the scope and describe the study limitations are delimitations. It is the researcher's authority to choose the relevant factors for the study, starting from the study objective, problems, questions, variables, population, and accomplishments (Simon, 2011). In this study, the researcher delimited the study to a private school in Dubai. This choice was intentional because the researcher wanted to limit the research topic. The participants of the study are the school stakeholders (teachers and leaders).

The scope of the study focused on:

- 1- Stakeholders' demographics.
- 2- Time limitations (term 1) 2021-2022
- 3- The number of teacher's who participate in the questionnaire
- 4- Interviewing the leaders face to face.

Despite the above boundaries, the researcher explored the necessary available data to achieve the study objectives.

3.7. Ethical consideration

The main research standards start with respect for people and participants' experience, ability, and knowledge they convey to the study. Participants need to express their knowledge freely to achieve the required aim (Brydon-Miller, 2012). Consistently, Dr. John Creswell mentioned five ethical values obtained from the Ethical Principle of Psychologists and Code of Conduct (2010) which include faithfulness, responsibility, respect, honesty, and integrity (Creswell & Creswell, 2018, p. 147).

Accordingly, the researcher considered all the needed ethical approvals. The process started with asking for a consent form from the university to present it to the school administration (Appendix 4). After the administration's approval, the researcher distributed the questionnaire using an online google drive link. Then, in concern to the participants, the researcher mentioned the purpose of the study in the questionnaire. At the same time, the participants were given the freedom to participate in the study by starting the questionnaire with a statement, *Do you agree to participate in this research study?*. Additionally, the participants were guaranteed anonymity and privacy of their views and answers. In concern to the results, the researcher conducted the questionnaire and interview in one of Dubai school, cited the results in the study and includes all the findings and analysis.

3.8. Trustworthiness

In research, the trustworthiness of information is essential to eliminate any biases. According to Prof. Susan Morrow (a licensed psychologist – University of Utah), steps like types of data, sample size, and source of information need to be considered and embedded in examining the surrounding of "data adequacy" (Morrow, 2005).

To ensure the trustworthiness of this study, the researcher tried to verify its trustworthiness by eliminating forms of biases that appear from the participants, mainly that the study title directly affects the teachers and leaders. Moreover, asking four academic experts in the educational field to review the questionnaire for more reliability. Additionally, observing the study data, making up

the study limitation especially for the study sites and population, as the study needed at least 150 teachers to validate the data. The researcher asked our branched school located in Dubai to help in answering the survey. Additionally, the researcher cited every information, and considering all the ethical forms.

Chapter 4: Results, Analysis and Discussion

4.1. Overview of the Chapter

The purpose of this study is to study the impact of teacher's involvement on decision making for school improvement. In this chapter the researcher will present the results gathered from both qualitative and quantitative data to answer the study questions and study the impact of teachers' involvement in decision making. Data analysis is a method used to statistically reduce raw data to make presentations, interpretations, and conclusions on the study's findings (Creswell & Creswell, 2018).

All data were analyzed using the Statistical Package for the Social Sciences (SPSS Inc., Chicago, IL) version 23.0. In this study, the researcher employed descriptive statistical analysis and correlation. Moreover, the frequency distribution, central tendencies, percentages, mean and standard deviation were calculated. Then the researcher figured the frequency distribution of perception, percentages, measures of central tendency such as the mean and standard deviation. Notably, the fifth Likert scale to grade the respondents' responses were used, as shown in Table (1). The following section contains:

- The characteristics of the respondents.
- The internal consistency procedure of reliability.
- Validity analysis.

Finally, the results of the statistical analysis were presented.

Table (1) fifth Likert scale

Weight	Scale		Mean
1	Strongly Disagree	Very Dissatisfied	1-1.79
2	Disagree	Dissatisfied	1.8-2.59
3	Neutral	Neutral	2.60-3.39
4	Agree	Satisfied	3.40-4.19
5	Strongly agree	Very Satisfied	4.20-5

4.2. Analysis of Quantitative data

4.2.1. Demographic information

This section shows some initial background information that is related to the study population, which helps to know the general information of the participants. Accordingly, the characteristics of the study sample were investigated in terms of nationality, highest academic achievement, age, the number of years teaching experience, and the number of years was taught in the current school. Finally, the data were summarized in table (2).

Table (2)
(Teachers) Demographic data

No	Variable	Frequency	%	
1	Nationality	Arab	126	78.75
		Non-Arab	34	21.25
		Total	160	100.0
2	Highest Academic Achievement	Senior Secondary School Certificate	2	1.3
		Senior Secondary School Certificate plus Teacher Training Diploma	4	2.5
		Bachelor's Degree	116	72.5
		Master's Degree	31	19.4
		Ph.D. Degree	5	3.1
		Others	2	1.3
		Total	160	100.0
3	Age	21-30	17	10.6
		31-40	85	53.1
		41-50	45	28.1
		51 and above	13	8.1
		Total	160	100.0
4	Number of years teaching experience	Less than 5 years	21	13.1
		5 - 10 years	46	28.8

		11 - less than 15 years	44	27.5
		15 - less than 20 years	27	16.9
		20 - less than 25 years	12	7.5
		25 - less than 30 years	6	3.8
		30 - less than 35 years	2	1.3
		35 years and above	2	1.3
		Total	160	100.0
5	Number of years you have taught in current school	Less than 5 years	88	55.0
		5 – less than 10 years	45	28.1
		10 - less than 15 years	16	10.0
		15 - less than 20 years	6	3.8
		20 - less than 25 years	3	1.9
		25 - less than 30 years	1	0.6
		30 years and above	1	0.6
		Total	160	100

This Table shows that the frequency and percentage for each variable were listed according to the survey categories in Table (2).

From table (2), it can be observed that 78.7 % of the teachers are Arab, where around 21.2% of them are non-Arab. It can be seen from Table (2) that most of the teachers (72.5%) have bachelor's degrees. Whereas 19.4% of them have a master's degree. In comparison, 3.1% of the teachers have Ph.D. degree. Table (2) also shows that the age of 53.1 % of the teachers varied between 31 - 40 years but, around 28 % of them were 41 - 50 years old. While the age of 10.6% of the teachers differs from 21 to 30 years.

