

Bridging Teaching and Leadership: Teachers' Active Participation in Administrative Roles in Addis Ketema's Secondary Schools Addis Ababa City Administration Ethiopia

Abdela Mussa^{1*}, Fatuma Abdu Ali²

Corresponden author:

Email: abdela.mussa@wu.edu.et

Abstract.

This study aims to assess the level of teachers' participation in administrative roles within secondary schools of Addis Ketema Sub-City, Addis Ababa City Administration. Using a descriptive research design, data were collected from a total of 215 respondents, including 195 teachers, 3 principals, and 17 PTA members. Schools were selected through a census approach, while principals and PTAs were purposively sampled, and department heads were chosen via simple random sampling. Data collection involved questionnaires, interviews, and focus group discussions. Quantitative data were analyzed using frequency distributions, percentages, and mean values, while qualitative data from interviews and discussions were analyzed thematically. The findings reveal that teachers' participation in school administration is generally limited and inadequate. The involvement of principals and PTAs in encouraging teacher participation was found to be ineffective. Several barriers hinder teachers' active engagement, including a lack of proper training and support, an unbalanced power dynamic between teachers and school leaders, and the absence of financial incentives. These issues contribute to a situation where teachers' roles in school administration are undervalued, which can negatively impact their motivation, interest in school activities, and the overall teaching and learning environment. Based on these findings, the study recommends establishing supportive conditions such as providing training for teachers and administrative staff, recognizing and rewarding exemplary teachers, fostering collaborative relationships among teachers and school leaders, and ensuring transparent communication regarding school planning, budgeting, and income generation activities. Implementing these measures is essential to enhance teachers' participation in school administration, thereby improving school effectiveness and promoting a more participatory and transparent school environment.

*Keyword: Participatory approach, teachers and Secondary Schools
Addis Ababa City.*

I. INTRODUCTION

The Ethiopian Education and Training Policy emphasize the importance of transforming educational management through active teacher participation in school governance (MoE, 1994; 2010). The policy advocates for democratic leadership structures such as School Boards and Parent-Teacher Associations (PTAs), which include teachers, community members, and students, to promote shared decision-making processes (MoE, 2010). This approach aims to foster collaborative efforts in curriculum development, implementation, evaluation, and overall school management.

Participation in school administration involves delegating authority and sharing responsibilities among staff, enabling teachers to influence decision-making processes that affect their work environment (Eren, 2001; Dicle, 1980). It encompasses utilizing teachers' professional expertise, fostering a sense of ownership, and motivating engagement (Başaran, 1996). Bursalıoğlu (2014) emphasizes that effective participation encourages teachers to undertake delegated tasks within interconnected organizational actions, leading to increased motivation and organizational effectiveness.

Research indicates that higher levels of teacher participation positively impact school climate, teacher morale, and student achievement (Usta & Özdemir, 2020; Altun & Yılmaz, 2019). Teachers' involvement in administrative decision-making fosters democratic values, enhances their professional development, and promotes shared responsibility (Sultan & Çetin, 2018). Conversely, limited participation often results from hierarchical barriers, lack of institutional support, and insufficient training, which can diminish teachers' motivation and effectiveness (Kaya & Aydin, 2021).

Recent studies reveal that teachers' perceptions of their roles in decision-making are often confined to classroom activities, with minimal involvement in broader administrative tasks (Yılmaz & Demirtaş, 2021). For example, research by Ahmed and Mohammed (2020) in Ethiopian secondary schools shows that teachers perceive their administrative roles as peripheral, primarily focusing on teaching rather than school-wide governance. Furthermore, misconceptions about teachers' roles, limited incentives, and hierarchical organizational cultures hinder meaningful participation (Tadesse & Tefera, 2022).

The literature also identifies key factors influencing teacher participation, including leadership support, availability of training, transparency of decision-making processes, and incentives (Kebede & Kiros, 2021). Supportive school leaders who foster collaborative environments tend to facilitate higher teacher involvement (Girma & Abera, 2020). However, challenges such as limited participation opportunities, resistance from management, and unclear policies continue to impede effective engagement (Bekele & Teshome, 2023).

Despite these insights, several gaps remain in the existing research. Most studies focus on primary schools or urban settings, leaving a limited understanding of teacher participation in secondary schools within Ethiopia, particularly in Addis Ababa (Tadesse & Tefera, 2022). There is a lack of comprehensive data on the actual extent and nature of teachers' involvement in administrative roles at the secondary school level, as well as how school leaders facilitate or hinder this participation. Additionally, little empirical evidence exists regarding the specific challenges teachers face in actively engaging in school governance, especially in the context of secondary schools.

Furthermore, most existing research has concentrated on female teachers' participation, neglecting the perspectives and roles of male teachers. Teachers' own perceptions and experiences regarding their administrative roles remain underexplored, which limits a holistic understanding of the issue. This gap in the literature motivates this study, which aims to investigate teachers' participation in administrative roles within secondary schools of Addis Ketema sub-city.

