CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled **Influence of teacher's participation in decision making on their job performance in public secondary school in Kilombero district** in partial fulfillment of the requirements for the degree of Masters of Human Resource Management (MHRM) of Open University of Tanzania.

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Signature

DR. SALUM MOHAMED

(SUPERVISOR)

…/ …/ 2013

Date

DECLARATION

I, **Remigius Felician,** declare that this dissertation is my original work and therefore it may not be produced anywhere or presented to any other University for a similar or any other degree award.

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ACKNOWLEDGEMENTS

DEDICATION

This study is dedicated to my mother Martina Mukabajungu for her dreams of providing me a better education.

ABSTRACT

The study investigated the influence of teacher's participation in Decision Making on their job performances in public secondary schools in Kilombero district. The study identified job performance of teachers in secondary schools. Four research questions and objectives were formulated. Data for the study were collected by using interviews, questionnaires and documentation. The study revealed that teachers in public secondary schools participate less in decision making. In public secondary schools, the Ministry of Educations influences most of the decisions. The study also revealed that participation in decision making can influence performance as teachers who participate in decision making tend to perform better than those who do not participate or participate less in decision making in secondary school. It is also recommended that turnover can be reduced when teachers participate in decision making and it helps teachers to be motivated and self-commitment to work. It is therefore recommended by the researcher that staff should be encouraged to have a say in school governance. The Ministry of Education should device a means to encourage staff in public secondary schools to participate in decisions that affect the school and their performance.

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LIST OF ABBREVIATIONS AND ACRONYMS

DO   -   District Officer

MHRM   -   Masters of Human Resource Management

OPRAS   -   Open Performance Review and Appraisal System

OUT   -   Open University of Tanzania

PDM   -   Participative Decision Making

SGBs   -   School Governing Bodies

PAE   -   Project Action Educative

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Problem

All over the world today, decisions are made and so the importance of decision making cannot be overemphasized. It is clear that decisions made whether at top level or bottom level in one way or the other affect an individual, family, community or institution. Decision making within organizations is only one ripple in a stream of thought flowing back to a time when man, facing uncertainty, sought guidance from the stars, The questions of who makes decision and how have shaped the world's systems of government, justice and social order. "Life is the sum of all your choices" Leaders don't have all the answers, though others may think they do, (Toler, 2002).

Decision making process of the organization, evidence shows that when employees are involved in decision making, staff absenteeism is reduced; there is greater organizational commitment, improved performance, reduced turnover and greater job satisfaction (Luthan 2005). Teacher's needs to improve with greater commitment in school based decisions to provide leadership and effectiveness, as people respond best when given freedom of action (Toler, 2002). According to (Benson, 1987) while teachers participate in decision making; the actual influence may be low or high though there is qualitative difference in participation which affects their sense of efficacy, empowerment and animation.

Global contexts on participation of teachers in decision making in their job performance, Educational reforms had similar characteristics all over the world since the 1980s. Typically, decentralization of education delivery has been prevalent in reforms in the North and in the South. Also common and also implemented to a varied extent are local participation and local influence, which has increased in many countries (Cawelti, 1987).

Participative decision making (PDM), directly contributed to task variety and autonomy through autonomy, task identity. Employees perceived that PDM contributed to performance effectiveness and led to greater gains in the workplace. An unexpected result was that these benefits did not contribute to increased job satisfaction or commitment despite PDM having a direct positive influence on job satisfaction, which in turn increases commitment. These findings support arguments that employees believe participation in decision making offers them substantial benefits, but suggests they are more ambivalent about increasing task demands and the gains they receive for this extra effort (Ladd, 2004).

The South African schools Act (Act 84 of 1996) gives all stakeholders the mandate to participate in the government and management of schools. This legislative mandate has task of turning traditionally authoritarian institution into democratic centers where every stakeholder participates actively in their decision making process (Mosoge & Van der westhaizen, 1997). Teacher's participation in decision making has become a dominant theme in current educational reform. Over the past decade and a half, state and local policy makers have created a wide variety of new opportunities for teacher participation in both school and district level decision making (Conley, 1991).

1.2 Statement of the Research Problem

Teachers can take a greater role in the overall success of the school when they commit to being active participants in the decision making process. Moreover, teachers need to feel they have more to offer to the school than just teaching within their classroom (Pashiardis, 1994). Peter (1993) points out that administrators are now working in complex environment so if they want to be successful, they must be prepared to share their time honored administrative prerogative of decision making, This call for increased staff involvement in day to day running of the school.

Report based on a national survey of public school teachers found that a majority of teacher are not asked to participate in such crucial matters as teacher evaluation, staff development and budget (Carnegie foundation, 1988). One of the hailed management styles is participatory management. In this style, the subordinates have a stake in decision making; there is good communication and delegation of responsibility and authority (Mualuko, 2009).

Involvement of subordinates in decision making in organizations has attracted major advocacy in modern day management. At the same time, involvement in decision making is viewed as a major component of democracy. As such, many questions have been raised as to the extent to which teachers can be involved in decision making, not only at school level, but national education policy issues. The researcher tries to find out "the influences of teacher's participation in decision making on their job performance in public secondary school" Though teachers participate in staff meetings where sometimes decisions are made, we are not certain to what extent, at which level and how their performance in their jobs could be affected.

Ndu and Anogbov (2007) noted that where teachers are not involved in governance, result to teachers behaving as if they are strangers within the school environment. Thus, most teachers do not put in their best to have full sense of commitment and dedication to the school.

1.3 Research Objectives

1.3.1 General Objective

The general objective of this study was to investigate the influence of teacher's participation in decision making on their job performance in public secondary school in kilombero district.

1.3.2 Specific Objectives

The aim of this study was:

    i.   To examine the extent of teachers participation in decision making in public secondary school.

    ii.   To investigate the decision making approaches applied in public secondary school for teacher's job performance.

    iii.   To establish the type of decisions that teachers make in public secondary school for their job performance.

    iv.   To establish the role of teachers in policy formulation in public secondary school.

1.4 Research Question

1.4.1 General Research Question

What are the influences behind teacher's participation in decision making on their job performance?

1.4.2 Specific Research Questions

    i.   To what extent teachers participate in decision making in public secondary school?

    ii.   What are the approaches of making decision in public secondary school for teacher's job performance?

    iii.   Which kind of decisions teacher makes in public secondary school for their job performance?

iv.   What are the roles of teachers in policy formulation in public secondary school?

1.5 Significance of the Study

The study shows the participation of teachers in decision making in job performance in public secondary school in Kilombero district.

The findings of the study come up with the best ways to enable full participation of teachers in decision making for the job performance.

This study helps all sides of teachers, government, parents, students and educational stakeholders to understand the role of teachers in decision making.

The study came up with other factors contributing to teacher's job performance in public secondary school. The study shows the impact of teacher's participation in decision making in job performance in public secondary school.

The findings of the study provide a ground for other researchers who are interested to research on influence of teacher's participation in decision making on job performance in public secondary school and will be used to other researchers as the source of reference.

1.6 Scope of the Study

Selected schools in Kilombero district where it was the area for conducting the study include public school that is boarding and day schools. Kilombero district was the best area of the study because it the researcher's assumption that most of teachers do not participate in decision making for their job performance. The study focused on secondary school teachers, educational stakeholders, educational district officer parents and students.

Secondary school teachers involved because was an intended group and they lack full participation in decision making on their job performance. Educational Stakeholders

involved because they works with schools plus teachers, parents involved because many schools in Kilombero are on parents hand and students involved because is the special group that is always affected by decision made without secondary teachers participation.

1.7 Organization of the Study

This study covered six chapters as follows;

Chapter one covered by the introduction which involves background of the problem, statement of the problem, research objectives, research questions, scope of the study and organization of the study.

Chapter two covered by literature review which contains introduction, conceptual definitions, theoretical literature review, empirical literature review, research gap, and conceptual framework.

Chapter three is covered by methodology which involve introduction, research design, area of the research, population of the study, sampling procedure, data collection tools, reliability and validity of the data and data analysis.

Chapter four is data analysis, interpretation and recommendation. The collected data was analyzed, interpreted and presented.

Chapter five is conclusion and recommendation. A summary of the research was given and recommendation was made.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter deals with the review of various literature related to the influence of teachers participation in decision making on their job performance in public secondary school. This chapter focuses on completed researches, discussion forums, written papers and reports concerning with decision making and job performance. Along with reviewing literature, definition of terms, theoretical literature review, empirical study, research gap, conceptual frame work and theoretical frame work.

2.2 Conceptual Definitions

2.2.1 Decision Making

Decision making is the study of identifying and choosing alternatives based on the values and preferences of the decision makers (Fulop, 2005). Carver (1980) defines decision making as the process of identifying a problem, creating a systematic alternative, testing the alternatives and selecting the best for implementation. Musaazi (1982) decision making is a process which involves identifying and selecting a course of action to deal with the specific problem.