Moreover, table (2) shows that 28.8 % of the teachers have a teaching experience between 5-10 years. While 27.5 % of the teachers have a teaching experience between 11 -less than 15 years. Whereas 16.9% of them have a teaching experience between 15 -less than 20 years. But 7.5 % of them have a teaching experience between 20 -less than 25 years.

It can be concluded from Table (2) that most of the teachers (88%) have taught in their current school for less than five years. But around 28.1% of them have taught in their current school for 5-10 years. At the same time, approximately 10% of the teachers have taught in their current school for 10- less than 15 years.

Table (3)
(Leaders) Demographic data

No	Variable	Frequency	%	
1	Gender	Female	7	58.3
		Male	5	41.7
		Total	12	100.0
2	Nationality	Arab	11	91.7
		Non-Arab	1	8.3
		Total	12	100.0
3	Highest Academic Achievement	Bachelor's Degree	7	58.3
		Master's Degree	5	41.7
		Total	12	100.0
4	Age	21-30	1	8.3
		31-40	1	8.3
		41-50	5	41.7
		51 and above	5	41.7
		Total	12	100.0
5	Number of years Leadership experience	Less than 5 years	7	58.3
		5 - 10 years	2	16.7
		11 - less than15 years	1	8.3
		15 years and above	2	16.7
		Total	12	100.0

6	Number of years teaching experience	5 – less than 10 years	6	50.0
		10 - less than 15 years	3	25.0
		15 years and above	3	25.0
		Total	12	100.0
7	Number of years you have taught in current school	Less than 5 years	1	8.3
		5 – less than 10 years	3	25.0
		10 - less than 15 years	5	41.7
		15 years and above	3	25.0
		Total	12	100.0

According to survey categories, the researcher listed the frequency and percentage for each leader variable in Table (3).

Table (3) reveals that 58.3% of the leaders are females. In comparison, 41.7% of the leaders are males.

It can be observed that 91.7 % of the leaders are Arab, whereas around 8% are non-Arab. Furthermore, it is seen that most of the leaders (58.3%) have bachelor's degrees. In comparison, 41.7% of the leaders have master's degrees. Moreover, the Table shows that 41.7 % of the leaders' age varied between 41 - 50 years but, around 8 % of them are 31 - 40 years old.

The Table reports that 58.3 % of the leaders have less than five years of leadership experience. At the same time, 16.7 % of the leaders have a leadership experience between 5 -less than ten years. Also, 16.7% of them have more than 15 years of leadership experience. But 8 % of them have a leadership experience between 10 -less than 15 years.

It can be observed that 50 % of the leaders have a teaching experience between 5- less than 10 years. While 25 % of the leaders have a teaching experience between 11 -less than 15 years. Whereas 25% of the respondents have more than 15 years of teaching experience.

Table (3) indicates that most leaders (41.7%) have taught for 10 to less than 15 years in their current school. But around 25% of them have taught in the current school for 5-10 years. Also, approximately 25% of the leaders have taught in the current school for more than 15 years.

4.2.2. Study Tool Validity

4.2.2.1. Questionnaire validity

This focuses on verifying that the tool will measure what it is intended to measure. The researcher verified the study tool validity through:

4.2.2.2. Validity and Internal Consistency of the Tool

The validity of internal questionnaire consistency refers to the extent of consistency of each questionnaire item in the area in which the article belongs. The researcher calculated the internal consistency of the questionnaire by calculating the correlation coefficients between each item, the questionnaire domains, and the total degree of the area itself, as illustrated in the following table. The table below shows that all of the questionnaire terms contribute to the questionnaire's reliability, as can be seen in the table (4) when examining all correlation coefficients between terms of the questionnaire and the total area, as well as the whole degrees eliminated against the degree of term at the level of 0.05 and 0.01.

Table (4)
Validity and internal consistency of the tool

Items	Corrected Item-Total Correlation	Items	Corrected Item-Total Correlation
	Teachers' participation	22	0.721**
1	0.425**	23	0.671**
2	0.403**	24	0.707**
3	0.616**	25	0.632**
4	0.636**	Teachers' satisfaction	
5	0.216**	1	0.526**
6	0.335**	2	0.624**

7	0.470**	3	0.462**
8	0.318**	4	0.659**
9	0.310**	5	0.665**
10	0.344**	6	0.445**
11	0.557**		Stability
12	0.402**	7	0.593**
13	0.659**	8	0.678**
14	0.586**	9	0.678**
15	0.477**	10	0.722**
16	0.580**	11	0.453**
17	0.595**	12	0.698**
18	0.681**	13	0.617**
19	0.585**	14	0.734**
20	0.635**	15	0.728**
21	0.702**	16	0.666**

** means that the relationship is significant at level of 0.01.

Furthermore, it is clear from the results shown in Table (4) that the value of validity for all items of teachers' participation, teachers' satisfaction, and stability were significant at a significance level of 0.01, meaning that the tool has a high degree of validity and reliability. Moreover, the Cronbach's Alpha values of each dimension were calculated, as seen in Table (5). The results indicated higher values of Cronbach's Alpha of each dimension which were 0.800, 0.903, and 0.938 for teachers' participation, teachers' satisfaction, and stability, respectively. Thus, the researcher verified the validity and reliability of the study tool, establishing it is fully reliable, ensuring integrity and relevance in analysing the results and answering the questions of the study.

Table (5)
Cronbach's Alpha values of each dimension

No	Dimension	Cronbach's Alpha
1	Teachers' Participation	0.800
2	Teachers' satisfaction	0.903
3	Stability	0.938

4.3. Summary of the quantitative results

4.3.1. The first question: “What areas of school decision making can be entrusted to teachers”?

The researcher calculated frequencies and percentages to identify areas of school decision-making that can be entrusted to teachers. The results are shown in the following table.