Research Gap: While existing studies have explored various aspects of teacher participation in school governance, there is a notable lack of empirical research focused specifically on secondary schools in Ethiopia, particularly in Addis Ababa. Most prior research centers on primary schools or urban settings and often neglects the perspectives of male teachers. Additionally, little is known about the actual levels and types of teachers' involvement in administrative roles at the secondary school level, as well as the specific challenges they face. This study aims to fill these gaps by providing a comprehensive investigation of teachers' participation in school administration within secondary schools of Addis Ketema sub-city, taking into account both teachers' perceptions and the role of school leaders in facilitating or hindering such participation. The study seeks to address the following research questions:

1. What are the expected roles and responsibilities of teachers in school administrative activities?
2. In what ways does teachers' involvement in administrative roles affect their teaching duties and performance?
3. How effectively do school leaders, such as principals and PTAs, foster an environment that promotes teacher participation in school administration?
4. What are the main challenges and barriers that prevent teachers from actively participating in school administrative functions?

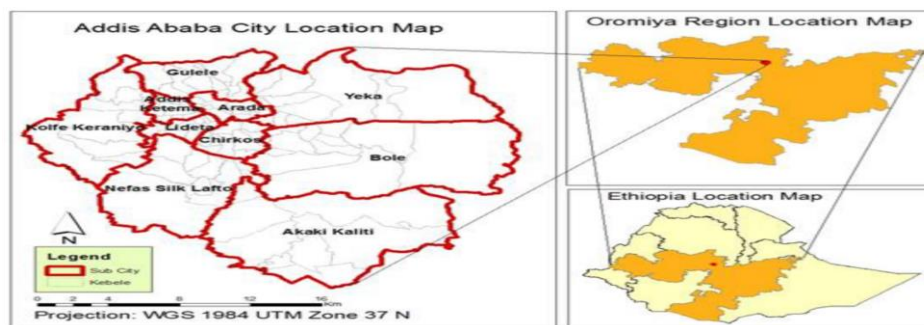
II. RESEARCH METHODS

Research Design

To undertake this study, descriptive survey method was used. This method is selected because it is appropriate when the aim of the study is to get an exact description of current status (Seyoum and Ayalew, 1989). Besides, they stated that descriptive research method is a fact finding study with adequate and accurate interpretation of the findings. It describes with emphases what actually exists such as current conditions, practices, situations or any phenomena. Particularly, descriptive survey method is one which is commonly used in educational research.

3.2 Study Area

Addis Ababa is the capital city of Ethiopia, situated in the central part of the country. Geographically, it is located at a latitude of approximately 9.0054° North and a longitude of about 38.7636° East. The city sits at an elevation that places it within the highland region of Ethiopia, making it a prominent political, cultural, and economic hub. Its precise GPS coordinates are roughly 9° 0' 19.44" N and 38° 45' 49" E, placing it well within the central area of Ethiopia on the map.



III. SOURCES OF DATA

The researcher used primary data sources. Primary data were collected from teachers, principals, and PTA of schools under study. These three groups of respondents were selected because their day-to-day activities are related to the objectives of the study.

3.3 Subject of the Study

There are three secondary schools in Addis Ketema sub-city in 2018/19 G.C. The schools consist of 282 teachers, 17 PTA and 12 Principals. It is manageable to include all three schools; principals and PTA in the study.

In short the subjects of the study were described below in table;

Table 1: Subjects of the Study

Level	Name of the Secondary schools									Total
	Yekatit 23			Abyssinia			Efoyita			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Principals	3	1	4	4	--	4	4	--	4	12
PTA	5	2	7	3	2	5	3	2	5	17
Teachers	109	30	139	61	22	83	43	17	60	282
Total	117	33	150	68	24	92	50	19	69	311

3.4 Sample and Sampling Technique

All the three government secondary schools of Addis Ketema sub city, namely Yekatit 23, Abyssinia, and Efoyita secondary schools were the target of this study. All the three schools were included in the study through census sampling method.

The total population of female and male teachers is not proportional. To make the sample population proportional, 150(almost 70%) males and 48(nearly 70%) females from the sample schools were selected to fill the questionnaire. The number of male and female varies from school to school. Thus, stratified systematic random sampling was employed to select respondents from the other school. This means, total population of selected group is represented by “N” and sample to be selected is represented by “n”. $N \times n\%$ was applied to select the respondents of the study. For example, a total number of male and female teachers at Yekatit 23 secondary school is 109 (100%) males and 30 (100%) females of the total population, 76 (70%) male and 21 (70%) female of them were included in the sample of the study. Also, a similar procedure was used to select respondents in other two schools.

Principals were selected from each school through purposive sampling for an interview. The reason for selecting this technique was due to their manageability of the number. Simple random sampling was applied to select respondents of interview from department head of the school. That means from department heads of each school, two department heads were selected for an interview. That means, six department heads from the three schools were selected using simple random sampling

All PTAs from three schools were purposefully selected for Focus Group Discussions. Thus, a total of 17 PTA members grouped into three, were selected from the three schools because they were manageable for the study.

