

## **Perception of Teachers towards Principals' Participative Decision-Making Practices in Elementary Schools**

**Ms. Mavra Shuaib**

Research Scholar (Ph.D.), Amity Institute of Education, Amity University Uttar Pradesh, Lucknow, India  
Orcid id:[0000-0001-9960-053X](https://orcid.org/0000-0001-9960-053X)

**Dr.Sushanta Kumar Roul**

Professor, Amity Institute of Education, Amity University Uttar Pradesh, Lucknow, India, Orcid id:  
0000-0001-7291-9575

**Dr. Rashmi Soni**

Associate Professor & Head, Department of Education, Shri JNPG College, Lucknow, India

### **ABSTRACT**

*Participative decision-making is known as a significant element for effective educational supervision. Not only does it facilitate the execution of decisions but also heads towards the teacher's respect and empowerment. Principals act as a pivotal person in maintaining and establishing school participative decision-making. The purpose of the research was to study the perception of teachers towards principals' participative decision-making practices in government and private elementary schools of Lucknow, India. To collect the essential data for the study, the descriptive survey method was applied. Random sampling technique was used to select 80 elementary school teachers out of which 40 (10x4) teachers were taken from government schools and (10x4) teachers from private schools and 8 school principals through comprehensive sampling technique. The study has revealed that among the perception of government and private elementary school teachers regarding participative decision making the teachers of private schools are participating more in the decision-making practices in comparison to the government school teachers whereas, some of the government school principals believe that due to the job security some teachers do not initiate more in any extra duty and they do not make active participation in decision making. Teachers usually have a much more comprehensive awareness of their work management; the decision will be taken with a clearer understanding if teachers participate in decision making. Hence, participative decision-making has always been recognized as a vital element in making teachers feel appreciated and empowered.*

**Keywords:** Decision-Making, Perception, Leadership, Elementary schools, Teacher, Principal

### **INTRODUCTION**

In modern society education plays a pivotal role. The primary function of education is to develop cultural values and to prepare pupils for productive adulthood. The corner stone for rapid economic and social development of any society is education. To promote or support rapid socio-economic development school is the most important institution. The school's principal is the main executive and acts as the association between the administration and management of the school. In a private school, the principal is usually a member of the main council. School administration should be efficient enough to stimulate organisational modifications and adapt to the changes needed. Griffith (1969) states that, "Central function of administration is directing and controlling the decision-making process." Since the decision-making is the core process of the administration, it becomes the main task of any principal of the school.

School leadership plays a vital role in contributing to the qualities of education and continuous improvements. The decentralisation of decision making in education is one such of the strategies that schools use for local priorities and values decentralisation can improve outcomes of education and increase the satisfaction of client's decision making has been decentralised and have been deprived of power from the central authorities to the school sites, principals and teachers who had greater autonomy in managing schools with aims of improvising the quality of education. (Dempster, 2000; Henkin and Dee, 2001).

### **CONCEPT OF DECISION-MAKING**

Decision-making is an irremovable component of the management process. The word decision has its roots from the Latin word decider, meaning, eliminating away or eliminating off in a practical sense. Lopez (1977) states a decision as a decision which represents the judgment a last decision or a difference of opinion in needs".

Decision making is selecting the best solution among given alternatives. Shami and Waqar (2007) defined the process of decision making such as, classifying an issue, highlighting decision criterion, weightage to criterion,

making substitutes, examining substitutes, picking the best suitable alternative, applying the alternatives and evaluating decision effectiveness.

Jarvis (1971) says that normally in schools' decisions are unilateral bilateral and democratic. If the head decides any issue without asking anyone in the institution it can be called unilateral, in simple words it may be a kind of authority centred decision. If he ignores others in the group and consults only the people on the high posts and decides issues. It may be called a bilateral decision. If the head gives, chances to the staff to share its opinions and idea in resolving their issues it is termed as multilateral or democratic.

### **Principals' Decision-Making Practices**

Taking decisions effectively is an ability that most principals need to develop. Usual weaknesses in decision making process are unusual according to the person responsible for creating what decisions and lack of adequate for making decisions. The principal is the main element of the school. It is said that the way the head is, the school is the same way. The planning, organising, staffing, co-ordinating, reporting and budgeting functions of the school depends upon his style of decision-making. The quality and style of decision-making affect the rank and position of the school towards quality, efficiency and progress. The way of decision making depends on several factors going on within and outside the school campus.

Multiple factors namely climate of the school, organisation, teacher morale, teacher involvement, teacher's value system, teacher commitment, leadership skills of the principals shape the decision-making styles of the principals.