Table (6)
Frequencies and percentages of areas of school decision making can be entrusted to teachers.

No	Area	Frequencies	Percentage %
1	Assessment's style	104	65.0
2	Timetable	89	55.6
3	Period Length	70	43.8
4	Planning teaching methods	102	63.8
5	School improvement planning	69	43.1
6	Determine the content of professional development programs	94	58.8
7	Create student discipline techniques	82	51.3
8	Setting marks	74	46.3
9	Choose instructional resources	95	59.4
10	Exam Timing	67	41.9
11	School timing	70	43.8
12	School Holidays	59	36.9

13	Personnel Staffing	13	8.1
14	Others	5	3.1

Table (6) summarizes the descriptive analysis of the participants’ responses on areas of school decision making can be entrusted to teachers. Table (6) revealed the following points:

- 1- Assessment style: 65% of the participants thought that it could be entrusted to teachers as an area of school decision-making.
- 2- Teaching methods planning: 63% of the participants.
- 3- Choosing instructional resources: 59.4% of the participants.
- 4- Determining the content of professional development programs: 58.8% of the participants.
- 5- Timetables 51.3% of the participants.
- 6- Setting marks: 46.3% of the participants.
- 7- School timing: 43.8% of the participants thought that could be entrusted to teachers as an area of school decision-making.
- 8- Period length: 43.8% of the participants.
- 9- School improvement planning 43.1% of the participants.
- 10- Exam timing: 41.9% of the participants.
- 11- School holidays: 36.9% of them.
- 12- Personnel staffing 8.1% of the participants thought that could be entrusted to teachers.
- 13- 3.1% of the participants thought that other areas of school decision-making could be entrusted to teachers. For instance, the content of professional development, judging the performance of the middle and senior administration, creating a practical system to support RTI students, curriculum development, being involved in designing and developing school policies, student’s discipline and rewards, and the teacher's wellbeing program.

4.3.2. The second question: “Does the teachers’ participation in school decisions affect their stability and job satisfaction?”

- Teachers’ participation in school decision making

The researcher calculated frequencies, percentages, means, and standard deviations to identify the teachers’ participation in school decision-making. Moreover, the degree was determined according to the fifth Likert scale. The results are shown in the following table

Table (7)

Frequencies, percentages, means and standard deviations of the teachers' participation in school decision making.

No	Item		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	SD	Opinion	Rank
1	I participate in selecting the program staff development training.	Freq	4	21	22	73	40	3.78	1.05	Agree	8
		%	2.5	13.1	13.8	45.6	25.0				
2	I have the freedom to make decisions on how to implement curriculum.	Freq	1	19	32	90	18	3.66	0.85	Agree	9
		%	0.6	11.9	20.0	56.3	11.3				
3	I am involved in the development/operation of the school budget.	Freq	47	57	30	18	8	2.27	1.15	Neutral	25
		%	29.4	35.6	18.8	11.3	5.0				
4	I am a decision-maker in the school.	Freq	11	45	57	41	6	2.91	0.98	Neutral	22
		%	6.9	28.1	35.6	25.6	3.8				
5	I am knowledgeable enough in my area to participate in decision making.	Freq	-	5	15	85	55	4.19	0.73	Agree	4
		%	-	3.1	9.4	53.1	34.4				
6	I can influence others.	Freq	-	3	13	110	34	4.09	0.60	Agree	6
		%	-	1.9	8.1	68.8	21.3				
7	I effectively participate in guiding students to make future career choices.	Freq	-	8	33	85	34	3.91	0.78	Agree	7
		%	-	5.0	20.6	53.1	21.3				
8	I effectively participate in guiding students in their academic progress.	Freq	1	1	3	84	71	4.39	0.63	Strongly agree	1
		%	0.6	0.6	1.9	52.5	44.4				
9	Others ask me for advice/guidance.	Freq	-	1	11	100	48	4.22	0.59	Strongly agree	2
		%	-	0.6	6.9	62.5	30.0				
10	I have the opportunity to share my innovative ideas with other teachers.	Freq	-	1	10	104	45	4.21	0.57	Strongly agree	3
		%	-	0.6	6.3	65.0	28.1				

11	My HOD/HOS seeks my ideas in matters of school governance.	Freq	6	16	35	83	20	3.59	0.96	Agree	10
		%	3.8	10.0	21.9	51.9	12.5				
12	School personnel request my ideas.	Freq	1	4	18	92	45	4.10	0.74	Agree	5
		%	0.6	2.5	11.3	57.5	28.1				
13	I am involved in making implementation decisions on new programs.	Freq	4	19	48	76	13	3.47	0.90	Agree	13
		%	2.5	11.9	30.0	47.5	8.1				
14	I am free to plan my own schedule.	Freq	35	46	40	33	6	2.56	1.15	Neutral	24
		%	21.9	28.8	25.0	20.6	3.8				
15	I make my decisions freely on how to carry out my job.	Freq	6	24	39	77	14	3.43	0.98	Agree	14
		%	3.8	15.0	24.4	48.1	8.8				
16	I have been involved in developing school goals.	Freq	8	21	45	78	8	3.36	0.95	Neutral	16
		%	5.0	13.1	28.1	48.8	5.0				
17	I have been involved in planning school/community activities.	Freq	4	25	34	81	16	3.50	0.96	Agree	12
		%	2.5	15.6	21.3	50.6	10.0				
18	I have access to information I need to help make informed school decisions.	Freq	6	24	41	80	9	3.39	0.94	Neutral	15
		%	3.8	15.0	25.6	50.0	5.6				
19	I regularly share and exchange ideas freely with school admin.	Freq	7	32	41	66	14	3.30	1.03	Neutral	17
		%	4.4	20.0	25.6	41.3	8.8				
20	School leaders accept me as a valuable partner in making decisions.	Freq	3	18	41	83	15	3.56	0.88	Agree	11
		%	1.9	11.3	25.6	51.9	9.4				
21	I am involved in important decisions that affect teachers.	Freq	8	41	55	47	9	3.05	0.99	Neutral	20
		%	5.0	25.6	34.4	29.4	5.6				
22	I am satisfied with teachers' level of involvement in decision making.	Freq	8	43	49	54	6	3.04	0.98	Neutral	21
		%	5.0	26.9	30.6	33.8	3.8				
23		Freq	11	34	41	66	8	3.16	1.04	Neutral	18