3.4 Data Collection Tools

The study will employ three data gathering tools. These were: questionnaire, semi structured interview and Focus Group Discussions.

Questionnaire

Questionnaires were developed by the researcher based on review of the literature. Questionnaires were checked first by the advisor and also other professionals in the area for Completeness, clarity, exhaustiveness and, consequently, necessary corrections were made on the basis of their comments before the actual data collection. The questionnaire were constructed in English because secondary school teachers were expected to be bachelor degree and above holders. The questionnaire comprised two set (four open ended and 64 closed ended) of items. Close ended question such as Likert or rating scale type were used because they are suitable for large scale survey as they are quick for respondents to answer, they are easy to analyze using statistical techniques, and they enable comparison to be made across group. Open ended items are suited allow a free response. It is also more appropriate to elicit sensitive information (Somech and Lewin, 2005,). Thus, questionnaires were designed for teachers. In general, structured questionnaire were distributed for 198 teachers and 195 of them were correctly filled and returned.

Interview

In addition to the questionnaire, the study employed a semi-structured interview to triangulate the information collected through questionnaire. A total of seven semi-structured interview guides were prepared by the student researcher. A semi-structured interview was conducted with selected principals and department heads. Thus, an interview guide (a written list of questions) was prepared by the researcher and conducted in a face to face interaction. English and Amharic languages were used during interview and later translated to English by the researcher. This was done to avoid miss-understanding between the informants and the researcher. Note taking was applied to take down the information provided by the informants. The responses of the respondents were organized properly to analyze in their appropriate area.

Focus Group Discussions (FGD)

Focus group discussion is used to complement the quantitative data obtained through questionnaire concerning the extent of teachers' participation in school administrative work. Thus, 17 PTA members with in three groups were participated in Focus Group Discussions (FGD). Four FGD check-list of discussion was prepared by the researcher for the discussions. A necessary hint was given on focus group discussion to avoid misleading concepts in the FGD.

Data Collection Procedures

The questionnaire is pilot tested and required correction was made to avoid vagueness and mistake before conducting the final data collection. This is followed by the preparation of the final draft of the questionnaire. The data was collected by a self-administered questionnaire and face to face interview in three secondary schools of Addis Ketema sub-city. At the start, the researcher with the help of collaborators distributed and collected the questionnaires. Then, interview was made with principals and department heads. At the last, a total of four checklists of FGD were used for discussion with 17 PTA participants that are classified into three FGD groups.

3.5 Method of Data Analysis

In accordance with the data that was collected from different sources, the close-ended questionnaire are systematically coded, tabulated and organized for analysis using quantitative method. The organized and coded data imported to SPSS and analyzed using descriptive methods. In addition, the data gathered through open ended question, interview and FGD encoded thematically. The items were classified into different tables according to similarities of issues raised in the questionnaire. After the classification, each of the issues are analyzed and interpreted.

No	Statements	1		2		3		4		5		Total		Mean	SD
		F	%	F	%	F	%	F	%	F	%	F	%		
1	Making strong decision that can help the school and the principals.	9	4.6	35	17.9	68	34.9	75	38.5	8	4.1	195	100	3.2	.94

2	Allowing and encouraging team work and group activities					116	59.5	35	17.9	44	22.6	195	100	3.6	.90
3	Providing support and establishing environment of trust in the school	9	4.6		105.1	44	22.6	121	62.1	11	5.6	195	100	3.6	.85
4	Planning the schools' activities				5930.3	47	24.1	65	33.3	24	12.5	195	100	3.3	.82
5	Establishing a program for community service	8	4.1		13569.2	26	13.3	1	.5	25	12.8	195	100	2.7	1.1
6	Deciding on rules or procedures to be followed in evaluating school performance	79	40.5		4422.6	37	19	35	17.5			195	100	2.1	1.13

IV. RESULT, DISCUSSION AND RECOMMENDATIONS

Teacher's Role Concerning their Participation in School Activities

Table 1: Response on Teacher's Role Concerning their Participation in School Activities Hint: 1: Never 2: Rarely 3: Sometimes 4: Usually 5: Always Regarding item 1, Amos and Bernard (1981) stated that the best way to increase teachers' involvement in school decision-making is by involving them in the formulation of the school's plan. In item 1 of Table 1, respondents were asked whether or not they make strong decisions that could help the school and principals. Accordingly, 75 (38.5%) teachers replied that they do so usually, and 8 (4.1%) teachers said they always do so. Meanwhile, 68 (34.9%) teachers responded sometimes, 35 (17.9%) rarely, and 9 (4.6%) never. The mean value and standard deviation ($X=3.2$, $SD=0.94$) of this item lean toward 'sometimes.' Therefore, it can be concluded that teachers do not frequently make strong decisions in their respective schools. It is possible to infer that teachers' knowledge or capacity regarding decision-making is relatively low.

With regard to teachers' roles in school, interview participants reported that school administrators or directors make their own decisions and consider themselves the sole decision-makers within the school. They do not provide teachers with opportunities to participate in decision-making. They believe that teachers' roles are limited to teaching students and submitting students' grades to the office. Even when students commit disciplinary violations, teachers are not involved in addressing or measuring these issues.