The practice of participative decision-making is also acceptable by democratic principles (Bush, 2007; Duke, 2005; Smylie, Lazarus & Brownlee-Conyers, 1996). The practice of participative decision-making has been a subject of research for 30 years (Somech, 2002; Duke, 2005; Mokoena, 2011; Sarafidou&Chatziionidis, 2013). Scholars have encouraged the movement from authoritarian, bureaucratic school management under directive leadership to collegial, dispersed management based on participative leadership (Somech, 2010; Bush, 2007; Mokoena, 2011; Singh, Manser&Mestry, 2007).

Gore (1966) while emphasising the pivotal role of decision making it becomes the root of argument on the topic "much of the undergoing interest in decision makes stems from the silently emerging conviction that choice is a potent cause in determining the efficiency of the organisational process."

The principal of the school's decisions touches every aspect of the school structure. Since the teachers are one of the pillars of the school, it is thought that there is a big impact of the principal's decisions on the morale of the teachers. Previous research conducted both in the industry and education have revealed that the way of administration has profound impact on productivity and morale.

### **Teachers in Decision-Making**

Including teachers' participation in decision-making has been improvised for multiple factors. Sometimes, their involvement is considered to improve communication between the administrators and teachers to enhance the performance of educational decision-making, additionally, it also considers that their participation might enhance the quality of the teacher's employment life (Algoush, 2010). Even more, due to teachers have a chance to get involved in and to exert impact on decision-making processes, their involvement is supposed to increase enthusiasm to put them into practice in class, hereby to encourage educational performance (Griffin, cited in Somech, 2010).

Govinda (2002) emphasized that "teachers make decisions for maintaining school education programs, school organization, planning, review, personnel facilities, student support, parent communication and involvement, and community representation of the school"

Participative decision-making is known as a significant element for successful educational supervision. Not only it facilitates execution of decisions but also leads towards the teacher's respect and empowerment. Furthermore, this kind of participation sows seeds of faith, help teachers grasp new skills, commitment and teamwork (Lashway 1996).

In many cases the accountability of attaining the objectives of the school depends upon the teachers. On this note Mohrman, et al. (1992) declares that teacher's participation in decision making enables less teacher turnover, better problem solving etc. Moreover, Pashiardis (1994) suggested that, "increasing amount of teacher participation in decision making and extending their involvement in the overall decision process in a way to make school policy and management more responsive to societal needs".

The practice of participatory decision-making by teachers is related with a democratic or participatory style of leadership (Bush, 2007; Somech, 2010; Duke, 2005), with concepts of disseminated leadership (Spillane and Sherer, 2004) and teacher leadership (Grant et al, 2010) and with an interconnected school culture (Hargreaves, 1995, Bush, 2007; Singh, Manser&Mestry, 2007). However, whilst participatory decision-making by teachers was notable study theme circa 1995, more recent studies focus on distributed leadership and teacher leadership. Participatory decision-making is not been widely practiced in India and requires strengthening.

Hoy and Miskel (1990) found in their study that, teachers' participation in decision making is completely related to the level of job satisfaction. Ivancevich et al, (1990) too observed that teacher's participation in decision-

making process proceeds to superior results, contentment and competence while decisions made unilaterally doesn't help in the growth of the school performance.

### **Involvement of teachers in decision-making practices in school**

Principals perform a pivotal role in building and maintaining school's participative decision-making. Leithwood and Steinbach (1993) explains, "principals, who maintain a positive school climate, certify opportunity for teacher's involvement in decision-making"

The practice of participative decision-making in schools is supposed to increase school efficacy (Somech, 2010). Participative decision-making also inspires teachers to work harder and increase their level of commitment (Singh & Manser, 2002; Grant, Gardener, Kajee, Moodley, and Somaroo, 2010; Sarafidou & Chatziionidis, 2013) as it raises teacher morale and job satisfaction. Likewise, it is supposed to lower teacher absence (Somech, 2010; Singh & Manser, 2002). Participative decision-making is linked with increased innovation and association as teachers and participative managers share and combine knowledge to introduce new ideas or processes (Somech, 2010; Tscannen-Moran, 2001).

Teachers usually have much more comprehensive awareness of their work management; decision will be taken with a clearer understanding if teachers participate in decision making. Participation of teachers is considered to offer school administration access to pivotal information regarding many problems of schooling. (Smylie et al, 1996)

### **REVIEW OF RELATED LITERATURE**

The purpose of the review of related literature is to objectively review the different work done in the area of proposed research in order to get a upto date information and therefore to state the problem of the research more objectively, more concisely and more precisely.