	Teachers' opinions are always taken into consideration by our leaders.	%	6.9	21.3	25.6	41.3	5.0				
24	School leaders share decision-making power with teachers.	Freq	8	44	45	49	14	3.11	1.06	Neutral	19
		%	5.0	27.5	28.1	30.6	8.8				
25	Teachers are involved in formulating school policies.	Freq	14	45	59	38	4	2.83	0.97	Neutral	23
		%	8.8	28.1	36.9	23.8	2.5				
	Overall mean	-	-	-	-	-	-	3.48	0.54	Agree	-

Table (7) summarizes the descriptive analysis of the participants' responses on the teachers' participation in school decision-making (25 items). Table (7) revealed that the participants agreed that teachers participate in school decision-making with an average of 3.48 and a standard deviation of 0.54. Therefore, the items can be ordered based on the mean as follows:

1. Item no. (8) "I effectively participate in guiding students in their academic progress" has the first order among the items with an average of 4.39 and a standard deviation of 0.63.
2. Item no. (9) "Others ask me for advice/guidance" has the second order among the items with an average of 4.22 and a standard deviation of 0.59.
3. Item no. (10) "I have the opportunity to share my innovative ideas with other teachers." has the third order among the items with an average of 4.21 and a standard deviation of 0.57.
4. Item no. (5) "I am knowledgeable enough in my area to participate in decision making" has the fourth order among the items with an average of 4.19 and standard deviation of 0.73.
5. Item no. (12) "School personnel request my ideas" has the fifth order among the items with an average of 4.10 and a standard deviation of 0.74.
6. Item no. (6) "I can influence others" has the sixth order among the items with an average of 4.09 and a standard deviation of 0.6.
7. Item no. (7) "I effectively participate in guiding students to make future career choices." has the seventh order among the items with an average of 3.91 and a standard deviation of 0.78.

8. Item no. (1) “I participate in selecting the program staff development training.” has the eighth order among the items with an average of 3.78 and a standard deviation of 1.05.
9. Item no. (2) “I have the freedom to make decisions on how to implement the curriculum.” has the ninth order among the items with an average of 3.66 and a standard deviation of 0.85.
10. Item no. (11) “My HOD/HOS seeks my ideas in matters of school governance” has the tenth order among the items with an average of 3.59 and a standard deviation of 0.96.
11. Item no. (20) “School leaders accept me as a valuable partner in making decisions.” has the 11th order among the items with an average of 3.56 and a standard deviation of 0.88.
12. Item no. (17) “I have been involved in planning school/community activities” has the 12th order among the items with an average of 3.50 and a standard deviation of 0.96.
13. Item no. (13) “I am involved in making implementation decisions on new programs.” has the 13th order among the items with an average of 3.47 and standard deviation of 0.90.
14. Item no. (15) “I make my decisions freely on how to carry out my job.” has the 14th order among the items with an average of 3.43 and a standard deviation of 0.98.
15. Item no. (18) “I have access to information I need to help make informed school decisions.” has the 15th order among the items with an average of 3.39 and a standard deviation of 0.94.
16. Item no. (16) “I have been involved in developing school goals.” has the 16th order among the items with an average of 3.36 and a standard deviation of 0.95.
17. Item no. (19) “I regularly share and exchange ideas freely with school admin” has the 17th order among the items with an average of 3.30 and a standard deviation of 1.03.
18. Item no. (23) “Teachers’ opinions are always taken into consideration by our leaders” has the 18th order among the items with an average of 3.16 and a standard deviation of 1.04.
19. Item no. (24) “School leaders share decision-making power with teachers” has the 19th order among the items with an average of 3.11 and standard deviation of 1.06.
20. Item no. (21) “I am involved in important decisions that affect teachers.” has the 20th order among the items with an average of 3.05 and standard deviation of 0.99.
21. Item no. (22) “I am satisfied with teachers’ level of involvement in decision making.” has the 21st order among the items with an average of 3.04 and a standard deviation of 0.98.

22. Item no. (4) “I am a decision-maker in the school.” has the 22nd order among the items with an average of 2.91 and a standard deviation of 0.98.
23. Item no. (25) “Teachers are involved in formulating school policies.” has the 23rd order among the items with an average of 2.83 and standard deviation of 0.97.
24. Item no. (14) “I am free to plan my own schedule.” has the 24th order among the items with an average of 2.56 and a standard deviation of 1.15.
25. Item no. (14) “I am involved in the development/operation of the school budget.” has the 25th order among the items with an average of 2.27 and a standard deviation of 1.15.

4.3.3. Teachers’ satisfaction

The researcher calculated frequencies, percentages, means, and standard deviations to identify the teachers’ satisfaction. Moreover, the degree was determined according to the fifth Likert scale. The results are shown in the following table.

Table (8)
Frequencies, percentages, means and standard deviations of the degree of teacher’s satisfaction.