Concerning the issue of encouraging teamwork and group activities, as shown in item 2 of Table 1, 116 (59.5%) teachers claimed they do so sometimes. Additionally, 44 (22.6%) teachers reported always doing so, and 35 (17.9%) usually engaged in such activities. The mean score for this item was 3.6 with a standard deviation of 0.90, indicating a tendency toward 'usually.' Based on this data, it can be concluded that teachers are encouraging and facilitating team and group work in their schools.

Item 3 of Table 1 asked respondents to rate their agreement with providing support and creating an environment of trust within the school. Results showed that 121 (62.1%) teachers usually provided support, and 11 (5.6%) always did so. Meanwhile, 44 (22.6%) respondents sometimes, 10 (5.1%) rarely, and 9 (4.6%) never provided support or established trust. The mean value and standard deviation ($X=3.6$, $SD=0.85$) suggest that teachers generally 'usually' engage in such activities. From this, it can be concluded that teachers are actively providing support and fostering an environment of trust within their schools.

Items 4 and 5 of Table 1 relate to teachers' participation in planning school activities and in setting the vision, mission, and values of their respective schools. Regarding item 4, 89 (45.8%) teachers confirmed their participation in planning activities. This indicates that teachers' involvement in planning school activities is not yet sufficient.

Item 6 asked whether teachers establish programs for community service. The majority of respondents, 135 (69.2%), reported that they do so rarely. The mean score was 2.7 with a standard deviation of 1.13. In summary, the establishment of community service programs by teachers in their schools is relatively low and below expectations.

Teacher's Role in Schools Overall Activities

Table 2: Response on Teacher's Role in Schools Overall Activities Hint: 1: Never 2: Rarely 3: Sometimes 4: Usually 5: Always As the response to item 10 of Table 2 indicates, respondents were asked whether or not teachers accept decision made independently by other members of the school. Accordingly, teachers with 79 (40.5%) and 8 (4.1%) claimed that they usually and always accept decisions made by other members of the school respectively. While 64 (32.8%) and 44 (22.6%) of respondents claimed that they sometimes and rarely did so respectively. On the other hand, the mean value and SD ($X=3.3$, $SD=1.02$) respectively. Therefore, from above figure one can concluded that teachers of respective schools were not fully accepting decision made by other members of the schools.

In the 11 item of Table 2, respondents were asked whether or not they give recognition to the other teachers of best practices. Accordingly, 82 (42.1%) and 10 (5.1%) of teachers agreed with the statement by saying "always" and "usually" respectively. Whereas, 69 (35.4%) and 34 (17.4%) claimed that they sometimes and rarely respectively give recognition to other teachers best practices in their respective schools. While the mean value and Standard deviation ($X=3.7$, $SD=0.94$) respectively. Thus, based on the above figure one can conclude that a teacher had a positive attitude towards recognizing teacher's best practices of the schools.

Concerning item 12 and 13 of Table 2 which is about teachers participation in electing department head and unit leaders on item 12, and avoiding criticism from the top on item 13, respondents 58 (29.7%), and 16 (8.2%) on item 12, and 71 (36.4%) and 2(1%) on item 13 replied that they always and usually did so respectively. While the mean number and SD of item 12 ($x=3.3$, $SD=1.01$) and item 13 ($x=2.8$, $SD=0.69$) respectively.

Also, on open ended questions teachers replied that they didn't have the authority to select unit leaders at all and sometimes the school select the department head and inform us through a notice on billboard of the department. Also, there shouldn't be criticisms rather than a suggestion. Suggestion is accepted but not criticisms. Providing criticisms to the principals made the teacher odd from the others Thus from the above one can conclude that teachers of the respective schools were rarely allowed to select department head and not allowed to select unit leaders of the schools.

As it can be observed on item 14 of Table 2, respondents were asked whether or not teachers determine the mechanism of controlling and supervising plan implementation. Thus, majority of The respondents (125 (64.1%) claimed that they 'sometimes' did so. While small number of respondents 25 (12.8%) claimed that they 'usually did so. The mean value and SD ($X=2.8$, $SD=0.90$) respectively Therefore, one can conclude from the above data teachers were not participating in determining mechanisms of controlling and supervising plan implementation of their respective school.

Item 15 was designed whether or not teachers participate in assigning school building for administrative, department and teaching room purpose. Thus, based on respondents claim confirmed through mean value($x=2$), they were participating on it.

Respondents on interview replied that in assigning school building for administrative, department and teaching room purpose, there was no formal communication between teachers and administrative workers and principals. Assigning was not made in a formal way. Individually teachers communicate with the principals and administrative workers in doing so.