Gamechu (2014) in his study of The Practices of Teachers' Involvement in Decision-Making in Government Secondary Schools of Jimma Town found that the teachers' participation in decision-making in all the areas of secondary schools was unsatisfactory; besides that, their participation was much in the issues related to problems with student discipline rather than in school building. School leaders/Principals' and PTA practices were found ineffective in encouraging teachers' contribution in school decision-making. The absence of participative and democratic school leadership, lack of trust between principals and teachers, were the factors to have less involvement of teachers in school decision-making. Hence it concludes that the role of teachers in school decision-making has not been given due importance in this study.

Abera (2013) conducted his study on principal's participative decision-making practices: in government secondary schools of Dessie town Amhara region the result of the study indicated that the practice of the school principals in promoting participatory decision-making approach in schools and coordinating the tasks of schools was unsatisfactory. The teachers were not allowed to issue participation in making the decisions.

O'Prey (1999) conducted a study on comparing middle school teacher's perceptions, middle school assistant principals' perceptions, and middle school principals' perceptions regarding instructional leadership. The findings show that assistant principals are still spending most of their time on non-instructional tasks.

Ganapathy (1982) in his study of decision-making process in relation to innovation and change in school found that the headmasters follow a process while arriving at a decision. The decisions were not based on subjective judgement. The headmaster sometimes consulted all teachers while analysing the felt need. The source of innovation was the headmaster's own thinking and he himself decides when to introduce the innovation.

Newton (1972) studied "the relationship among teacher's perception, of their participation in decision-making, openness of organisational climate, and organisational output in an ample of non-secondary public schools." The results of the study also show that the organisational output questionnaire provides a theoretical based conceptualisation of organisational output and a useful instrument for measuring perceptions of organisational output in non-secondary public schools.

It was observed from the above researches that most of the studies on participative decision-making practice have been conducted only on the government schools. Whereas, very few studies have been conducted on private schools. Mainly secondary schools were focused in the above studies in comparison to elementary schools and only one side voices are gathered and it was also seen that the teachers were not encouraged to participate in core decision making process. In recent trends not much attention has been given to the perception of teachers towards Principals' participative decision-making practices researches have been done at the higher education level but not in elementary schools neither it focuses on the comparison between government and private schools nor does it concentrate on both the aspects of teachers and principals simultaneously, considering it narrow and less explored area. In the present study the researchers have tried to cover the perceptions of both the parties in a broader aspect to cover the research gap.

### **SIGNIFICANCE OF THE STUDY**

Taking decisions effectively is an ability that most principals need to develop. The modern head of the school should be a leader and not a director, as a leader it is his responsibility to check that the objectives of education are being effectively realized through cooperation, planning, decision making and execution. Decision-making

style is dependent on many different factors functioning within and outside the school system; such as climate of the school, teacher morale, and teacher involvement etc, the leadership behaviour of principals of the schools forms the decision-making style of the principals of the schools. In the Indian perspective research studies relating to these variables are very few. Hence, including teachers in decision-making at every stage in the school is extremely essential for the wellbeing of the schools. So, this study is use full for the following the study may enhance the awareness for principals, teachers, and educational staff regarding the significance of participative decision-making.

#### **OBJECTIVES**

- 1) To study the perception of teachers towards principals' participative decision-making practices in government elementary schools of Lucknow.
- 2) To study the perception of teachers towards principals' participative decision-making practices in private elementary schools of Lucknow.
- 3) To study the difference between perception of government and private elementary school teachers towards principals' decision-making practices

#### **HYPOTHESIS**

1. There is a significance difference between the perception of government and private elementary school teachers towards principals' decision-making practices.

#### **METHODOLOGY**

To collect the required data for the study, the descriptive survey method was applied by the researchers. This method was selected because it is appropriate when the aim of the study is to get an exact description of current status it requires expert and creative arranging, careful analysis and interpretation of information gathered and logical and aptitude full announcing of the findings.

#### **Sources of the data**

The researchers used the data from the primary sources only. The primary data was gathered from the principal and teachers of the respective schools.

#### **Sampling and sampling technique**

The study was conducted on four government and four private elementary schools of Lucknow, India. The total sample was selected through random sampling technique which consist of 80 elementary school teachers out of which 40 (10x4) teachers were taken from government schools and 40 (10x4) teachers from private schools through the lottery method and 8 school principals were selected through comprehensive sampling technique based on both having minimum of 2 years' experience of working together in the same school.

#### **Tools used**

##### ***Questionnaire***

The questionnaire was developed by the researcher to collect information about the intensity of teacher's participation in the decision-making practice which was crisscross firstly by the advisor and other professionals in the area for comprehensiveness and clarity, required corrections were made based on their comments before the collection of data. The questionnaire was constructed in English which comprises of 15 close ended items based on 5-point Likert scale. The preliminary section of the questionnaire was intended to collect information on demographic characteristics of respondents like sex, category of school, academic qualification, and total years of service.