No	Item		Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	Mean	SD	Opinion	Rank
1	My overall career as a teacher	Freq	-	11	28	89	32	3.89	0.80	Satisfied	3
		%	-	6.9	17.5	55.6	20.0				
2	Teaching is a secure career for me	Freq	2	5	31	83	39	3.95	0.82	Satisfied	2
		%	1.3	3.1	19.4	51.9	24.4				
3	I enjoy teaching as a profession	Freq	1	2	14	69	74	4.33	0.74	Very Satisfied	1
		%	.6	1.3	8.8	43.1	46.3				
4	My profession as a teacher gives me the chance to be promoted.	Freq	10	24	48	56	22	3.35	1.09	Neutral	4
		%	6.3	15.0	30.0	35.0	13.8				
5	As a creative teacher, I have the opportunity for professional growth.	Freq	3	7	24	87	39	3.95	0.86	Satisfied	2
		%	1.9	4.4	15.0	54.4	24.4				
6	My income from teaching is suitable for my monthly budget	Freq	17	36	56	47	4	2.91	1.02	Neutral	5
		%	10.6	22.5	35.0	29.4	2.5				

Overall mean	-	-	-	-	-	-	3.73	0.63	Satisfied	-
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Table (8) lists the descriptive analysis of the teacher’s satisfaction (6 items). Table (8) revealed that the teachers are satisfied with their job with an average of 3.73 and a standard deviation of 0.63. Therefore, the areas can be ordered based on the mean as follows:

1. Item no. (3) “I enjoy teaching as a profession” has the first order among the items with an average of 4.33 and a standard deviation of 0.74.
2. Item no. (2, 5) “Teaching is a secure career for me, and as a creative teacher, I have the opportunity for professional growth” has the second order among the items with an average of 3.95 and a standard deviation of 0.82.
3. Item no. (1) “My overall career as a teacher” has the third order among the items with an average of 3.89 and a standard deviation of 0.80.
4. Item no. (4) “My profession as a teacher gives me the chance to be promoted” has the fourth order among the items with an average of 3.35 and a standard deviation of 1.09.
5. Item no. (6) “My income from teaching is suitable for my monthly budge” has the fifth order among the items with an average of 3.95 and standard deviation of 0.86.

4.3.4. The stability at the current school

In order to identify the degree of teachers' stability at the current school, the researcher calculated the frequencies, percentages, means, and standard deviations. Additionally, the degree was determined according to the fifth Likert scale. The results are shown in the following table.

Table (9)
Frequencies, percentages, means and standard deviations of the degree of the stability at the current school

No	Item		Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	Mean	SD	Opinion	Rank
1	My opportunities for career development at this school	Freq	3	24	43	76	14	3.46	0.92	Satisfied	10
		%	1.9	15.0	26.9	47.5	8.8				
2		Freq	2	5	30	90	33	3.92	0.79	Satisfied	8

	My working environment in this school	%	1.3	3.1	18.8	56.3	20.6				
3	The school leaders are aware of my successful teaching practices and school affective activities	Freq	1	4	25	91	39	4.02	0.75	Satisfied	5
		%	.6	2.5	15.6	56.9	24.4				
4	I have feedback from my superiors to support me as a teacher	Freq	2	11	37	81	29	3.78	0.87	Satisfied	9
		%	1.3	6.9	23.1	50.6	18.1				
5	I know my school policies.	Freq	-	-	14	100	46	4.20	0.58	Very satisfied	2
		%	-	-	8.8	62.5	28.8				
6	My supervisor/HOS/HOD assists me when I need help.	Freq	-	4	15	77	64	4.26	0.73	Very satisfied	1
		%	-	2.5	9.4	48.1	40.0				
7	The school provides me with good resources.	Freq	1	9	26	86	38	3.94	0.83	Satisfied	7
		%	.6	5.6	16.3	53.8	23.8				
8	I feel secure in my school.	Freq	-	8	25	79	48	4.04	0.81	Satisfied	4
		%	-	5.0	15.6	49.4	30.0				
9	My leader gives me helpful suggestions to improve my teaching.	Freq	3	6	26	84	41	3.96	0.86	Satisfied	6
		%	1.9	3.8	16.3	52.5	25.6				
10	My school creates a friendly/social environment for communication.	Freq	1	7	22	76	54	4.09	0.84	Satisfied	3
		%	.6	4.4	13.8	47.5	33.8				
	Overall mean	-	-	-	-	-	-	3.94	0.59	Satisfied	-

Table (9) lists the descriptive analysis of the stability at the current school (10 items). Table (9) revealed that the teachers have a high degree of stability at the current school with an average of 3.94 and a standard deviation of 0.59. Therefore, the items can be ordered based on the mean as follows:

1. Item no. (6), “My supervisor/HOS/HOD assists me when I need help” has the first order among the items with an average of 4.26 and a standard deviation of 0.73.
2. Item no. (5) “I know my school policies.” has the second order among the items with an average of 4.20 and a standard deviation of 0.58.

3. Item no. (10) “My school creates a friendly/social environment for communication.” has the third order among the items with an average of 4.09 and standard deviation of 0.84.
4. Item no. (8) “I feel secure in my school.” has the fourth order among the items with an average of 4.04 and a standard deviation of 0.81.
5. Item no (3) “The school leaders are aware of my successful teaching practices and school affective activities” has the fifth order among the items with an average of 4.02 and a standard deviation of 0.75.
6. Item no. (9) “My leader gives me helpful suggestions to improve my teaching. ” has the sixth order among the items with an average of 3.96 and a standard deviation of 0.86.
7. Item no (7), “The school provides me with good resources.” has the seventh order among the items with an average of 3.94 and a standard deviation of 0.83.
8. Item no (2) “My working environment in this school.” has the eighth order among the items with an average of 3.92 and a standard deviation of 0.92.
9. Item no (4) “I have feedback from my superiors to support me as a teacher.” has the ninth order among the items with an average of 3.78 and standard deviation of 0.87.
10. Item no (1) “My opportunities for career development at this school” has the tenth order among the items with an average of 3.46 and a standard deviation of 0.92.