School Leaders' Support for Teachers' Participation in School Administration: Facilitation of Leadership Training (Table 3)

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

No	Statements	1		2		3		4		5		Total		Mean	SD
		F	%	F	%	F	%	F	%	F	%	F	%		

1	The school's leaders give more priority for teachers in leadership training participation secondary schools.	31	18	75	38.5	-	-	62	31.8	27	15.9	195	100	2.9	.90
----------	--	----	----	----	------	---	---	----	------	----	------	-----	-----	------------	------------

As observed in Table 3, item 1, teachers were asked whether school leaders prioritized teachers' participation in leadership training. Based on the responses obtained for this item, the mean value and standard deviation were $X = 2.9$ and $SD = 0.90$. Teachers indicated a neutral stance regarding this statement. Thus, the school leaders were not actively promoting or enhancing teachers' training opportunities.

According to the principal's response to this item, the roles of principals include respecting teachers' decisions and facilitating training for teachers. However, the department head's response during the focus group discussion (FGD) indicated that training is not within the principal's mandate but is instead handled by other concerned bodies outside the school.

Table 4: Principals Encouragement of Teachers in School Decision Making

No	Statements	1		2		3		4		5		Total		Mean	SD
		F	%	F	%	F	%	F	%	F	%	F	%		
6	The school principals facilitate teachers to decide on the content and form of lesson plan	24	12.3	43	22.1	5	2.6	98	50.3	25	12.8	195	100	3.3	.72
7	Principals encourage teachers to design the mission, vision and values of the school	12	6.2	40	20.5	8	4.1	112	57.4	23	11.8	195	100	3.5	1.1
8	In deciding rules or procedures to be followed in evaluating school performance, the school leaders encourage teacher's participation.	2	1	47	24.1	8	4.1	115	59	23	11.8	195	100	3.6	.66
9	In finding ways to improve school administration, principals encourage teachers to participate on it.			55	28.2			106	54.4	34	17.4	195	100	3.6	.96
Grand Mean														3.5	

Hint: 1: Strongly Disagree 2: Disagree 3: Neutral 4: Agree 5: Strongly Agree Item 6 of Table 4 was designed to gather teachers' responses on whether school principals facilitate teachers' participation in deciding the content of lesson plans. Based on respondents' claims, 98 (50.3%) and 25 (12.8%) disagreed and strongly disagreed with the idea, respectively. Meanwhile, 43 (22.1%) and 24 (12.3%) agreed and strongly agreed, respectively. The mean value ($X=3.3$) leaned toward 'disagree,' with a standard deviation ($SD=0.72$). Thus, school leaders were not actively encouraging teachers to participate in developing the school's lesson plan contents.

Respondents also indicated in open-ended questions that most of the time, the school was not involving teachers in preparing lesson plan formats and contents. They mostly adopted lesson plans from the 'best practices' of other schools. Occasionally, department heads participate in designing lesson plans; however, this is not effectively implemented in our school.

As depicted in Table 4, items 7 and 8, teachers were asked if they were encouraged by school leaders to participate in designing the school's vision, mission, and values, and in evaluating school performance. In response, 112 (57.4%) and 115 (59%) teachers, respectively, claimed they disagreed with these statements. The mean values ($X=3.5$ for item 7 and $X=3.6$ for item 8) also leaned toward 'disagree,' with standard deviations of $SD=1.1$ and $SD=0.66$, respectively. Therefore, the school leaders were not effectively promoting teachers' participation in shaping the school's mission, vision, values, or in evaluating school performance.

Item 9 of Table 4 examined whether school leaders encourage teachers to improve school administration. Respondents' mean value ($X=3.6$) leaned toward 'agree,' with a standard deviation ($SD=0.96$). However, findings from some focus group discussions and observations of Table 10, item 9, indicated that there was no substantial evidence showing that school leaders actively encouraged teachers in this area. Additionally, interviews with principals and PTAs confirmed that teachers' participation in decision-making regarding school administration is limited. Based on the mean and percentage values presented in the table, school leaders are not doing enough to involve teachers in improving school administration

Table 5: Response of Teachers Concerning School Principal's Facilitation in Budgeting

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

No	Statements	1		2		3		4		5		Total		Mean	SD
		F	%	F	%	F	%	F	%	F	%	F	%		
14	The school leaders help teachers to determine means of income generation for the school	14	7.2	95	48.7	12	6.2	46	23.6	40	20.5	195	100	3.2	1.03
15	School principals encourage teacher's involvement in decisions concerning school building			12	6.2	18	9.2	131	67.2	34	17.4	195	100	3.95	.97
16	The school leaders assist teachers to participate in determining the school budget	25	12.8	1	.5	18	9.2	46	23.6	105	53.8	195	100	4.05	.755
Grand Mean														3.73	

As can be observed in Table 5, item 14, teachers were asked whether school leaders prioritized teachers' involvement in generating income for the school. Based on the responses obtained for item 14, the mean value ($X=3.2$) indicates that teachers were neutral regarding this statement. The standard deviation ($SD=1.03$) also reflects variability in responses. Thus, the school leaders were not actively assisting teachers in generating their own income.

Items 15 and 16 in Table 5 concerned whether school leaders encouraged teachers to participate in decision-making, budget allocation, and ways of improving school administration. The respondents' claims showed mean values of 3.95 and 4.05, respectively, both inclined toward 'agree.' The standard deviations for these items were $SD=0.97$ and $SD=0.755$, respectively.