The second part of the questionnaire consists of 15 items based on perception of teachers towards principals' participatory decision-making process. Respondents were asked to rate their opinion using five-point Likert scale ranging from 1 to 5 (where, 1= SD, 2= D, 3= U, 4= A, 5= SA).

##### ***Interview schedule***

In addition to the questionnaire, the study also employed a semi-structured interview schedule which was conducted with the principals of the respective schools in a face-to-face interaction mode to counter the responses collected from the teachers.

#### **Data analysis techniques**

Depending on the type of research, the data obtained through questionnaire were analysed using following statistical tools; mean, standard deviation, and t-test. Besides this, data obtained through interview was analysed and interpreted qualitatively.

#### **Analysis and interpretation**

##### ***Section A:***

In this section the researcher analyses both quantitative and qualitative data which were collected in favour of objective 1 and 2. To study the perception of teachers towards principals' participative decision-making practices in Government and Private elementary schools the data is presented through tables and analysed item by item and the responses received from the principal's interview is through qualitative statements.

#### **TABLE 1:**

**TEACHER'S PERCEPTION TOWARDS PRINCIPALS' PARTICIPATIVE DECISION-MAKING PRACTICES IN GOVERNMENT ELEMENTARY SCHOOLS**

S. No.	Items	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%	N	%
1	School decision is supported by aenough teachers	8	20	20	50	2	5	6	15	4	10
2	Teacher judgment procedure is done in a collaborative manner	16	40	14	35	8	20	0	0	2	5
3	School leaders do not feel difficulty to share leadership to teachers.	12	30	18	45	2	5	6	15	2	5
4	Teachers are encouraged to take part in decision making	18	45	6	15	8	20	6	15	2	5
5	Teachers are making active participation in school decisions	10	25	22	55	4	10	2	5	2	5
6	Teachers are willing to keenly participate in decision making process that concern them.	22	55	6	15	4	10	8	20	0	0
7	Teachers think that engaging them in decision making promotes school improvement.	24	60	10	25	6	15	0	0	0	0
8	Principals encourage the teachers to involve in participative decision-making process.	16	40	16	40	2	5	2	5	2	5
9	School principals facilitate their teachers to participate in decision making.	4	10	26	65	6	15	2	5	2	5
10	School principals believe that decision making is satisfactorily decentralized at school level.	16	40	14	35	4	10	4	10	2	5
11	Principals make decisions openly on various aspects of school issues.	8	20	20	50	8	20	2	5	2	5
12	There is a clear procedure by which decision is made.	6	15	12	30	8	20	10	25	4	10
13	Principals' communicate with teachers regarding to decision making	12	30	14	35	4	10	10	25	2	5
14	Various types of decisions are undertaken timely in school	24	60	10	25	2	5	4	10	0	0
15	School principals are not afraid from teachers to give orders	20	50	12	30	2	5	4	10	2	5

It is seen in the first item of table 1, 'School decision is supported by enough teachers that 70% of the government school teachers (strongly agree 20% and agree 50%) has given their statement in favour and 25% (15% disagree and 10% strongly disagree) of the teachers in the same school are disagree with this account whereas only 5% teachers are not sure about the statement that School decision is supported by a sufficient number of teachers.

In the second item, the teacher judgment procedure is done in a collaborative manner it was seen that 75% of the government school teachers (strongly agree 40% and agree 35%) has given their statement in favour and 5% (disagree 0% and strongly disagree 5%) of the teachers in the same school are disagree with this statement whereas, 20% teachers were not sure about the statement that Teacher judgment procedure is done in a collaborative manner.

The third item, School leaders do not feel difficulty to share leadership with teachers shows that 75% of the government school teachers (strongly agree 40% and agree 43%) has given their statement in favour and 20% (disagree 15% and strongly disagree 5%) of the teachers in the same school are disagree with this statement whereas, 5% teachers were not sure about the statement that School leaders do not feel difficulty to share leadership to teachers.

In the fourth item, Teachers are encouraged to take part in decision making 60% of the teachers of government school (45% strongly agree and 15% agree) has given their statement in favour and 20% (15% disagree and 5% strongly disagree) of the teachers in the same school are disagree with this statement where as 20% teachers were not sure about the statement that Teachers are encouraged to take part in decision making.

In addition, the fifth item, Teachers are making active participation in school decisions shows that 80% of the government school teachers (strongly agree 25% and agree 55%) has given their statement in favour and 10% (5% disagree and 5% strongly disagree) of the teachers in the same school are disagree with this statement whereas, 10% teachers were not sure about the statement that Teachers are making active participation in school decisions.