2.2.2 Job Performance

Job performance is the way employees perform their work. An employee's performance is determined during job performance reviews, with an employer taking into account factors such as leadership skills, time management, organizational skills and productivity to analyze each employee on an individual basis. Job performance reviews are often done yearly and can determine raise eligibility, whether an employee is right for promotion or even if an employee should be fired (Somech, 2006).

2.2.3 Participation

Participation is viewed as contributing to the achievement of organizational goals. Participation is defined as the mental and emotional involvement of a person in a group situation that encourages the individual to contribute to group goals and to share responsibilities (Chakanyuka, 1996).

2.2.4 Stakeholder

Stakeholder refers to any individual or group that maintains a stake in an organization in the way that a shareholder possesses shares (Fassin 2008).

2.2.5 Participative Decision Making

Participative decision making is the extent to which employers allow or encourage employees to share or participate in organizational decision making (Probst, 2005)

2.3 Theoretical Literature Review

Theoretical literature review is a structure that guides a research by relying on the formal theory (Lester, 2005). It is constructed by using an established, coherent explanation of certain phenomena and relationship (Eisenhart, 1991). The theoretical literature review for the study has its basis. This study is more based on motivation theory, human relation theory, participative decision making theory, the performance regulation perspective, Bureaucratic theory and concept of individual performance.

2.3.1 Theory X and Y

Douglas McGregor's Theory X and Theory Y (1960) focused on management's assumptions about employees, managers who view subordinates as willing, cooperative,

and responsible (Theory Y) treat them differently from managers who take the opposite viewpoint (Theory X). Since Theory Y managers have different expectations, they structure the work environment to provide employees opportunities to take on more responsibilities. PDM would certainly allow this to happen.

Michael (2011) if organizational goals are to be met, theory X managers rely heavily on threat and coercion to gain the employees compliance. Theory Y presents a different orientation about the relationship between managers and employees. In this theory management assumes employees may be ambitions and self motivated.

Theory X and Y in this study helps researcher to relate employees and management in making decision which acts as the motivation to teachers to be involved in decision making in public secondary school and through motivation teachers increase their job performance.

McGregor argued that most employees already had their physical and safety needs met and that the motivational emphasis had shifted to the social, ego, and self actualization needs. Therefore, management had to provide opportunities for these upper level needs to be met in the workplace, or employees would not be satisfied or motivated in their jobs. Such opportunities could be provided by allowing employees to participate in decision making, by redesigning jobs to make them more challenging, or by emphasizing good work group relations, among other things.

2.3.2 Hygiene Theory

Frederick Herzberg's motivation hygiene theory (1987) went even farther, positing that workers were not motivated by extrinsic factors such as salary, working conditions, and job security but by intrinsic factors such as achievement, recognition, and responsibility. Participatory decision making would contribute to any or all three of these. If the

motivation hygiene theory holds, management not only must provide hygiene factors to avoid employee dissatisfaction, but also must provide factors intrinsic to work itself in order for employees to be satisfied with their jobs.

In the education profession, however, researchers in the 80s raised questions about the applicability of Maslow's and Herzerberg's theories to elementary and secondary school teachers: do educators, in fact, fit the profiles of the average business employee (Julio, 2005).

2.3.3 Participative Decision Making Theory

Abraham Maslow believed that workers need to feel a sense of belonging to an organization. Humans need to feel a sense of belonging and acceptance among their social groups, regardless if these groups are large or small. For example, some large social groups may include clubs, co- workers, religious group, professional organization and sports teams. Examples small social connections include family members, intimate partners, colleagues and confidants.

Bowora and Mpofu (1995) further note that "in a school the authority to make or direct the making of decisions is not vested on the head. As a complex structure, decisions in a school are achieved through committees, task forces, study groups and review panels". This brings in the notation of shared decision making in such organizations as schools. However, there is also literature to suggest that teacher involvement has its own problems and limitations. One such problem is that not all teachers would want to be involved in decision making at school level. Some teachers may be frustrated by being involved in areas that they have no proper training and knowledge. On the other hand, it has to be noted that time is valuable; as such subordinates should only be involved when the benefits are greater than the likely costs in time, money and frustration (Stoner and Freeman, 1992).

Organizational theorists such as Argyris have suggested that participatory decision making (PDM) would lead to more effective organizations and higher staff morale. Abraham Maslow's (1943) theory of motivation pointed to the human need for self-actualization. Allowing employees a voice in decision making is perhaps the most logical method for allowing this to occur. Argyris (1957) saw bureaucracies as imposing restraints on individuals by refusing to treat them as mature actors capable of self-direction.

Employee Participation is generally defined as a process in which influence is shared among individuals who are otherwise hierarchically unequal (Locke and Schweiger, 1979). Participatory management practice balances the involvement of managers and their subordinates in information processing, decision making and problem solving endeavors (Wagner, 1994). When everyone in an organization participates in decision making process, organizational communication is much more effective and everyone produces more efficient results (Walker, 2007). There is also the issue of jurisdiction. Individual schools and teachers have jurisdiction only over those decision making areas that are assigned to them by design or omission (Owens, 1995). Within the context of decision making, the process of decision making itself revolves around issues of participation in problem solving and making decisions (Owens, 1995).

Participation is viewed as contributing to the achievement of organizational goals. Participation is defined as the mental and emotional involvement of a person in a group situation that encourages the individual to contribute to group goals and to share responsibilities. In that respect, shared decision making is perceived as contributing to the utilization of the manpower at the disposal of the school head. It also gives a sense of belonging and ownership of goals and responsibilities, as it is generally believed that workers' participation in planning and decision making raises morale and productivity (Chakanyuka, 1996).

Coch and French (1949) are considered to be the pioneers in studying employee participation in the workplace. They developed the productivity and efficiency rationale, assuming that there is a direct link between employees" involvement in decision-making and work outcomes such as the increase of job satisfaction and productivity. Participation in decision-making can satisfy employees" self-actualization needs and, by doing so, increase employees" motivation and job performance (Likert, 1961). These early theoretical contributions on participation were not taken seriously until the mid-1980s when major works such as Lawler (1986) started to emerge and make some significant impact on both academic and business circles.

To be effective, teachers' participation in decision-making must be genuine, and the teachers need to be confident that their decisions actually impact real outcomes, Participation of teachers each possessing diverse and different knowledge will augment the school's capacity for making novel linkages and associations beyond what any individual can achieve. Innovation needs the absorptive capacity to recognize, assimilate, and apply creative ideas (Cohen and Levinthal, 1990). This capacity will be higher when teachers participate in decision making. Teachers in participative environments can increase the pool of ideas, materials, and methods (Somech, 2006).

Participation in the decision making process might also encourage teachers to experiment with innovative practices in curriculum and pedagogy (Firestone & Pennell, 1993). Many managers express a belief that involvement of workers in decision making will improve the quality of workers decision making in the organization (Collins et al., 1986). In contrast, where teachers lack motivation and involvement in decision making, truancy, excessive excuses, abstention and complaints usually emerge leading to general ineffectiveness, inefficiency, low productivity and non-achievement of goals of organization (Awotua-Efebo, 1999). Knoop (1995) defines participation in decision making (PDM) as sharing

decision making with others to achieve organizational objectives. Support in the literature claims that participation in decision making increases employee motivation, job satisfaction and organizational commitment.

Mullins (2005) believed that staff participation in decision making leads to higher performance and which is necessary for survival in an increasingly competitive world. Welfson (1998) reiterated that boredom and frustration at work is often the result of an employee's lack of involvement in decision making processes with the organization's goals and a feeling that their ideas are not wanted or listened to. He further expatiated that staff turnover increases as employee's walkout of the door for more interesting jobs. Wilkinson (1999) corroborated this fact and saw involvement of employees in decision making as empowerment while a neglect of employees in decision making was seen as an assumption that workers are untapped resources with knowledge and experience and an interest in becoming involved, employers need to provide opportunities and structures for their involvement. He also assumed that participative decision making is likely to lead to job satisfaction and better quality decisions and that gains are available both to employers (increased efficiency) and workers (job satisfaction), in short an everyone-wins scenario.

2.3.4 Human Relation Theory

George Hawthorne Mayo believed that organization should see and treat the workers as human beings. The human relations school of management of the 1930s- 1940s promulgated the notion that institutions might be more successful if managers would begin to consider the employees individual and social needs (Holden, 2000). Managers who hold Human relation theory of participation belief simply in involvement for the sake of involvement, arguing that as long as subordinates feel that they are participating and are consulted, their ego needs will be satisfied and they will be more cooperative (Richie and

Miles,1970). Job satisfaction and employee commitment receive considerable attention from industrial and organizational psychologists, management scientists, and sociologists. Miles (1975) led to the conclusion that managers actually subscribe to two models: one for subordinates and the other for themselves hence the adoption of the human relations and human resources models.