However, findings from some focus group discussions and the review of Table 5, items 15 and 16, suggest that there is no substantial evidence indicating teachers' involvement in school budgeting. Moreover, interviews conducted with principals and PTAs confirmed that teachers' participation in this decision category is limited. The department head specifically mentioned that decisions concerning the school budget are not the responsibility of teachers; instead, this responsibility is entrusted to the PTA.

Based on the mean and percentage values shown in the table, school leaders are not doing enough to involve teachers in school budgeting, decision-making, or in improving school administration

Table 6: The Teacher's View of Their Role in School Administration

Hint: 1: Strongly Disagree 2: Disagree 3: Agree 4: Strongly Agree

No	Statements	1		2		3		4		Total		Mean	SD
		F	%	F	%	F	%	F	%	F	%		
1	Participating in School goals and objectives design help teacher in designing teaching lesson plan.			25	12.8	135	69.2	35	17.9	195	100	3	.78

2	Participating in School's administrative works helps me to assists students with low performance in certain subjects by modifying their total degrees to help them succeed these subjects.	34	17.4	10	5.1	141	72.3	10	5.1	195	100	2.65	1.12
3	Designing ways of solving students' problem with the school principals helps the teacher in solving students' problems in the school.	34	17.4	9	4.6	117	60	35	17.9	195	100	2.78	1.34
4	Participating in school administrative roles help the teacher to use time effectively in teaching	34	17.4	97	49.7	21	10.8	43	22.1	195	100	2.4	1.08
5	Participating in school administrative roles encourage teacher to design teaching syllabus of each grade	34	17.4	89	45.6	36	18.5	36	18.5	195	100	2.4	.97
6	Participating on evaluating the school administration help the teacher to evaluate daily teaching method.			94	48.2	100	51.3	1	.5	195	100	2.5	.792
7	Teacher's participation in decisions concerning student affairs and disciplinary problem help them to manage student's behavior appropriately in the classroom.			35	17.9	125	64.1	35	17.9	195	100	3	.941
8	Teachers participation in designing the mission, vision and values of the school helps them to design their departments role in achieving the mission, vision and values of the school			45	23.1	115	59	35	17.9	195	100	3	.93
9	Teachers participation in leadership training help the teachers to be aware of the management skills of classroom teaching			68	34.9	82	42.1	45	23.1	195	100	2.9	1.13
Grand Mean												2.74	

Based on teachers' responses depicted in Table 6, items 1 and 2, participating in setting school goals and objectives, as well as in administrative tasks, can help teachers design lesson plans effectively and contribute to students' success in their subject areas. Accordingly, teachers scored ($X=4$, $SD=0.78$) on item 1 and ($X=3.6$, $SD=1.12$) on item 2, respectively. The majority of respondents supported this idea by agreeing. Based on the majority responses, it can be concluded that teachers are capable of developing lesson plans and helping students succeed if they participate in administrative roles.

As indicated in item 3 of Table 6, respondents were asked whether or not working together with principals on solving students' problems is beneficial. Teachers responded with a mean value of ($X=3.7$, $SD=1.34$), indicating agreement with the statement. A significant number of participants, 117 (60.5%), agreed that collaborating with principals in solving students' problems makes it easier for teachers to address student issues.

Items 4 and 5 of Table 6 concern whether teacher participation in administrative roles helps them use their time effectively and encourages them to design syllabi for their teaching. Based on the responses, the mean value for both items was ($X=3.4$), indicating that teachers agree with these statements. Therefore, teachers recognize that participating in school administration helps them manage their time more effectively and design syllabi more efficiently.

Item 6 of Table 6 addresses whether participating in evaluating school administration helps teachers assess their daily teaching methods. The mean value was ($X=3.5$, $SD=0.79$), leaning toward agreement. Similarly, item 7 concerns whether teacher participation in decisions related to student affairs and disciplinary issues

helps them manage student behavior appropriately in the classroom. The results were similar to those of item 6. Thus, teachers acknowledge the importance of participating in evaluating school administration and student affairs.

Item 8 of Table 6 asks whether teachers' participation in designing the school's mission, vision, and values helps them understand their department's role in achieving these goals. The majority of respondents, 115 (59%), claimed they agree with this statement. The mean value of 4 and SD of 0.93 support the respondents' agreement. Therefore, teachers recognize that participating in designing the school's mission, vision, and values helps they define their department's role in achieving these objectives.

In Table 6, item 9, respondents were asked whether participation in leadership training helps teachers become more aware of management skills related to classroom teaching. The majority of respondents, 82 (42.1%), agreed, and 45 (23.1%) strongly agreed with this idea. The mean value of 3.9 indicates that most responses lean toward agreement. Thus, teachers are aware of the importance of participating in leadership training.

Challenges Hindering Teacher's Participation in School Administration.

This part of analysis explains about the quantitative and qualitative data that reveal about the challenging factors of teachers' participation in school administration. It analysis the data obtained from the participants of the study.