The sixth item, Teachers are willing to keenly participate in decision making process that concern them represents that 70% of the teachers of government school (strongly agree 55% and agree 15%) has given their statement in favour and 20% (20% disagree and 0% strongly disagree) of the teachers in the same school are disagree with this statement where as 10% teachers were not sure about the statement that Teachers are willing to keenly participate in decision making process that concern them.

The seventh item, Teachers think that engaging them in decision making promotes school improvement. indicates that 85% of the government school teachers (strongly agree 60% and agree 25%) has given their statement in favour and 0% (disagree 0% and strongly disagree 0%) of the teachers in the same school are disagree with this statement whereas, 15% teachers were not sure about the statement that Teachers think that engaging them in decision making promotes school improvement.

Eighth item, Principals encourage the teachers to involve in participative decision-making process reveals that 80% of the government school teachers (strongly agree 40% and agree 40%) has given their statement in favour and 10% (disagree 5% and strongly disagree 5%) of the teachers in the same school are disagree with this statement whereas, 5% teachers were not sure about the statement that Principals encourage the teachers to engage in participative decision-making process.

In the ninth item, School principals facilitate their teachers to participate in decision making it was seen that 75% of the government school teachers (strongly agree 10% and agree 65%) has given their statement in favour and 10% (disagree 5% and strongly disagree 5%) of the teachers in the same school are disagree with this statement whereas, 15% teachers were not sure about the statement School principals facilitate their teachers to take part in decision making.

The tenth item, School principals believe that decision making is satisfactorily decentralized at school level throws light on the findings that 75% of the government school teachers (strongly agree 40% and agree 35%) has given their statement in favour and 15% (disagree 10% and strongly disagree 5%) of the teachers in the same school are disagree with this statement whereas, 10% teachers were not sure about the statement that School principals believe that decision making is satisfactorily decentralized at school level.

The data obtained from the eleventh item, Principals make decisions openly on various aspects of school issues reveals that 70% of the government school teachers (strongly agree 20% and agree 50%) has given their statement in favour and 10% (disagree 5% and strongly disagree 5%) of the teachers in the same school are disagree with this statement whereas, 20% teachers were not sure about the statement that Principals make decisions openly on various aspects of school issues.

Then in the twelfth item, there is a clear procedure by which decision is made. 45% of the government school teachers (strongly agree 15% and agree 30%) has given their statement in favour and 35% (disagree 25% and strongly disagree 10%) of the teachers in the same school are disagree with this statement whereas, 20% teachers were not sure about the statement that There is a clear procedure by which decision is made.

The thirteenth item, Principals communicate with teachers regarding to decision making represents that 65% of the government school teachers (strongly agree 30% and agree 35%) has given their statement in favour and 30% (disagree 25% and strongly disagree 5%) of the teachers in the same school are disagree with this statement whereas, 10% teachers were not sure about the statement that Principals communicate with teachers regarding to decision making.

In the second last item, Various types of decisions are undertaken timely in school 85% of the government school teachers (strongly agree 60% and agree 25%) has given their statement in favour and 10% (disagree 10% and strongly disagree 0%) of the teachers in the same school are disagree with this statement whereas, 5% teachers were not sure about the statement that various types of decisions are undertaken timely in school.

Finally, the last item, School principals are not afraid from teachers to give orders reveals that 75% of the government school teachers (strongly agree 30% and agree 45%) has given their statement in favour and 5% (disagree 0% and strongly disagree 5%) of the teachers in the same school are disagree with this statement whereas, 20% teachers were not sure about the statement that School principals are not afraid from teachers to give orders.

Among 40 Government school teachers 72% teachers believe that principals follow participative decision-making practices whereas, 15.6% teachersdisagreed with the statement, and 11.6% teachers were not sure about it.

#### ***Response received from the Principals Interview***

Besides that,most of the principals of government elementary schools give their opinion in favour of the above statements that there is a clear procedure of decision-making process where teachers are encouraged in decision

making practice along with the principal. Whereas some of them deny with the fact that teachers themselves make active participation in school decisions for the improvement of the school because they feel that due to the job security teachers sometimes feels not to involve themselves in any other extra duty and they think that critical decisions should only be taken by the principal of the school.

Concerning teachers in the decision-making process provides a range of probable benefits, which may create the social capacity essential for excellent schools: improving the eminence of the decisions and enhancing teacher motivation (Somech, 2002). But the current practice indicates that teachers do not actively take part in various decision-making processes.

Developing partnerships in between the school management will lead to more inclusive decisions. These practices of school principals are critical to connecting the school with teacher stakeholders.