Miles (1975) the human relations model accepts the fact that people share a common set of needs: to belong, to be liked and to be respected while the human resources model professes that people not only share the needs to belong and be respected, they also desire to contribute effectively and creatively to the accomplishment of worthwhile organizational objectives.

Secondly, people want to feel useful to their organization according to the human relations model. The human resources model has it that people not only feel useful to their organizations, but they are capable of exercising far more initiative, responsibility, and creativity than their present jobs, or work circumstances require or allow. According to the human relations model people tend to co-operate willingly and comply with goals if the needs to belong and liked are fulfilled. The human resources model professes that the capabilities to contribute to the achievement of the objectives represent untapped resources, which are presently being wasted.

According to the human relations model, the expectations for teachers to participate in decision making are: To share information with head of schools, educational district officer and minister of education to help satisfy their basic needs for belonging and individual recognition. Satisfying those needs would improve teacher's morale and will reduce resistance to formal authority. This will increase teachers job performance .On the other hand the subordinates' expectations in the human resources model are that the overall

quality of decision making and performance will improve as school executives make use of the full range of experiences, insight and creative ability which exists in their schools. Miles (1975) in this study give guidance to the head teachers to focus on the teachers in decision-making.

2.3.5 Bureaucratic Theory

Teacher's participation in decision making can also be explained in terms of the bureaucratic theory. This is a theory of management based on Max Weber's perceptions of what management at the work place should entail. The major features of bureaucracy as noted by Bell and Bush (2002) are that there is a hierarchical authority structure, the organization has to be goal oriented, here should be division of Labour, the use of rules and regulations to govern decisions and behavior. The other features are that the decisions have to be made through a rational process and those in leadership should be accountable to external bodies. The emphasis on rules and regulations and goals make the bureaucratic model of management share similar features with Fredrick Taylor's scientific management which Musaazi (1982) uses to explain administration. In that respect, if we were to accept Musaazi's view, administration would be perceived as synonymous with management. However, Westhuizen (1991) suggests that the similarities in the features between the two concepts should not mislead us into thinking that these two mean the same. Westhuizen (1991) further emphasizes management as achieving objectives, as series of consecutive actions, decision making, co-ordination and management as leading and guiding.

Everard, (2004) note that management involves working with people, thus relations and reconciling these with results. Managing people therefore involves providing leadership, motivating people to achieve stated goals, decision making and managing conflict. The school head as a manager has to manage the organization, through team building, matching

curriculum to need, managing quality and standards, and managing resources and the environment, and the change process within the organization.

2.3.6 Individual Job Performance

Individual performance is a core concept within work and organizational psychology. During the past 10 or 15 years, researchers have made progress in clarifying and extending the performance concept (Campbell, 1990). Moreover, advances have been made in specifying major predictors and processes associated with individual performance. With the ongoing changes that we are witnessing within organizations today, the performance concepts and performance requirements are undergoing changes as well (Ilgen & Pulakos, 1999).

Individual performance changes as a result of learning. Studies showed that performance initially increases with increasing time spent in a specific job and later reaches a plateau (Teachout, 1995). Moreover, the processes underlying performance change over time. During early phases of skill acquisition, performance relies largely on 'controlled processing', the availability of declarative knowledge and the optimal allocation of limited intentional resources, whereas later in the skill acquisition process, performance largely relies on automatic processing, procedural knowledge, and psychomotor abilities (Ackerman, 1989). To identify the processes underlying changes of job performance, (Murphy, 1989) differentiated between a transition and a maintenance stage. The transition stage occurs when individuals are new in a job and when the tasks are novel. The maintenance stage occurs when the knowledge and skills needed to perform the job are learned and when task accomplishment becomes automatic. For performing during the transition phase, cognitive ability is highly relevant. During the maintenance stage, cognitive ability becomes less important and dispositional factors (motivation, interests, values) increase in relevance.

Performance changes over time are not invariable across individuals. There is increasing empirical evidence that individuals differ with respect to patterns of intra-individual change (Hofmann, 1999). These findings indicate that there is no uniform pattern of performance development over time. Additionally, there is short-term variability in performance which is due to changes in an individual's psycho-physiological state, including processing capacity across time (Kahneman, 1973). These changes may be caused by long working hours, disturbances of the circadian rhythm, or exposure to stress and may result in fatigue or in a decrease in activity. However, these states do not necessarily result in a performance decrease. Individuals are, for example, able to compensate for fatigue, be it by switching to different strategies or by increasing effort (Hockey, 1997).

2.3.7 The performance Regulation Perspective

The performance regulation perspective suggests that an improvement of the action process itself improves performance. For example, individual should be encouraged to set long-range goals and to engage in appropriate planning, feedback seeking, and feedback processing. This perspective assumes that training interventions can be useful in achieving such changes. Additionally, job design interventions can help to improve the action process (Wall & Jackson, 1995).

The process regulation perspective is closely linked to specific performance improvement interventions. The most prominent interventions are goal setting (Locke & Latham, 1990) and feedback interventions (Taylor, 1979). The basic idea of goal setting as a performance improvement intervention is that setting specific and difficult goals results in better performance than no or 'do-your-best' goals (Locke & Latham, 1990). Goal-setting theory assumes that goals affect performance via four mediating mechanisms: effort, persistence, direction, and task strategies. The benefits of goal setting on performance have been shown

in virtually hundreds of empirical studies (Locke& Latham, 1990). Meta-analyses showed that goal setting belongs to one of the most powerful work-related intervention programs (Guzzo et al., 1985).

2.4 Empirical Study

The issue of decision making is paramount in schools, it is something that no one can do without, and it is required in our day to day running of the institution. The question is who then is capable or should take decisions? It is assumed that managers take decisions along with their staff and pass it down the line for implementations. In a school setting, the principal normally holds meetings with their members of staff and during this process decisions are made. In some cases, the principals only hold meetings with some matured members of staff of their choice and sometimes with professionals everything depends on the method the head chooses to use. However, this difference in approach is not certain that decisions made could affect performance (Mercy, 2012).

2.4.1 Empirical Study in the World

In the past, principals throughout the world have been the main decision-makers at school level. This situation has been particularly evident in a number of countries such as Australia, Canada, New Zealand, the United Kingdom, and parts of the United States of America (Imber et al. 1990). During the past 20 to 30 years there has been a major shift towards participative decision-making (PDM) in schools (Hart, 1995). These authors have called for greater participation in decision making as a progressive way of making schools more democratic and more efficient. In the world especially China has been implementing educational decentralization for the last two decades; China has not devoted significant attention to the voices of teachers in decision making (Jocelyn, 2006).

Over the past 20 years, educational policies across Europe have focused on improving the quality of education, in particular through increasing the capacity for innovative teaching and reinforcing the professionalization of teachers. This places new demands on teachers increasing their responsibilities, widening their duties and, more generally, changing their working conditions and status. Besides an enhanced knowledge of the fundamentals of teaching emanating from, amongst other things, continuing professional development and the adoption of innovative teaching practices, teachers must have the ability to reflect on and adapt to local learning environments both individually and collectively as part of the school's teaching team (Eurydice, 2008).

In France, staff from the majority of schools, as well as other players, were brought into the so-called the lot consultation process which sought to propose various measures to reform the education system, through the organization of an extensive public debate. Yet the initiative resulted in no such measure in particular. Similarly in Spain, teachers across the board were consulted on the scheme known as 'Quality Education for All and Shared by All' for improving the performance of the education system. In Malta too, the 1999 reform led to a needs analysis and monitoring of its implementation. In Norway, teachers are regularly surveyed both about forthcoming reforms and their implementation. In Slovenia, teachers have been directly consulted on the 1996 reform of the National Curriculum so that they can express an opinion on the curriculum for their subject but also, more broadly, on the general appropriateness of the reform proposals. In 2006, consultation was conducted more economically, with teachers asked for their comments over the Internet (Eurydice, 2008).

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1990). During the past 20 to 30 years there has been a major shift towards participative decision-making (PDM) in schools (Hart, 1995). These have called for greater participation in decision-making as a progressive way of making schools more democratic and more efficient.

2.4.2 Empirical Study in Africa

In South Africa, for example, the South African Schools Act (Act 84 of 1996), which became operative at the beginning of 1997 and mandated that all public schools in South Africa must have democratically elected School Governing Bodies (SGBs) comprised of principals, educators, non-teaching staff, parents and learners, the latter applicable only in secondary schools. As a result, the nature and extent of school decision- making have changed. Decision-making at schools is now characterized by greater participation of all stakeholders. Parents, teachers, learners and non-teaching staff and learners who are elected to serve on the school governing bodies become school governors.

Halliday (1993) observes that raising the flagging morale and motivation of teachers in most sub Saharan African countries is a major challenge because many teachers lack self-esteem and commitment to their profession. He attributes this lack of self-esteem and commitment partly to lack of participatory management styles, which he claims are poorly understood or applied in Africa.