Table 7: Challenges Hindering Teachers Participation in School Administrative Works

Hint: 4: Always 3: Usually 2: Sometimes 1: Rarely

No	Statements	1		2		3		4		Total		Mean	SD
		F	%	F	%	F	%	F	%	F	%		
1	Lack of trust and positive relationship between teacher and principal	18	9.2	10	5.1	83	42.6	84	43.1	195	100	3.8	.89
2	Lack of motivation by principal to involve teachers ignorance			11	5.6	52	26.7	60	30.8	195	100	3.71	.923
3	Teachers' low level of concern/ willingness	25	12.8	12	6.2	25	12.8	133	68.2	195	100	3.1	.699
4	School leaders' concern of his/her own power and authority not to be diminished	12	6.2	25	12.8	150	76.9	11	5.6	195	100	3.6	.71
5	Lack of available resource	155	79.5	28	14.4	1	.5	11	5.6	195	100	2.3	.755
6	Teachers' belief that participating in school's administrative work is not their responsibility but the responsibility of school principals	69	35.4	105	53.8	20	10.3	1	.5	195	100	2.7	.65
7	Fear of taking risks by teachers themselves	85	43.5	92	47.2	10	5.1	8	4.1	195	100	2.7	.75
Grand Mean												3.13	

Item 1 of Table 7 is about lack of trust and positive relationship between teachers and principals as a constraint for teachers' involvement in school administrative roles, the mean scores were rated 3.8 by teachers. This revealed that teachers agreed on the lack of trust and positive relationship between them was the major factors for teachers' involvement in school administrative works.

For item 2 and 4 in the above Table, the mean scores were rated 3.71 and 3.6 above average respectively for teachers. This revealed that lack of motivation by school leaders and concerns of his/her own power and authority not to be diminished were the factors that hindered teachers' involvement in school administrative works. These result indicated that lack of motivation and concern of his/her own power and authority relatively affect teachers' involvement in school's administrative activities.

For item 3 in Table 7, the respondents were asked to respond whether teachers' low level of concern or willingness as a constraint for teachers involvement in school administrative roles. The finding indicates that the mean scores were rated 3.1 by teachers. The mean scores rate were found to be below the average point for teachers. This indicated that teacher respondents sometimes agree & showed that teachers' low level of concern/willingness is not factors that affect/hindered teachers' involvement in school administrative works. For items 5 in the above Table 7, the mean score and SD were rated ($X=2.3$, $SD= 0.755$) for teachers. The mean scores rated were found to be below the average for teachers. This indicated that teachers' respondents disagreed that lack of available resource (like time, information, materials, etc.) is not the factor that hindered teachers' involvement in school decision making.

On item 6, respondents were asked whether or not agreed on the opinion that teachers' belief that decision making is not their responsibility but the responsibility of school principals is a factor that affecting teachers involvement in school decision-making. Accordingly, the mean rated by teachers and school leaders were found to be ($X=2.7$). This revealed that teachers sometimes agree that as they believe that decision making is not their responsibility but the responsibility of school principals. In supporting this idea, McEwan (2001) has stated that "... teachers feel uncomfortable sharing decisions believing that they are administrative prerogative" (p. 101).

On item 7 of Table 7, respondents were also asked whether agreed or not on the opinion that fear of taking risk teachers is a factor that affect teachers' involvement in participating in school's administrative works. Accordingly, the mean rated by teachers was found to be ($X= 2.7$) 'sometimes'. This indicated that fear of taking risk by teachers themselves is not the factor that affect teachers involvement in school administrative works.

Additionally, department heads and principals claimed in the interviews that the hindering factors that affect teacher's school administrative participations. These are:

- teachers take the administrative roles as overtime works and ask overtime payment,
 - lack of attention and commitment,
 - misunderstanding about the contribution of teachers participation in administrative roles,
 - lack of training concerning teacher's participation in administrative roles,
 - the relation between teachers, principals and PTA of the school,
 - the management system of the schools, and
- lack of facilities, fear of taking risks were the other hindering factors

Recommendations

Based on the finding and conclusions made, the following recommendations are forwarded.

Implement Regular Capacity-Building and Training Programs for Teachers

School principals, in collaboration with PTA and education authorities, should organize workshops, seminars, and training programs focused on enhancing teachers' skills and knowledge in school administration and decision-making processes. This will empower teachers to actively participate in school planning, curriculum development, and administrative tasks, thereby fostering a culture of shared responsibility and improved school effectiveness.

Establish Incentive and Recognition Systems to Motivate Teacher Participation

To encourage active involvement in school administrative roles, schools should develop and implement incentive schemes, including economic rewards, recognition awards, and career advancement opportunities for teachers who demonstrate exemplary participation and leadership. Recognizing teachers' contributions will boost motivation and commitment toward school development initiatives.

Promote a Collaborative School Environment that Builds Trust and Positive Relationships

School leadership should work towards fostering a trusting and supportive environment by encouraging open communication, mutual respect, and teamwork among teachers, principals, PTA, and administrative staff. Building positive relationships will reduce barriers such as mistrust and fear, making teachers more willing to engage in administrative activities.