**TABLE 2:**  
**TEACHER'S PERCEPTION TOWARDS PRINCIPALS' PARTICIPATIVE DECISION-MAKING PRACTICES IN PRIVATE ELEMENTARY SCHOOLS**

S. No.	Items	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%	N	%
1	School decision is supported by enough teachers	16	40	14	35	4	10	6	15	0	0
2	Teacher judgment procedure is done in a collaborative manner	16	40	16	40	4	10	0	0	4	10
3	School leaders do not feel difficulty to share leadership to teachers.	14	35	18	45	0	0	4	10	4	10
4	Teachers are encouraged to take part in decision making	12	30	14	35	0	0	8	20	6	15
5	Teachers are making active participation in school decisions	14	35	22	55	4	10	0	0	0	0
6	Teachers are willing to actively participate in decision making process that concerns them.	16	40	20	50	0	0	2	5	2	5
7	Teachers think that engaging them in decision making promotes school improvement.	18	45	22	55	0	0	0	0	0	0
8	Principals encourage the teachers to involve in participative decision-making process.	14	35	24	60	2	5	0	0	0	0
9	School principals facilitate their teachers to take part in decision making.	14	35	24	60	0	0	2	5	0	0
10	School principals believe that decision making is satisfactorily decentralized at school level.	8	20	20	50	6	15	0	0	4	10
11	Principals make decisions openly on various aspects of school issues.	14	35	22	55	2	5	2	5	0	0
12	There is a clear procedure by which decision is made.	16	40	14	35	4	10	6	15	0	0
13	Principals' communicate with teachers regarding to decision making	16	40	18	45	0	0	6	15	0	0
14	Various types of decisions are undertaken timely in school	12	30	20	50	0	0	6	15	2	5
15	School principals are not afraid from teachers to give orders	14	35	18	45	2	5	2	5	4	10

It is seen in the first item of table 2, School decision is supported by enough teachers 75% of the private school teachers (strongly agree 40% and agree 35%) has given their statement in favour and 15% (disagree 15% and strongly disagree 0%) of the teachers in the same school are disagree with this statement whereas, only 10% teachers are not sure about the statement that School decision is supported by a sufficient number of teachers.

In the second item, Teacher judgment procedure is done in a collaborative manner it was seen that 80% teachers of the private school (strongly agree 40% and agree 40%) has given their statement in favour and 10% (0% disagree and 10% strongly disagree) of the teachers in the same school are disagree with this statement whereas,

10% teachers were not sure about the statement that Teacher judgment procedure is done in a collaborative manner.

The third item, School leaders do not feel difficulty to share leadership to teachers. shows that 80% of the private school teachers (strongly agree 35% and agree 45%) has given their statement in favour and 20% (disagree 10% and strongly disagree 10%) of the teachers in the same school are disagree with this statement whereas, 0% teachers were not sure about the statement that School leaders do not feel difficulty to share leadership to teachers.

In the fourth item, Teachers are encouraged to take part in decision making 65% of the teachers of private school (strongly agree 30% and agree 35%) has given their statement in favour and 35% (20% disagree and 15% strongly disagree) of the teachers in the same school are disagree with this statement whereas, 0% teachers were not sure about the statement that Teachers are encouraged to take part in decision making.

In addition, the fifth item, Teachers are making active participation in school decisions 90% of the private school teachers (strongly agree 35% and agree 55%) has given their statement in favour and 0% (disagree 0% and strongly disagree 0%) of the teachers in the same school are disagree with this statement whereas, 10% teachers were not sure about the statement that Teachers are making active participation in school decisions.

The sixth item, Teachers are willing to keenly participate in decision making process that concern them represents that 90% teachers of the private school (strongly agree 40% and agree 50%) has given their statement in favour and 10% (disagree 5% and strongly disagree 5%) of the teachers in the same school are disagree with this statement whereas, 0% teachers were not sure about the statement that Teachers are keen to keenly participate in decision making process that concern them.

The seventh item, Teachers think that engaging them in decision making promotes school improvement indicates that 100% teachers of the private schools (strongly agree 45% and agree 55%) has given their statement in favour and 0% (disagree 0% and strongly disagree 0%) of the teachers in the same school are disagree with this statement whereas, 0% teachers were not sure about the statement that Teachers think that engaging them in decision making promotes school improvement.

Eighth item, Principals encourage the teachers to involve in participative decision-making process reveals that 95% of the private school teachers (strongly agree 35% and agree 60%) has given their statement in favour and 0% (disagree 0% and strongly disagree 0%) of the teachers in the same school are disagree with this statement whereas, 5% teachers were not sure about the statement that Principals encourage the teachers to engage in participative decision-making process.