4.3.5. Impact of the teachers’ participation in school decisions on their stability and job satisfaction

To identify the impact of the teachers’ participation in school decisions on their stability and job satisfaction, regression analysis was applied. The results of analysis are presented in the following tables:

Table (10)
ANOVA results of the regression analysis
(Impact of the teachers’ participation in school decisions on their job satisfaction)

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.624	1	16.624	55.327	0.000**
	Residual	47.473	158	0.300		
	Total	64.097	159			

**significant at level of 0.01

Table (11)
ANOVA results of the regression analysis
(Impact of the teachers' participation in school decisions on their job satisfaction)

1	Model	R ²	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
			B	Std. Error	Beta		
	Constant	0.509	1.626	0.286	-	5.682	0.00**
	Teachers' participation		0.604	0.081	0.509	7.438	0.00**

**significant at level of 0.01

Table (11) shows that the p-value of the impact of the teachers' participation in school decisions on their job satisfaction was less than the significance level of 0.01. Moreover, the correlation coefficient R² is 0.509, and the p-values of both constants of the linear model were significant at the level of 0.01 (Table 12). Therefore, there is a significant impact of the teachers' participation in school decisions on their job satisfaction. Consequently, this means that the teachers' participation in school decisions contributed significantly to their job satisfaction

Table (12)
ANOVA results of the regression analysis
(Impact of the teachers' participation in school decisions on their stability)

1	Model	Sum of Squares	df	Mean Square	F	Sig.
	Regression	12.791	1	12.791	48.416	0.00**
	Residual	41.740	158	0.264		
	Total	54.531	159			

**significant at level of 0.01

Table (13)
Results of the regression analysis
(Impact of the teachers' participation in school decisions on their stability)

Model	R ²	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1						
Constant	0.484	2.122	0.268	-	7.911	0.00**
Teachers' participation		0.530	0.076	0.484	6.958	0.00**

**significant at level of 0.01

Table (12) shows that the p-value of the impact of the teachers' participation in school decisions on their job satisfaction was less than the significance level of 0.01. Moreover, the correlation coefficient R² is 0.509, and the p-values of both constants of the linear model were significant at the level of 0.01 (Table 13). Therefore, there is a significant impact of the teachers' participation in school decisions on their job satisfaction. Consequently, this means that the teachers' participation in school decisions contributed significantly to their job satisfaction.

4.4. Analysis of Qualitative data

The researcher gathered the teachers' insights through a questionnaire. Meanwhile, leaders' perceptions were gathered through conducting an interview. These interviews were to investigate and evaluate the leaders' views and obtain in-depth the needed information related to the study.

4.5. Summary of the Qualitative Results

4.5.1. Demographic Information

The interview had two parts that started by giving demographical information about the leaders (one director, three sections' heads, and seven departments' heads). One of the department heads filled the demographic, but the researcher was unable to meet with her. The second part was six questions that is related to the study. Some leaders answered the interview questions via email and the other leaders answered through conducting meetings via Zoom and face to face (Appendix 3). Demographic data were summarized in **table (3)**.

4.5.2. Interview Questions

1. Do you prefer to involve teachers in the school decision-making process? If yes, how?

Most of the answers were yes, principals prefer to include teachers in the process of decision-making at school, and their replies presented that they tend to involve teachers in the process of decision-making in various methods. Some leaders said the teachers' belief is closer to reality, and their contribution might affect the learners and improve the quality of learning. They all agreed that discussing with teachers and taking their opinions on the academic programs and putting them into practice and implementation through meetings, opinion polls, and brainstorming sessions. Some leaders suggested a teachers' council (elected council representing teachers) to attend management meetings and influence decision-making.

2. To what extent are you as a leader who is willing to benefit from the experiences of others and what kinds of decisions do you ask your teachers to participate in?

All the leaders agreed that they are prepared to benefit from others' experiences. One of the leaders answered: *"I'm sure that everyone I will meet has something valuable to teach me. All of us have gone through different experiences in life that could benefit the lives of others"*. Leaders agreed that learning from each other allows them to evaluate the effectiveness of their decisions and help create and maintain a strong school community. Most of them provide an example of decisions that teachers can participate in like:

- School planning
- Curriculum and instruction
- School policies, rules, and regulations
- Assessment
- Activities
- Plans for strengthens students' skills

One leader asserted cooperation in decision-making and implementing programs, projects, etc. However, she cleared that the decision has to be from one person depending on circumstances after gathering information. So, sometimes it can be collected man sit of ideas and then an idea can be

chosen as a group, or it might be chosen through the lead depending on the nature of the decision. She stated that teachers are the ER (emergency room) of the school. They need to understand why things have been done and the best ways to involve them in the transcript.

3. Do you think that teachers' participation in school decision-making gives them the motivation to perform well in the school and enhances their sense of belonging and contribution to the school or causes delays and reduces their productivity?

They all believe that involving teachers in the decision-making process enhances accountability and authority and fosters a shared vision among staff, positively raising teachers' commitment. In addition, leaders asserted that teacher involvement in school decision-making improves teachers' job satisfaction and professional commitment. One leader countered that participating teachers in decisions motivated them to perform well and enhance their sense of belonging and contribution. He declared that teachers are first leaders, and they need to feel that they are vital and have the power to contribute meaningfully to their school's success.

**4. To what extent do you think that the participative decision-making process helps in solving academic problems in the school and improves the school performance
Yes/No Why?**

Leaders most answers were that participative decision-making process improves school performance because it allows teachers to express their perspectives and experiences and effectively improve all areas. In addition, they believe that teachers participation in school decision-making contributes to achieving practical and realistic solutions to academic problems, as the teacher is the closest to students, which gives them a better view of the most appropriate, realistic educational methods and solutions to the students' problems.

One leader added that there are no blind spots when all team members from every level collaborate to solve the problems faced. Another leader declared that teachers' participation in decision-making led to higher-level outcomes, satisfaction, and efficiency. In contrast, decisions made unilaterally do not contribute to the development or change of the school performance. One leader believes that involving teachers in school planning, budget, and school building was below average. On the contrary, participation in implementing school curriculum and instruction; and

decisions concerning students' affairs and discipline were relatively high and impacted school performance.

5. What do you think the major problems with participative decision-making are (if any)?

Through the leaders' answers, the researcher concluded that leaders agreed that the only problem with participative decision-making is that the decision does not just happen without cultivating teachers' ability to make decisions. Additionally, many teachers did not experience decision-making styles. Leaders think that some teachers might fear additional responsibility or hesitancy among staff members.

Major problems that might face decisions according to leaders:

- Unavailability of a financial budget
- Routine procedures that sometimes delay the adoption of the decision
- The presence of some teachers with traditional or isolationist thinking.
- Conflict when multiple people are voting different opinions
- Decision accuracy
- Confidentiality
- Speaking without doing
- Time limitation and norms

6. To what extent do you think you are you a leader who is supporting the efforts of the group work and work on activating staff unity?