Schools in Ghana are undergoing rapid structural changes with the introduction of decentralization policy in Ghana and the current, education reforms being pursued (Conley, 1988). It is also commonly alleged that school administrators have continued to monopolize and "privatize" to themselves the decision-making process in Nigerian schools thereby making teachers unconcerned and uncommitted to effecting the decisions taken, and students angry and unhappy about the changes they do not buy. Teachers participation

in decision making in Botswana needs reexamination in order to make the teachers satisfied and committed to their jobs, as well as, a strong need for effective motivation at the various levels of the teaching profession in Botswana (Jalees, 2004).

Kenya's teachers are no exception in this situation because they are at the end of the educational pipeline. They seem to be mostly recipients of decisions and instructions to be implemented at school level of decisions made either at National, provincial or district levels (Maranga, 1993).

2.4.3 Empirical Study in Tanzania

In Tanzania since release in 1983 of the national commission on excellence in education report a nation at risk, there has been widespread call for education reform. The reform efforts of the 1980s and 1990s focused on organizational, curricular and instructional changes necessary to improve the quality of education and enhanced teacher involvement in decision making (Mack, 1994).

School based decision making is a concept based on the fundamental principle that individuals who are affected by the decision, possess expertise regarding the decision, and are responsible for implementing the decision, should be involved in making the decision. This concept often is attached to the broader school system reform efforts of decentralization and school based management (SBM), where decision making authority is shifted from the district to the local school level. Some educator's use terms shared decision making and school based management interchangeably other see shared decision making as a component of SBM or decentralization. The goal of shared decision making is to "empower school staff by providing authority, flexibility, and resources to solve the educational problems particular to their school (David, 1989)

Policy making in education in Tanzania is usually the concern of those in authority such as the Legislature, Minister of education, and Ministry officials among others. However there are school based policies that are a concern of the head teacher. In this case the researcher intended to investigate the role of teachers in policy formulation, the researcher was influenced by various problem in education sector in Kilombero district especially poor performance in examinations and indiscipline in school. These problems are by and large attributed to failure of administrators and managers to involve teachers in policy formulation.

The study revealed that teachers need to be more involved in formulation and preparation of curriculum and syllabus and material resource. Conley (1989) posits that participation is not something which can be simply structured but something that is constantly negotiated between teachers and administrators. He suggests that teachers and administrators should identify ways of negotiating the terms of their zones of influence, giving each more voice in decisions previously left to the other.

At the school the head teacher is placed in a position of responsibility and authority where all major decisions; curriculum and instruction, management of student discipline, school organization and staff personnel matters, financial matters, school and community relations among others are centered on his/her office (Ministry of Education, 1975). This makes him/her wield a lot of power in line with the view that, 'I have the responsibility I must have the power' (Musgrove, 1971). To assist the head teacher in decision making and policy formulation and implementation is the Board of Governors, which deliberates on important decisions like hiring of support staff and budgeting for the school (Education Act. Cap. 211,1980). This kind of structure leaves out the inputs of most of the implementers of the school policies, the teachers, in making decisions.

2.5 Research Gap

Studies have been conducted on employee participation in decision making, impact of employee participation on job satisfaction, employee commitment and employee productivity (Bhatti and Qureshi, 2007). Influence of teachers participation in decision making on their job performance in public and private schools in oredo local government area in Nigeria (mercy, 2012), Employee involvement in the workplace, In Research in personnel and human resource management, (Verma, 1995).

In all these areas, there is few study which has tried to find out the best approaches to be applied in public secondary school teachers to participate in decision making and to show the type of decision that teacher make in public schools and the role of teachers in policy formulation.

Given such situation, the proposed Study conducted on influence of teacher's participation in decision making on job performance in public secondary school. The proposed study will examine teachers, parents, students, education stakeholders, and district officer (D.O) perceptions on the influence of teacher's participation on decision making on job performance in public secondary school.

2.6 Conceptual Framework

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│                    Independent Variable                       │
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                              │
                              ▼
┌─────────────────────────────────────────────────────────────┐
│           Teacher's participation on decision making          │
└─────────────────────────────────────────────────────────────┘
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Approaches of decision

making

- Staff meeting

- OPRAS

- School board meeting

- District school board

Types of decision making

- Departmental

  decision

- Students discipline

- Internal examination

Policy

formulation

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┌─────────────────────────────────────────────────────────────┐
│                    Dependent variable                         │
└─────────────────────────────────────────────────────────────┘
                              │
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                    │  Job performance  │
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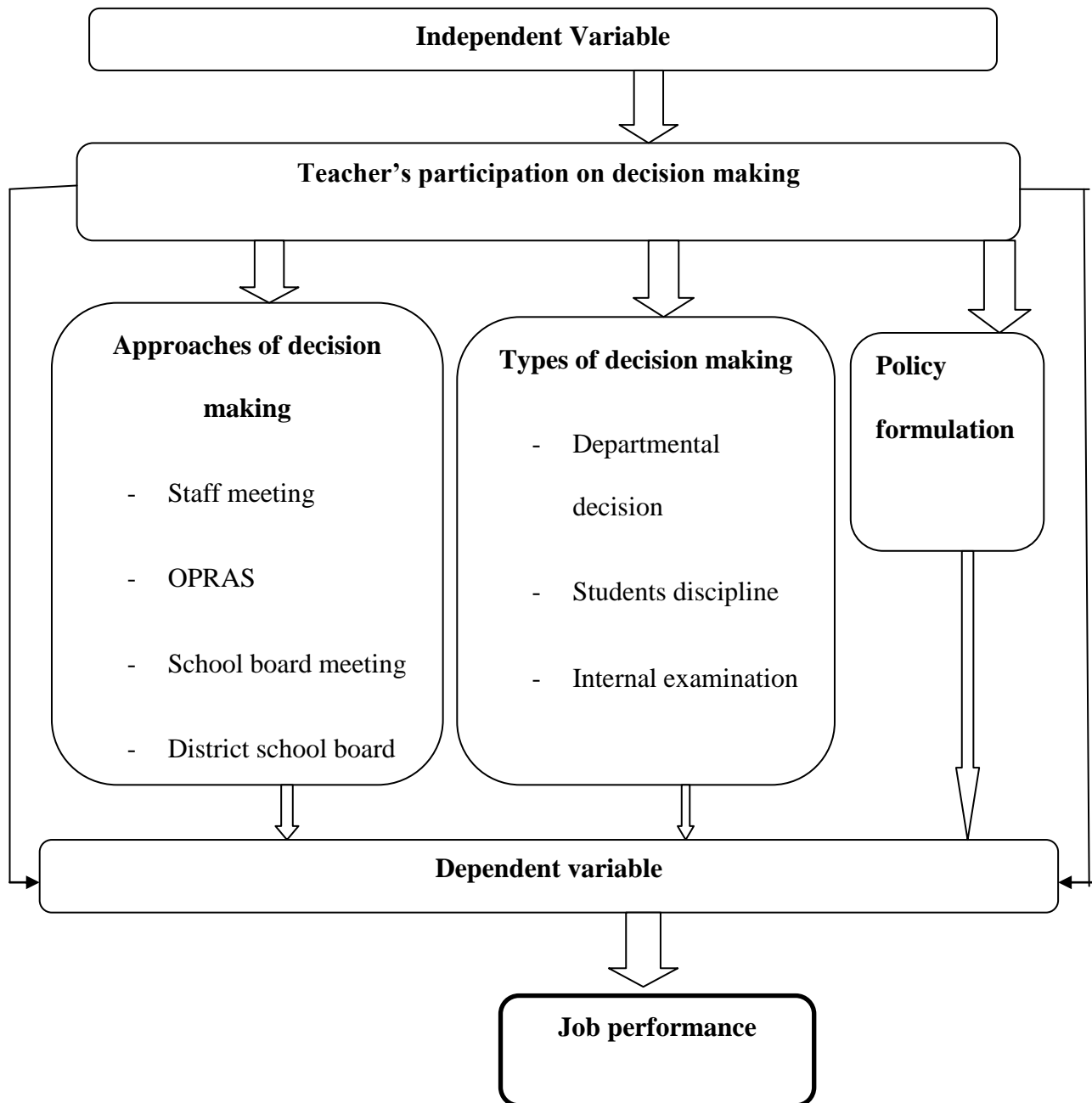
Figure 2.1: A Model for Guiding the Study

Source: field work.

2.7 Theoretical Framework

The model shows independent and dependent variables of the study. Therefore, the model

acts as the heart of the research study by increasing assistance, strengthening and keeping

the research on track. It provides link from literature to the research goals, informing type of research design, methodology and data analysis (Smyth, 2004). The model guided the influences of teacher's participation on decision making by looking approaches used to make decisions that is staff meeting, OPRAS, school board meeting and district school board, how policy formulation and types of decisions that teachers make in public secondary school such as departmental decision, student discipline and internal examinations .