In the ninth item, School principals facilitate their teachers to take part in decision making it was seen that 95% of the private school teachers (strongly agree 35% and agree 60%) has given their statement in favour and 5% (disagree 5% and strongly disagree 0%) of the teachers in the same school are disagree with this statement whereas, 0% teachers were not sure about the statement School principals facilitate their teachers to take part in decision making.

The tenth item, School principals believe that decision making is satisfactorily decentralized at school level throws light on the findings that 70% of the private school teachers (strongly agree 20% and agree 50%) has given their statement in favour and 10% (disagree 0% and strongly disagree 10%) of the teachers in the same school are disagree with this account whereas, 15% of the teachers were not sure about the statement that School principals believe that decision making is satisfactorily decentralized at school level.

The data obtained from the eleventh item, Principals make decisions openly on various aspects of school issues reveals that 90% of the private school teachers (strongly agree 35% and agree 55%) has given their statement in favour and 5% (disagree 5% and strongly disagree 10%) of the teachers in the same school are disagree with this statement whereas, 5% teachers were not sure about the statement that Principals make decisions openly on various aspects of school issues.

Then in the twelfth item, there is a clear procedure by which decision is made 75% of the private school teachers (strongly agree 40% and agree 35%) has given their statement in favour and 15% (disagree 15% and strongly disagree 0%) of the teachers in the same school are disagree with this statement whereas, 10% teachers were not sure about the statement that There is a clear procedure by which decision is made.

The thirteenth item, Principals communicate with teachers regarding to decision making represents that 85% of the private school teachers (strongly agree 40% and agree 45%) has given their statement in favour and 15% (disagree 15% and strongly disagree 0%) of the teachers in the same school are disagree with this statement whereas, 0% teachers were not sure about the statement that Principals communicate with teachers regarding to decision making.

In the second last item, Various types of decisions are undertaken timely in school 80% of the private school teachers (strongly agree 30% and agree 50%) has given their statement in favour and 20% (disagree 5% and strongly disagree 5%) of the teachers in the same school are disagree with this statement whereas, 0% teachers were not sure about the statement that Various types of decisions are undertaken timely in school.

Finally, the last item, School principals are not afraid from teachers to give orders reveals that 80% of the private school teachers (strongly agree 35% and agree 45%) has given their statement in favour and 15% (disagree 5% and strongly disagree 10%) of the teachers in the same school are disagree with this statement where as 5% teachers were not sure about the statement that School principals are not afraid from teachers to give orders.

Out of 40 Private elementary school teachers 83.3% teachers believe that principals follow participative decision-making practices whereas, 4.6% teachers disagreed with the statement, and 11.6% teachers were not sure about it.

**Responses received from the principal's interview**

In contrary with the above facts, the principals of private elementary schools accept the fact that teachers actively participate in school decisions whenever told to participate. Teachers are always encouraged to take part in decision making practice along with the principal and school principals are not afraid of teachers to give orders and do not feel difficulty to share leadership to students and students.

Teachers in participatory mode may enhance the pool of ideas, materials, and methods. Participation in the decision-making process can also promote teachers to test with innovative practices in curriculum and pedagogy (Somech, 2002).

**Section B:**

In this section the researcher analyses the data which were collected in favour of objective 3 to study the difference between the perception of government and private elementary school teachers towards principals' decision-making practices.

**TABLE 3:  
 MEAN DIFFERENCE BETWEEN PERCEPTION OF GOVERNMENT AND PRIVATE  
 ELEMENTARY SCHOOL TEACHERS TOWARDS PRINCIPALS' DECISION-MAKING  
 PRACTICES**

Group	N	Mean	SD	SEd	t- test	Level of Significance
Perception of teachers of Govt. School	40	48.25	147.89	5.18	2.15	Significant at 0.05 level
Perception of teachers of Private school	40	60.75	59.4			

The mean scores of the perception of Government and private school teachers towards the principals' decision-making practices depicted in table 3 were 48.25 and 60.75 with SD 147.89 and 59.4. The t-value obtained 2.15 and it is observed to be significant at 0.05 level (df of 78 at 0.05 level = 1.99)

It is implied that it has a significant difference of the perception of government and private school teachers towards the principals' decision-making practices. Therefore, the null hypothesis is rejected. The mean value of the teachers of private school towards the decision-making practices is 60.75 which is more than the mean score of government teachers is 48.25. Hence it is clear that the teachers of private school are participating more in the decision-making practices in comparison to the government schoolteachers.