Most leaders answered that they were supporting group work's efforts and worked on activating staff unity intensely. In addition, they try to create positive rewards, open communication, and opportunities for recognition of teachers and always value their feedback and make visible changes that develop directly from their input and collaborative contributions. One leader think that by building up people around him, trusting them, empowering them, and ultimately, enabling them to contribute their experience. Therefore, delegating responsibilities and participation in the decision-

making process and workload would be the major key to having an active staff unity and working as a group.

Another leader demonstrated that in order to attain the positive results of employee empowerment and full acceptance of innovative ideas, employees have to be at the middle of any implementation or modification and their engagement has to be taken into account. Teamwork will increase productivity, morale, job satisfaction, motivation and improve work quality. Another leader said, "I am a very supportive leader, and I am honoured with collective minds and make things happen. My job is not to stop great ideas".

4.6. Triangulation

Since this study follows the mixed method, triangulation is crucial as it determines if there is any conjunction or combination between the two data. It is needed to compare different views taken from both quantitative and qualitative information (Creswell & Creswell, 2018). Consequently, the teacher's questionnaire is the study's first tool (Appendix 2) and is modified from different reliable sources. The second tool was the interview with school administrators (Appendix 3). The researcher forwarded the survey via a link during the first term in the 2021 academic year. It was subdivided into five quantitative sections according to the Likert scale. Meanwhile, the interviews were conducted online and face to face. Thus, the researcher was able to implement the survey with the support of the head of sections and interview the leaders. So, the test validity was through the interference of the information supported from the two sources. The questionnaire data were analysed using the Statistical Package for the Social Sciences (SPSS Inc., Chicago, IL) version 23.0. The interview was recorded and analysed by the researcher through reading and connecting the provided answers. This tool effectively collected more qualitative data and observed the leaders' intention toward participative decision-making.

Chapter 5: Conclusion

5.1. Overview of the Chapter

This chapter discusses the study findings by comprehensively discussing the research purpose, research question, and aims and objectives. Subsequently, the study limitation is discussed with the study conclusion, and finally, the researcher presented recommendations and suggestions for future research.

5.2. Summary of the Study

To study the impact of teachers' participation in school decision-making and how it will improve the school. The researcher conducted the study in one of the Dubai schools, which has two branches. The study highlighted the importance of teachers' participation and its impact on teachers' stability and satisfaction, the teachers' role as leaders and influencers, not only instructors, and the areas of school decision-making that can be entrusted to teachers. Additionally, the study will help other researchers interested in the Arabic region explore how participative decision-making will affect school improvement and teachers' stability.

5.3. Key Findings

- Teachers' participation in school decision improves the school:

Teachers' responses showed that their participation in School improvement planning will be effectively impact the school improvement. Meanwhile, leaders' most answers were that the participative decision-making process improves school performance because it allows teachers to express their perspectives and experiences and effectively improves all areas. In addition, leaders believe that teachers' participation in school decision-making contributes to achieving practical and realistic solutions to academic problems. They think that teachers are the closest to students, which gives them a better view of the most appropriate, realistic educational methods and solutions to the students' problems.

- Areas of school decision making can be entrusted to teachers:

Since this study investigates the importance and the impact of teachers' participation in school decision-making, the researcher concludes and answers the research questions the following through the results above, which reported an indication that participative decision making is

essential from the leader's answers perspective. However, decisions that can be trusted for teachers are mostly related to the teaching and learning process like assessments, teaching methods planning, choosing instructional resources determining the content of professional development programs and timetables ... etc. Meanwhile, teachers suggested some other entrusted areas. Such as the content of professional development, judging the performance of the middle and senior administration, creating a practical system to support RTI students, curriculum development, being involved in designing and developing school policies, student discipline and rewards, and the teacher's wellbeing program. The study results also showed that leaders prefer to include teachers in the school decision-making.

- Participation in school decisions affect their stability and job satisfaction

According to the answers, it emphasises that teachers participate in school decision-making process and leaders' answers confirm that it fosters a shared vision among staff. This result is in compliant with the studies of (Somech, 2010) (Wadesango & Bayaga, 2013) (Wong, et al., 2018) (Ingersoll, et al., 2018), who illustrated that participatory decision-making is featured by several benefits for both performance of teachers as well as schools and can result in more creativity for team members. Furthermore, it makes teachers more confident to exchange ideas which contribute to school efficacy and progress. Consequently, teachers' job satisfaction and stability are associated with the level of their participation. Although this study is based in one school in Dubai, the data results show that 3.73 are satisfied and 3.94 are stable. This result agree with most of the studies mentioned earlier in the literature review, like the studies by (Louis , et al., 2010) (Lowery-Moore, et al., 2016). The results also implied that the leaders' attitude and leadership style in school affects their level of participation according to the leader's behaviours. This result is also compatible with the leading research mentioned in the literature review that the effectiveness of the leadership style is conditional on situational variables (Hariri, et al., 2014) (Haqu, et al., 2017).

In conclusion, the importance of teachers' participation and its impact on school improvement, teachers' stability and satisfaction are:

- Leaders should exchange, consult, and share concepts with teachers to improve the school outcomes.

- Teachers have the ability and freedom to control their work in the academic parts more than administrative.
- Teachers are involved in decisions that affect their activities.
- Teachers are satisfied and committed to the current school.

5.4. Recommendations

According to the findings, the following recommendations are made:

1. Principles should increase the level of teachers' participation in school decision-making in fields related to the student academic progress, thus school improvement.
2. Principals should deal with teachers openly.
3. Teachers must be involved in all decisions related to students as they are the closest to the students.
4. School Board must offer more training to improve leaders' skills thus teachers' performances.
5. Decisions must be solid and applicable to the school community and culture.