Clarify and Expand Teachers' Roles and Responsibilities in School Administration

School authorities should clearly delineate teachers' roles in administrative functions, including participation in policy formulation, budgeting, and decision-making processes. Providing formal opportunities and encouraging teacher involvement in these areas will enhance their sense of ownership, responsibility, and contribution toward school improvement efforts.

REFERENCES

- [1] Altun , K & Yilmaz (2019). Encyclopedia of Educational Research (6th ed). Encyclopedia Britannica. Vol.4. Chicago.
- [2] Başaran, İ. E. (1996). Introduction to Education. Ankara: Yargıcı Printing House.
- [3] Boonme, N (2001). School-Based Management. The ways and methods: National pilot Study, USA.
- [4] Bursalioğlu, Z. (1014). New Structures and Behaviors in School Management: Extended 9. Edition, Ankara: PEGEM Publications No: 9.
- [5] Dicle, İ. A. (1980). Industrial Democracy and Participation in Administration. Ankara: Middle East Technical University.
- [6] Efe, H. (2003). Effects of Implementers' Participation in Decision Making on Their perceptions of Achievement. Sakarya University, Social Sciences Institute, Unpublished Master's Thesis.
- [7] Eren, E. (1994). Management and Organization. Istanbul: Beta Printing and Publishing.
- [8] Gardian, A. and Rathore, H. C. (2010). Teacher Participation in Decision –Making Process: Reality and Repercussions in India Higher Education, Kamacha, Varansi, India, Vol. 40 No 5, pp 657-671.
- [9] Gorton, R. A. (1987). School Leadership and Administration: Important Concepts, Case Studies and Situation (3rd ed.). Iowa: Mc Brown Publisher.
- [10] Hoy, W. & Miskel, C. (1990). Educational Administration: Theory, Research and Practice. New York: Random House.
- [11] Huddleston J, Claspell, M. & Killion, J. (1991). Participative Decision-Making can Capitalize on Teacher Expertise. NASSP Bulletin, 75(534), pp. 80-89. Imber.
- [13] Ivancevich, J. et. al (1990) Organizational Behavior: Key Concepts, Skill and Best Practices. New York: McGraw Hill Irwin.
- [14] Invancevich, J. Konopaske, R & Matteson, M: (2002). Organizational Behavior and Management (7th ed.). New York: McGraw Hill Companies, Inc.
- [15] Kamat, H. D, (2008). Democratic Discipline in School. New Delhi: Common Wealth publisher. Kochhar, S. K. (1993). **Secondary School Administration. New Delhi:** Sterling
- [16] Publishers. Leithwood, K. & Steinback, R. (1993). The Concept for School Improvement of Difference in Principals' Problem Solving Process (Dim Mock, Clive, Ed.) London: Rutledge.
- [17] Lawler, E.E. (1992). The Ultimate Advantage: Creating the High Involvement Organization. San Francisco: Jossey-Bass.
- [18] Maden, Ö. (1998). Primary School Teachers' Participation in Decision Making. AİBÜ, Social Sciences Institute, Unpublished Master's Thesis.
- [19] Mangunda, C. (2003), An Investigation in to School Principal's Experience and Perception of Participative Management. Graham's town: Rhodes University.
- [20] Melaku Yimam. (2011). Foundation of Educational: Teaching Materials for Masters of Education Leadership, A.A.U. Addis Ababa.
- [21] Mohrman, S.A Lawer, E, & Mo hrman, A.M (1992). Participation in Decision Making: A Multidimensional Perspective Educational Administration Quarterly, (14) 13-19
- [22] MoE, (1994). Ethiopia Education and Training Policy. Addis Ababa: EMPDA. MoE, (2005).
- 23] The Federal Democratic of Ethiopia Education Sector Development Program III (ESDP-III). Program Action Plan. Addis Ababa: Berhanenaselam Printing Enterprise.
- [24] Pashiardis, p. (1994). Teachers' Participation in Decision-Making. **International Journal of Educational Management.** 8(5), pp. 1417.
- [25] Prowler, (2011). The Role of Buildings and the Case for Whole Building Design Steven Winter Associates, Inc. http://www.wbdg.org/wbdg_approach.php.
- [26] Robbins, S.P. (2003) Essential of Organizational Behaviors (7th ed). New Jersey: Prentice Hall.
- [27] Sarwar, Z. (1991). Adapting individualization techniques for large classes. In D. R. Hall & A. Hewings (Eds.), Innovation in English language teaching: A reader (pp. 127-136).

- [28] London: Routledge. Schermerhorn, J.R (1996) Management and Organizational Behavior Essentials. New York: John Wiley and Sons.
- [29] Sergiovanni, T.J. (1992). Moral Leadership. San Francisco: Jossey Bass Publisher.
- [30] Seyoum and Ayalew. (1989). Fundamentals of Educational Research: For Students and Beginning Researcher, Addis Ababa University.