**MAJOR FINDINGS**

1. Among the perception of government and private elementary school teachers it was seen that maximum number of private school teachers believe that principals follow participative decision-making practices in school and their teachers are more concerned in the decision-making process in comparison to the government schoolteachers.
2. Both government and private school principals believe that there is a clear procedure of decision-making process in their school where teachers are encouraged in decision making practices. But some of the government school principals believe that due to the job security some teachers do not initiate more in any extra duty and they do themselves does not make active participation in decision making.
3. As per the mean scores obtained from the government and private school teachers it was observed that the teachers of private school are participating more in the decision-making practices in comparison to the government schoolteachers.

**DISCUSSION OF RESULTS**

The results obtained from the above findings show that maximum number of the private school teachers perceived that their principals follow participative decision-making practices in school and they are much more concerned and actively participate in the decision-making process. In comparison to the private school teacher's government school teachers believe that their principal follows participative decision-making practice in their schools. The principals of the government and private schools both believe that they have a procedure for decision making where the teachers are encouraged to take part in decision making practices. But some of the government school principals deny with the fact that teachers themselves make active participation in school decisions for the improvement of the school because they feel that due to the job security teachers sometimes

feel not to involve themselves in any other extra duty and they think that critical decisions should only be taken by the principal of the school so they do not make active participation in decision making. It was also observed from one of the studies conducted by Gamechu (2014) about the Practices of Teachers' Involvement in Decision-Making in Government Secondary Schools of Jimma Town and found that the teachers' participation in decision-making in all the areas of secondary schools was unsatisfactory; besides that, their participation was much in the issues related to problems with student discipline rather than in school building. School leaders/Principals' and PTA practices were found ineffective in encouraging teachers' contribution in school decision-making. Absence of participative and democratic school leadership, lack of trust between principals and teachers, were the factors to have less involvement of teachers in school decision-making.

It was also seen in a study conducted by Abera (2013) on principal's participative decision-making practices in government secondary schools of Dessie town that the practice of the school principals in promoting participatory decision-making approach in schools and coordinating the tasks of schools was unsatisfactory. So, it was observed from both the researches that most of the studies on participative decision-making practice have been conducted only on the government school. Whereas, very few studies have been found on private schools. Mainly secondary schools were focused in comparison to elementary schools and only one side voice is gathered and it was seen that the teachers were not encouraged by their principals to participate in core decision making practice. But in the present study the researchers have found that both the government and private school principals follow decision-making practice in their schools and their teachers are encouraged to take part in decision making. Decision-making style is dependent on many different factors functioning within and outside the school system; such as climate of the school, teacher morale, and teacher involvement etc, the leadership behaviour of principals of the schools form the decision-making style of the principals of the schools. In Indian perspective research studies relating these variables are very few. And this present study is delimited to elementary schools only. Hence, in future it should further elaborate on the other levels such as primary and secondary as this area is relevant to the field of education because it highlights an important issue of teacher perceptions towards principals participative decision-making process including teachers in decision-making at every stage in the school is extremely essential for the wellbeing of the schools. So, this study is use full for the following the study may enhance the awareness for principals, teachers, and educational staff regarding the significance of participative decision-making.

#### **CONCLUSION**

Effective decision making is an ability that most heads of the school need to develop. Principal plays central shaft in maintaining and establishing school participative decision-making. To know the perception of teachers towards principals participative decision-making practices based on the findings, there exists a significant difference of the perception of government and private elementary school teachers towards the principal's participative decision-making practices. It was implied from the above research that the teachers of private schools are participating more in the decision-making practices in comparison to the government school teachers. Maximum number of private school teachers believes that principals follow participative decision-making practices in schools and their teachers are more engaged in the decision-making process in contrast to the government school teachers.

Besides that, most of the principals of government elementary schools have given their opinion in favour that there is a clear procedure of decision-making process where teachers are encouraged in decision making practice along with the principal. Where, some of them deny with the fact that teachers themselves make active participation in school decisions for the improvement of the school because they feel that due to the job security teachers sometimes feel not to involve themselves in any other extra duty and they think that critical decisions should only be taken by the principal of the school. Whereas, the principals of private elementary schools accept the fact that teachers actively participate in school decisions whenever told to participate. Teachers are always encouraged to take part in decision making practice along with the principal and school principals are not afraid of teachers to give orders and do not feel difficulty to share leadership to students and students.

Teachers usually have much more comprehensive awareness of their working management; decision will be taken with a clearer understanding if teachers take part in decision making. Participative-decision-making improves school culture, motivation; commitment and job satisfaction among teachers will be increased (Miller and Rowan, 2003; and Skrla, 2003). Hence, participative decision-making has always been recognized as a vital element in making teachers feel appreciated and empowered.

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