5.5. Implications

Although the study was bound with one school with two branches, clear implications are drawn because the findings are reliable with other studies. However, the research asserts that the teachers' involvement affects school accomplishment, and the conclusions show that involving teachers in school decision-making processes positively impacts school performance. But teachers' participation should be based on policies and clear actions from the school leader. It should be more significant and applicable to any change.

Participative decisions that were taken must be implemented so it will encourage teachers to feel that their opinions are effective. One leader during the interview expressed how this is important for teachers to understand that the decision was not blocked or excluded. On the other hand, speaking about decisions, the application might face some obstacles like financial support, routine actions which cause the delay in applying decisions, the conflict between teachers' views, and time limitations.

5.6. Limitations

1. Objective limits: the study is limited in dealing with levels of participation in decision-making.
2. Human limits: the study includes one school leaders and teachers that has two branches.
3. Setting limits: the study is conducted (online) in one of Dubai schools that teach American curriculum.
4. Time limits: The study is conducted in the first semester of the academic year 2021/2022.

5.7. Scope for Further Study

According to the data analysis, results might be biased as the study is conducted in only one of Dubai schools. Therefore, expanding the study population in more than one school might be better and give more adequate results. Moreover, leaders must allow and activate teachers' participation in school decision-making through what they suggested (meetings, opinion polls, and brainstorming sessions) to improve and increase teachers' performance in different domains.

5.8. Concluding Note

This research shows that school teachers are allowed to participate in school decision-making processes. However, their participation in decision-making shows that they are authorized partially engaged in some decisions and excluded from others. They are seen as resources with knowledge and experience that are utilized. Educational qualifications are not a necessary need for their involvement in decision-making. Many leaders express a belief that the involvement of teachers in decision-making will improve the quality of decision-making in the school. The study findings found that the actual scope of teacher participation in decision-making was less than the required range in some areas. The study reveals that teachers participate in decision-making, which can bring good results to their stability and satisfaction.

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Appendices

Appendix 1 School Approval

RE: My dissertation

You replied on Mon 10/11/2021 2:24 PM



Enas AlMawajdeh

Mon 10/11/2021 1:19 PM

To: Enas AlMawajdeh

Cc: HOS 2020; [REDACTED]

Dear Ms.Enas,

It is my pleasure to support your efforts in pursuing your master's in education. Accordingly, I approve your request.

Regards

From: Enas AlMawajdeh <Enas.AlMawajdeh@[REDACTED].com>

Sent: 11 October, 2021 11:08 AM

To: [REDACTED]

Subject: My dissertation

Dear Mr. Sameh

Good morning! I hope this email finds you well!

As part of my dissertation, I am conducting research to investigate *The impact of teachers' involvement in decision making for school improvement: a study among teachers' and school leaders' in selected private schools in Dubai*. My scope of investigation constitutes school leaders (HOS, HODs, and coordinators) in addition to school teachers.

As a worker in the educational field, the researcher realized the importance of the teachers' role in decision making and its impact on school success, educational process, and student outcome. Meanwhile, through reading and referral to an objective, systematic, transparent, and replicable process (Okoli & Schabram, 2010) to identify relevant studies of participative decision making and its impact on school improvement.

This study will determine the significance of the teachers' involvement in school decision-making and its impact on school progress, considering areas related to students, teachers, and

Appendix 2 Questionnaire

The impact of teacher's involvement on decision making for school improvement

أثر مشاركة المعلم في اتخاذ القرار على تطور أداء المدرسة



السلام عليكم

تقوم الباحثة بإجراء دراسة بعنوان "أثر مشاركة المعلم في اتخاذ القرار على تطور أداء المدرسة: دراسة بين المعلمين وقادة المدارس في مدرسة خاصة مختارة في دبي" دراسة تكيفية للحصول على درجة الماجستير من الجامعة البريطانية في دبي (BUID). الغرض من المسح هو إجراء مراجعة شاملة لمشاركة المعلمين في صنع القرار، وتأثير القيادة التشاركية، وأهميتها في تطور أداء المدرسة واستقرار المعلمين. يرجى ملاحظة أن جميع المعلومات والآراء التي تقدم خلال الدراسة ستعامل بسرية تامة.

Assalam Alikum

The researcher is conducting a study titled The impact of teachers' involvement on decision making for school improvement: a study among teachers and school leaders in selected private schools in Dubai to obtain a master's degree in educational leadership from the British University in Dubai (BUID).

The purpose of the paper is to conduct an inclusive review of teachers' involvement in decision-making, the impact of participative leadership, and its importance to school effectiveness and teachers' stability.

Please note that all information you provide for this study will be treated confidentially.

* هل توافق على المشاركة في هذه الدراسة البحثية ?Do you agree to participate in this research study

Yes نعم

No لا

Appendix 3 Interview Questions

Interview Questions:

1. Do you prefer to involve teachers in the school decision-making process? If yes, how?
2. To what extent are you as a leader who is willing to benefit from the experiences of others and what kinds of decisions do you ask your teachers to participate in?
3. Do you think that teachers' participation in school decision-making gives them the motivation to perform well in the school and enhances their sense of belonging and contribution to the school or causes delays and reduces their productivity?
4. To what extent do you think that the participative decision-making process helps in solving academic problems in the school and improves the school performance Yes/No Why?
5. What do you think the major problems with participative decision making are (if any)?
6. To what extent do you think you Are you a leader who is supporting the efforts of the group work and work on activating staff unity?

Appendix 4 Consent Form



Monday, 27 September 2021

To whom it may concern

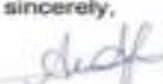
This is to certify that **Ms. Enas Irshied Mawaideh** with Student ID number **20197850** is a registered in the **Master of Education in Management Leadership and Policy** offered by **The British University in Dubai** since **January 2021**.

Ms. Enas has successfully completed her taught modules and is currently working on her thesis titled **"The Impact of Teachers Involvement in Decision Making for School Improvement: A Study Among Teachers and School Leaders in Selected School in Dubai"**

She needs your support in conducting surveys and interviews to complete her research.

This letter is issued on Ms. Enas's request.

Yours sincerely,



Dr. Amer Alaya
Head of Student Administration