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

Methodology refer to the coherent group of methods that complement one another to deliver data and findings that reflect the research question and suit the research purpose (Henning, 2004).

This section puts forward the methodology of research showing clear the area of study and reasons for selecting such an area. Research methodology is not only research methods, but also the logic behind the methods used in research with explanation why particular methods and techniques were used so that research results will be capable of being evaluated (Kothari, 2009).

This chapter contains information on methodology approach to the influence of teacher's participation in decision making on job performance in public secondary school. The chapter will deals with research design, target population, sample and sampling procedures, research instruments for data collection and analysis.

3.2 Research Design

Research design is the set of guidelines and instructions to be followed in addressing the research problem (Mouton 1996).

Investigation which is used to provide answers to research questions, in other words a research design describes the conditions for conducting a study, the conditions under which data will be obtained and how the research is set up (Mc millon & Schumacher 1993).

The study was conducted using the case study by visiting the area under study in the process of collecting data; also the qualitative and quantitative research method was used.

3.3 Area of the Research

The study cover Kilombero district. This is because Kilombero area is one of those areas experiencing much problem of teachers not participating in decision making on their job performance. Kilombero district is a district in Morogoro region, south- western Tanzania, Kilombero district has a total area of 1341 km, the main ethnic groups are pogoro, ndamba, bena and mbunga and several others in small proportions. The area is predominantly rural with the semi- urban district head quarter Ifakara as major settlement.

3.5 Population of the Study

The targeted population of the study includes students in public secondary school; teachers in public secondary school, parents, educational stakeholders and District officer (D.O) are favorable in providing required information to accomplish the study. These social demographic features helped the study to come up with genuine results which helps to explain the phenomenon unbiased.

3.6 Sample Size and Sampling Technique

Sample is the representative of the population in the study. Sample size is the number of items to be selected from the population to constitute a sample (Kothari, 2009). Sampling technique is the type of obtaining sample that a researcher decides to use in selecting the items for the sample (Kothari, 2009). The sample size of the study expected to be 240 respondents.

The study involves purposive sampling and random sampling. Purposive sampling involves selecting people basing on the particular purpose of the experiment, Purposively educational stakeholder, district office and head of schools. Random sampling includes teachers in public secondary school, students in public secondary schools and parents.

The number of respondents who was participated in this study was 240 as shown in the table 3.1.

Table 3.1: Shows the Number of Respondents

No	Respondents	Purposively	Randomly	Actual number of respondent
1	Teachers		85	85
2	Head of school	15		15
3	Students		100	100
4	District officer	1		1
5	Stakeholders	9		9
6	Parents		30	30
Total number of respondent		**25**	**215**	**240**

Sample size of 240 respondents used to represent all population of Kilombero district. It was easy to control this sample size of population.

3.7 Methods of Data Collection

Essentially there are two methods of data collection that is primary data and secondary data collection.

3.7.1 Primary Data Collection

Primary data are those which are collected for the first time (Vineeth, 2009). Primary data is the original/ fresh data collected by the researcher directly from the field. Primary data can be collected through interviews, questionnaires, field observation, and focus group discussion (Kinunda, 2008).

This study used direct interview, observation and questionnaires where by some of the respondents were given questionnaires.

3.7.2 Secondary Data Collection

Secondary data collections are those which have already been collected by someone else and which have through some statistical analysis (Vineeth, 2009). Secondary data collection is the data collected from documents, books, statistical abstracts, economic surveys, census reports, research articles, journals, periodicals and official reports (Kinunda, 2008).

3.8 Data Collection Techniques

Data collection techniques are the ways of interacting with respondents and to extract the intended and required information which constitute the findings and results of research problem under investigation. In this study, three techniques employed: Interview, questionnaire and documentation. The research instrument used in data collection is interviews, questionnaire and documentation.

3.8.1 Interview

Interviews are referred to as the development of the common social act of conversation that is characterized by the concepts of precision, focus, reliability and validity (Taylor, Sinha & Ghoshal 2008). This technique used to obtain information from teachers, parents, educational stakeholders, head of schools and district officer. Structured and unstructured questions during interview were used to obtain information, as researchers were attentively taking notes of the responses for analysis.

3.8.2 Questionnaire

Questionnaire are written list of questions that are answered by number of people so that information can be collected from the answer (Oxford Advanced Learner's Dictionary, 2010).

Refer to a form containing a set of questions submitted to people to gain statistical information. The research will administer the information for analysis. The questions address specific research objectives. Students and teachers given questionnaire to fill in because they present higher percentage of the respondents, interviewing all of them was impossible due to time limit in collecting data and making analysis.

3.8.3 Documentary Review

The documentary review helps to get documented data from teacher's decision making and their job performance. Different documents related to the study were reviewed in order to understand different views of the Author's concern.

3.9 Reliability of Data

Taylor et al. (2008) defined reliability as the consistency of data steaming from the use of particular research method. Golofshani (2003) views reliability as the extent to which results are consistent over time and an accurate presentation of the total population under study. Therefore, reliability is the ability of instruments to gather consistent and appropriate data from subjects without variation in order to render valid results after interpreting the data collected.

Reliability refers to the consistence, stability or dependability of the data. Whenever an investigator measures a variable, wants to be sure that the measurement provides dependable and consistent results. A reliable measurement is one that if repeated a second time will give the same results as it did the first time. Mugenda and Mugenda (1999) states that an instrument is reliable when respondents give the same answers at any given period. To achieve this, the researcher administered the questionnaires in a test-retest to selected schools.

3.10 Validity

Taylor et al. (2008) validity as successfulness of a method in probing or assessing what is intended to probe or assess. Golofshani (2003) validity is the ability by which research methods, techniques and instruments truly measure what was intended to be measured, and how truthful the results are. Validity is the ability of instruments to collect the intended specific data which are true for the particular research problem.

Validity refers to the extent to which a measurement does what it supposed to do. Data need not only to be reliable but also true and accurate. In the study instruments had a common line of collecting the same data; they covered information about the research concepts, and were constructed according to the groups of subjects that constituted the research population.

3.11 Data Analysis

Data analysis refer to making sense out of the collected data in forms of descriptions, diagrams, charts, tables and interpreting the data for readers and users to understand well the phenomenon under study (Kothari, 2008). It is also refers to interpreting the findings for explaining the phenomenon under study. From the variables which result from influence of teacher's participation in decision making on their job performance in public secondary school in Kilombero district. In analyzing data research objectives were explained and research questions get answered.

CHAPTER FOUR

4.0 DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings from the data collected in selected public secondary schools in kilombero district. The findings reveals contradiction perceptions of teachers, students, education stakeholders, parents and education officer on influence of teachers participation on decision making on their job performance in public secondary school. There were four specific objectives which were guiding the collected data. Specific objective includes: first, the extent of teachers participation on decision making in their job performance in public secondary school. Second, to investigate the decision making approaches applied in public secondary school for teacher's job performance. Thirdly, to establish the type of decisions that teachers make in public secondary school for their job performance. Fourthly was to establish the role of teachers in policy formulated in public secondary school.

The findings reveal that involving teachers in decision making improves the quality of the decision and the effectiveness of the school which leads to achievement of the school goals. Tyree (1969) arguing in support of teacher involvement in decision making that:

> *"If we accept the tenet that in a democracy those who are affected by decisions should participate in making decisions, the demands of the professional staff form a significant part in the decision making process in the School system The days of the head teachers' paternalism are fast coming to an end and in a democracy the school, like government, is of the people and by the people (p.35)."*

The study tries to see if teachers are participating in decision making in case of curriculum development, budgeting, planning in education and making rules and regulations of schools, all of these are important part that makes teacher to perform better and to build self-commitment at work.

4.2 Data Analysis and Presentation

The study made an attempt to find answers to the question by raising pertinent questions about the involving teachers in decision making and if teachers wanted to be involved in different areas of the school curriculum and school administration and management. All the school heads indicated that their teachers would want to be fully involved in decision making. The results agree with Adedeji (1990) who concluded that people generally wanted to be involved in decision making in areas that affect them in their daily lives and at work. This also gives credence to Nias (1980) who in the study of motivational management styles in Britain observed that teachers were often frustrated because of lack involvement, and the prevalence of dictatorial tendencies within schools (Makado,1993).

In presenting the finding, tables, graphs and charts were used to prove the results. The required sample size was supposed to be 240 respondents, 85 teachers, 15 head of schools, 100 students, 1 district officer, 9 stakeholders and 30 parents. But due to difficulty in obtaining respondents especially parents, poor beliefs of some teachers and others need payments in order to participate, the sample size was altered to smaller than expected. The researcher managed to obtain 226 respondent, 81 teachers, 11head of schools, 100 students, 1 district officer, 9 stakeholder and 24 parents.

Table 4.1: Category and Sex of the Respondents Involved in the Study

PARTICIPANTS	SEX		TOTAL
	MALE	FEMALE	
Teachers	46	35	81
Students	47	53	100
Parents	13	11	24
Head of schools	8	3	11
Stakeholders	5	4	09
District education officer	1	0	01
Total	120	106	226

Source: field work

Respondent provided the required information about influence of teacher's participation on decision making in their job performance in public secondary school in kilombero district through filling questionnaires, interview and other data were collected through documentary review. Head of schools, district officer and stakeholder were selected purposively because not all head of school are in public secondary school. Teachers, students and parents were randomly selected because each of them had a chance to provide the required information for the study.

4.2.1 The Extent of Teachers Participation in Decision Making in Public Secondary School

The study is all about influence of teacher's participation on decision making on their job performance in public secondary school in kilombero district. The findings showed that there is no significant different between the male and female teachers in participating in decision making in public secondary school. Though we have higher number of male teachers in the study with a total number of 46 and 35 female teachers, it means that there is no significance difference between teachers participation in decision making on the job performance of male and female teachers. Decision making is seen as an act of human process, it has no discrimination against Sex in secondary school in Kilombero district this was supported by Ujiro (2012) there is no significant difference in the influence of teachers' participation in decision making on the job performance of male and female teachers in Oredo Local Government Area is accepted. So, decision making on job performance affects male and female equally.

According to the collected data from various respondents the results to the question that was intended to know if teachers are participating in decision making was as follows in table 4.2.

Table 4.2: Teacher's Participation in Decision Making

RESPONDENT	PARTICIPATE	% PARTICIPATE	NO: PARTICIPATION	% NO PARTICIPATION	TOTAL	TOTAL %
Teachers	20	25%	61	75%	81	100%
Students	40	40%	60	60%	100	100%
Parents	09	38%	15	62%	24	100%
Stakeholders	02	22%	07	78%	09	100%
TOTAL	71	33%	143	67%	**214**	**100%**

Source: Field work

Questionnaires were distributed to 81 teachers, 100 students, 09 stakeholders and 24 parents in kilombero district. The items sought to understand teachers, students, parents and stakeholders perception to what extent teachers participate in decision making for their job performance in public secondary school. The information required was aimed at understanding the influence of teacher's participation on decision making in their job performance in public secondary school. 67 percent of respondent's shows that teachers are not participating in decision making while 33 percent of respondent shows that teachers are participating in decision making in public secondary school. From that data 25 percent of teachers responded to the questionnaire by showing that they are participating in decision making while a good number of teachers that is 75 percent responded to the questionnaire by showing that teachers are not participating in decision making in public secondary school. Students responded to questionnaire, few of them that are 40 percent of student believes that teachers are participating in decision making and most of students that is 60 percent shows that teachers are not involved in decision making in public secondary school in kilombero district. 62 percent of parents responded to the questionnaire by showing that teachers are not participating in decision making while 38 percent of parents believes that

teachers are participating in decision making. 78 percent of stakeholders who responded to the questionnaire show that teachers are not participating in decision making while 22 percent of stakeholder responded by showing that teachers are not participating in decision making.

Percent
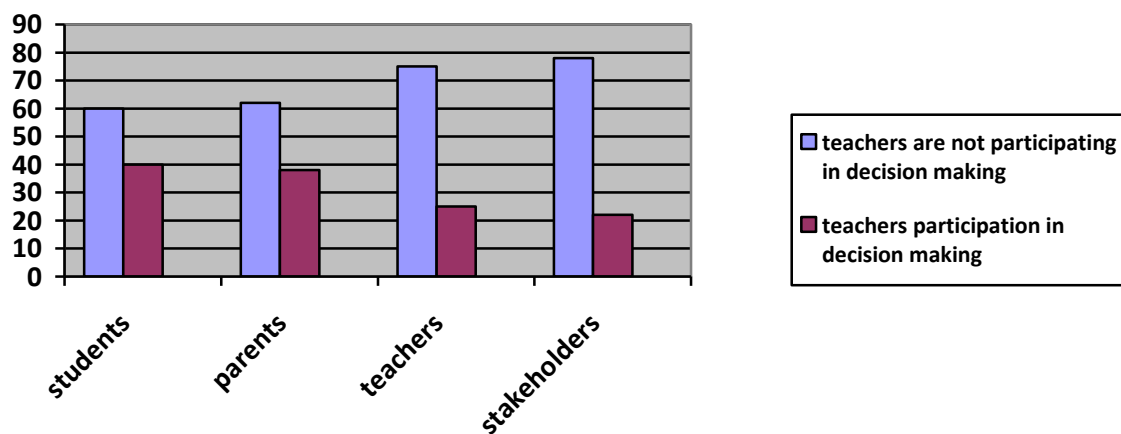
Figure 4.1: The Extent of Teacher's Participation in Decision Making in Public Secondary School

Source: Field work

The results again shows that 60 percent of teachers responded or participated in filling questionnaires are degree holder and 40 percent of teachers are diploma holders. 35 percent of student who participated in this research were O-level students and 65 percent of students were A-level students in kilombero district.

The collected data from headmasters and headmistress who participated in these findings through interviews shows that 30 percent teachers in public secondary school participate in decision making and 70 percent of decision is done from top or ministry of education. The headmaster of one of the school in kilombero district during interview says that:

"Teachers are there to follow and make an implementation of what ministry of education wants."

The result obtained from district officer shows that teachers are participating in decision making indirect.

The comments given by teachers are a manifestation of the generally perceived view that teachers in secondary schools in Tanzania are not involved in decision making to the extent, as they would wish to be. Some of the teachers' comments suggested how teachers should be involved in decision making. The comments suggest the need to be deeply involved in decision making where deeply involved is interpreted as a situation for delegation of decision making, decision making in committees or in a joint staff meeting. In their comments teachers desire to participate in decision making in committees composed of experts and in staff meetings. The finding therefore suggests that teachers need to be improved with greater commitments in decision making as teachers participation in decision making affects performance.

The study shows that the degree of teachers participation in decision making from area to area and in some instance from school to school. Furthermore, the findings appeared to suggest that at times school heads and teachers had different perceptions of what they referred to as "teacher participation in decision making". Whilst all the school heads noted that they always or very often involved teachers in such areas as school development projects, co-curricular activities and lesson planning, preparation and presentation, the same could not be said about the teachers' assessment of their involvement in the same areas. For instance, it was observed that the few teachers who indicated that they were involved in supervision had some time acted as head of school or that they were teachers in charge of the infant department.

4.2.2 The Approaches Used to Make Decision in Public Secondary School

4.2.2.1 Staff Meeting

Although 67 percent of respondent shows that teachers are not participating in decision making the lest percent that is 33 percent shows that the most approaches used by teachers in public secondary school in making decision is through staff meeting, these was supported mostly by headmaster, headmistress, teachers, stakeholders and district education officer.

The question that was intended to know if teachers are participating in decision making in public secondary school, Through interview with one of the headmaster in kilombero district said that:

> *"Through staff meeting teachers are participating in making decision because their*
>
> *views are taken to education district officer then to ministry of education".*

This comment was supported by Wilkinson (1999) by saying that Staff cooperation is believed to be an indisputable asset to the school principals while involvement in decision making process by the teachers could ease the principal's mounting problems as many heads would be put together to intellectually solve problems that could have remained unsolved by the principals alone. Mullins (2005) is of the opinion that many people believed that staff participation in decision making leads to higher performance and which is necessary for survival in an increasingly competitive world.

A good number of head teachers contributed on approaches used to make decision in public school by saying that:

> *"Staff meeting is conducted under head of schools and most of the topic is all about to do what they have told by the top especially ministry of education and does not have anything to do with their job performance."*

When students were asked about the approaches used by teachers to make decision on their job performance eighty seven (87) percent of students who agreed that teachers are participating in decision making responded by saying teachers are making decision through staff meeting.

Seventy five (75) percent of stakeholder who agreed that teachers are participating in decision making responded by saying teachers participate in decision making through staff meeting as the approach of teachers to participate on decision making in their job performance. Other stakeholders went far by saying staff meeting does not involve strong decision in public secondary school because all decisions are made by ministry.

According to education district officer says staffs meeting give teachers a chance to make their own decision or a chance to participate in decision making for the development of their school and to increase performance of their school.

4.2.2.2 Open Performance Review and Appraisal System (OPRAS)

Education district officer with researcher during interview proposed the use of Open Performance Review and Appraisal system (OPRAS) as other way of teacher's participation in decision making in their job performance by saying that:

"Teachers are participating in decision making through the use of OPRAS which give them enough room to set their goals and to demand their needs."

Eighty (80) percent of headmaster and headmistress who contributed on the use of OPRAS as the way or approach of teachers participating in decision making they said that:

"OPRAS could be the best way of teachers participating in decision making if they will

get enough knowledge about OPRAS and getting feedback after setting their goals."

Seventy (70) percent of teachers admitted that, even if OPRAS is used as the way of teachers participating in decision making in their job performance does not give chance for teachers to be free in participating in making decision and no positive impact to them after setting their goals.
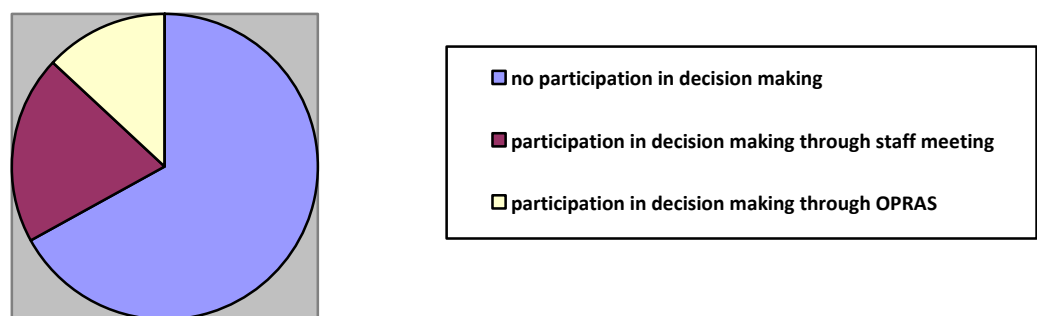
Figure 4.2: Approaches of Teachers Participating on Decision Making on Their Job Performance

Source: Field work

From the figure 4.2 it shows that 67 percent of respondents believe that teachers are not participating in decision making while 20 percent of respondents believe that teachers are participating on decision making through staff meeting and 13 percent shows that teachers are participating in decision making through OPRAS.

4.2.2.3 School Board Meeting

School boards are corporate bodies created for the purpose of implementing state legislative policy concerning public schools and locally administering the states system of public education. In public secondary school in Kilombero district decisions are made through school board meeting, this was well evidenced by 70 percent of respondent reveals that school board meeting used as an approach or way of making decision in public secondary school in kilombero district.

Findings in this study show that teachers are participating in decision making through school board meeting by having representative in school board. Head of schools reveals that teacher having a chance of one representative in school board meeting who represents teacher's views, though that chance of having representative head of schools advices teachers to use that chance to make decision or to contribute much on decisions that are made in school board meeting.

Teachers contributed much on approaches used to make decision in public secondary school by showing that they have representative in school board meeting by saying that 'they have only one chance in school board meeting and that representative is appointed by the head of school, therefore when he/she attends that meeting he/she will be there for the interest of the head'. One among the teachers who contributed in this study said:

'Teachers representative attends in school board meeting as an observer because nothing

they contribute or decide in school board meeting and does not bring positive impact on teachers job performance'

4.2.2.4 Decision are Made from the Top to Down

The findings in this study shows that teachers are participating less or no participation in decision making because all decisions are made from the top (ministers, District education officers, member of parliament and IMF plus World Bank). Teachers are there to receive order from top. Therefore it makes teachers to be less motivated and fill there are not considered that makes them to underperform. If teachers considered as the major group in making decision in public secondary school will make teachers to fill good and they could perform better. According to Ujiro (2012) It is believed that the Ministry of Education work closely with the school heads who in turn pass information to their teachers while in private schools both principals and teacher have equal opportunities in decision making.

4.2.2.5 District School Board

The study reveals that, in Kilombero district there is district school board which are the group of selected officials that get recommendations from the public and superintendent to deliver their range of decision making authority. They set the budget and agenda of schools, assign students to schools, and make rules and policies and set learning standards without involving teachers to share their views. From that point teacher received information from district school board as the order and teachers have to follow without asking, these made teachers to put less effort on implementing. In order teachers to increase their job performance in public secondary school district school board must involve teachers in making decision for the aim of helping teachers on performing their duty.

4.2.3 Type of Decisions that Teachers Make in Public Secondary School

It is the third research question of the study; it tries to come up with some decisions that teachers make in public secondary school and the influence of teachers participation in decision making on their job performance in public secondary school in Kilombero district. Teachers need to be involved in making decisions in public secondary school especially those decisions that affects teachers directly like how to reduce turnover, how to develop curriculum and the issue of education budget. Through interview with head master of Kibaoni secondary school show that there is various types of decisions and not all decisions teachers have to participate for example there is decisions that must be done by other professionals from other field like accountants and leaders. This point was supported by Richard (2012) who introduced decision making is a daily activity for any human being by outlining types of decisions in business which it can work in all fields.

First type is *Programmed Decisions*; these are standard decisions which always follow the same routine. As such, they can be written down into a series of fixed steps which anyone can follow.

Second type is *Non Programmed Decisions*; these are non- standard and non- routine. Each decision is not quite the same as any previous decision.

Strategic Decisions is another type of decision; these affect the long-term direction of the business.

Tactical Decisions; these are medium- term decisions about how to implement strategy.

Lastly is *Operational Decisions*; these are short term decisions (also called administrative decisions) about how to implement the tactics.

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┌─────────────┐                    ┌──────────────┐
│ STRATEGIC   │ ◄────────────►     │ OWNERS/ BOARD│
│ DECISIONS   │                    │ OF DIRECTORS │
└─────────────┘                    └──────────────┘
       │
       ▼
┌─────────────┐                    ┌──────────────┐
│ TACTICAL    │ ◄────────────►     │ MANAGERS     │
│ DECISIONS   │                    │              │
└─────────────┘                    └──────────────┘
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       ▼
┌─────────────┐                    ┌──────────────┐
│ OPERATIONAL │ ◄────────────►     │ MOST         │
│ DECISIONS   │                    │ EMPLOYEES    │
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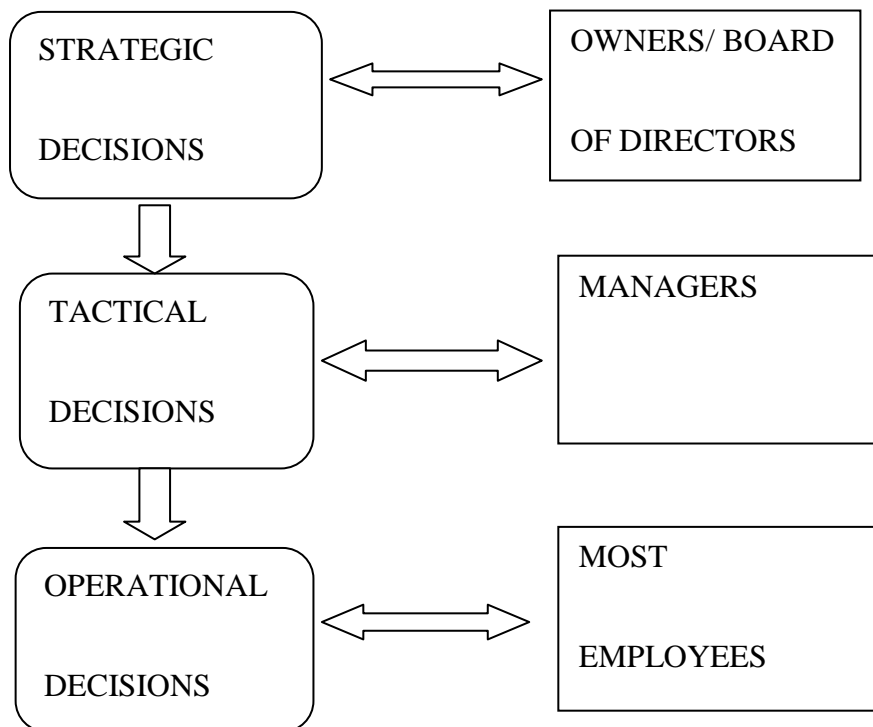
Figure 4.3: Levels of Decision Making

Source: Richard Bowett (2012)

The finding therefore suggests that teachers need to be improved with greater commitments in decision making as teachers participation in decision making affects performance.

According to the data collected in this study it came up with another type of decisions that teachers make, it seen that teachers are participating in decision making indirect and are not involved in strong decisions.

4.2.3.1 Departmental Decision

These are decision concerning how to organize teaching and learning process in their department. One of the headmaster during interview agreed that teachers are participating in decision making by making department decisions on teaching and learning process which led positive impact on their job performance in public secondary school.

The headmaster of Kilombero secondary school contributed on departmental decision by saying:

 "We use department to pass information and department have no mandate to change the information but to work on it."

The collected data from teachers through questionnaire show that decisions that are made in department is about when, how and whom will collect schemes of work, lesson plan and log book and to them does not show positive impact to their job performance.

4.2.3.2 Students Discipline

Data collected from the students 90 percent of student who said that teachers are participating in decision making they contributed on kind or type of decisions teachers make by saying that teachers make decision on students discipline by providing punishment and suspension to student.

The study went far by asking the same question to teachers and their response to that question was to make decision on student's discipline. Many teachers try to explain about such kind of decision by saying that teachers have no right to discipline the student by

giving them punishment until it has been approved by the headmaster or school board. A teacher from one school in Kilombero district responded on questionnaire by saying that:

"Teachers are there to report student who are misbehaving to the headmaster orheadmistress."

Another teacher who expressed the same view said

"A head-teacher should sometimes allow his or her colleague teachers to make decisions and also implement them in case of non-sensitive issues. In so doing, the teachers will feel motivated to offer more in the school since they perceive it as their own property."

Data collected from parents shows that many people believe that teachers are there to decide on student discipline. This was proved by 72 percent of parents who appreciate teachers in dealing with student discipline.

4.2.3.3 Internal Examinations

Through answers from the following respondents that is teachers, stakeholders, parents, head of schools and students it was well evidenced that teachers have a right to decide on having internal test and on how will be conducted. Kibaoni secondary is the school in Kilombero district that have monthly test for their students. This was evidenced by the head teacher of Kibaoni secondary who said that:

"My teachers do decide on their staff meeting to have monthly test, therefore teachers are decide on providing test to students without asking permission from minister of education".

Through teachers participation in such decision it makes teachers to increase their job performance compared to other public secondary school in Kilombero district.

4.2.3.4 Setting School Goals

According to parents, students, teachers, head of schools, education district officer and stakeholders who have contributed on type or kind of decision that teachers make in school, most of respondents said that teachers have an opportunity to set their goals and school

goals during staff meeting and through the use of OPRAS this can improve teachers job performance in public secondary school. This supported by Rowbbotton (1987) stated that all level of decision making is important depending on who and how they are to be applied in problem solving. In a more recent assertion in shared decision making some theorist also suggested that teachers must do more than simply participate in decision making as they provide leadership.

Organizations need highly performing individuals in order to meet their goals, to deliver the products and services they specialized in, and finally to achieve competitive advantage. Performance is also important for the individual. Accomplishing tasks and performing at a high level can be a source of satisfaction, with feelings of mastery and pride. Low performance and not achieving the goals might be experienced as dissatisfying or even as a personal failure. Moreover, performance if it is recognized by others within the organization is often rewarded by financial and other benefits. Performance is a major although not the only prerequisite for future career development and success in the labor market. Although there might be exceptions, high performers get promoted more easily within an organization and generally have better career opportunities than low performers (Cross, 2000).

4.2.4 The Role of Teachers in Making Policy in Public Secondary School

Teachers in Kilombero district commented on questionnaire that they have nothing to do or participate in formulation of policy but what they know is to implement those policies from minister of education. A teacher at Kwashungu secondary school said that:

"The work of a teacher is about implementation of policy not contributing anything about its Formation."

This was supported by Eurydice (2008) Teachers are also becoming increasingly involved in the early stages of policy making, through pilot projects which, if satisfactorily completed, will provide a basis for future reforms. In the Flemish Community of Belgium, this idea of grass roots initiatives as a foundation for reform teachers are perceived as source of suggestions for future reforms   has led to the introduction of 'pedagogical test gardens'. This also applies to 'school quality projects' in Austria. Since 1988 in France, *Projects Action Educative* (PAE, or educational action schemes) have become common practice. Each year, schools submit innovative project proposals which may be considered for funding by the regulatory authorities. Finland is also mobilizing teachers at an early stage through pilot projects and participation in research that may provide a basis for future reforms.

Thus even though their involvement in research is not obligatory, many Finnish teachers are taking part in these activities run by universities, the Ministry of Education and the Finnish National Board of Education. In Norway, the *Demonstration School System* established since 2002 has sought to make the most of experimentation undertaken freely by schools. Where experiments are successful, schools may become places for observation and training: 58 schools are taking part in this project and receiving subsidies specifically for it (Eurydice, 2008).

One of the teacher in Kilombero day secondary school believe and strongly commented on questionnaire that

"Teachers are participating less in policy formulation especially in public secondary school."

Students in this study contributed much but the question of how policy and role of teachers in policy formulation to them it was evidenced that 55 percent of students says teachers are

not participating in making policy, 30 percent show that teachers are participating in making policy while 15 percent the know nothing about the role of teachers in making policy in public secondary school figure 4.4. This was supported by Davis and Morgan (1983), point out that teachers wish to participate more fully in the management of their schools. Bush (1995:58), concurs with this view when he says that when teachers participate in policy making, they find it easier to implement them. He reiterates that the participation of teaching staff is important because they usually have the responsibility for implementing the changes in policy, and adds that effective implementation is much more likely if teachers feel that they 'own' the decisions. Thus, the quality of decision-making is likely to be better where the teaching staffs are allowed to participate in the process. Heads do not have a monopoly of wisdom or vision and so the involvement of other staff increases the quotient of experience and expertise brought to bear on problems.
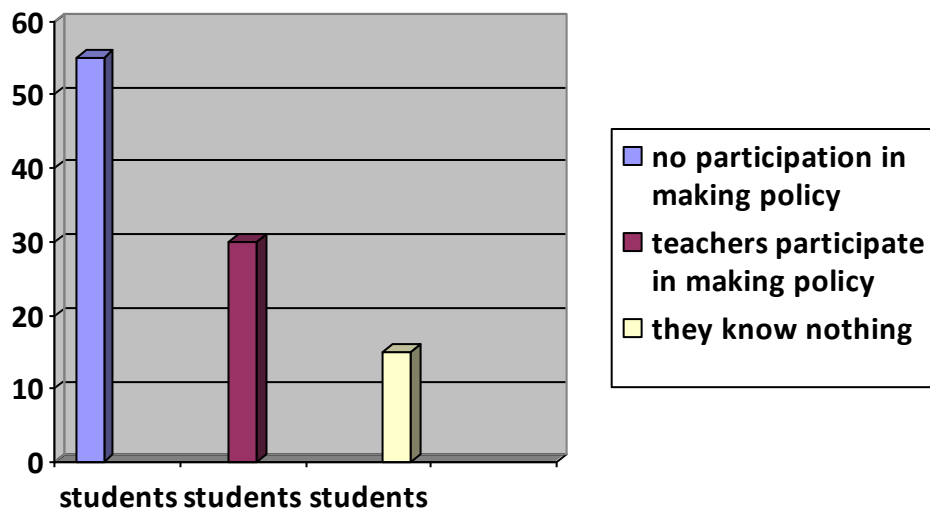

Figure 4.4: Show Student's Response to the Role of Teachers in Policy Formulation in Public Secondary School

Resource: Field work

The head teacher in Kilombero district is placed in a position of responsibility and authority where all major decisions; curriculum and instruction, management of student discipline, school organization and staff personnel matters, financial matters, school and community relations among others are centered on his/her office. This makes him/her wield a lot of power in line with the view that, 'I have the responsibility I must have the power'. To assist the head teacher in decision making and policy formulation and implementation is the Board of Governors, which deliberates on important decisions like hiring of support staff and budgeting for the school (Education Act. Cap. 211, 1980). This kind of structure leaves out the inputs of most of the implementers of the school policies, the teachers, in making decisions.

4.3 Data Interpretation and Discussion

In these finding teachers expressed the need to be involved in decision making more than they were actually involved. This clearly confirms that the need for more teacher participation in decision making is crucial in schools owing to the advantages which include: increased rate of output production; making use of expert knowledge in decisions; producing positive staff morale and commitment; improved employee relations; staff developing a sense of ownership; improved quality of management decisions; making teachers improve the quality of their profession and workplace resulting into a less stressful, more satisfying and motivating environment. According to Armstrong (1984) staff are adequately prepared for any changes in their lives by being involved in the decision making process.

The part of discussion under this chapter serve in interpreting and creating a logical argument from the data presented in these chapter. Discussion make sense out of the findings to show a better way which help teachers to participate in decision making that

improve teacher's job performance in public secondary school. From different sides, some people accept that teacher's participation in decision making it can influence their performance.

The discussion guided by four research questions/objectives as were presented in the previous chapter. Four research questions or objectives are; first, the extent of teachers participating in decision making for their job performance, Second, the ways or approaches of making decision in public secondary school, Thirdly, the type of decisions that teachers make in public secondary school, Fourthly, the role of teachers in policy formulation in public secondary school. The interpretation includes interesting findings from both qualitative and quantitative data obtained from the subjects. The discussion has its roots from theoretical and conceptual frameworks of the study.

4.3.1 The Extent of Teacher's Participation in Decision Making

Teachers desired head of schools that create an environment in which subordinates can contribute the full range of talents to the accomplishment of school goals. This is evident from the data analyzed, which shows that the desire for involvement in decision-making is higher than the actual extent of involvement. Some of the teachers' comments further confirm their interpretation about their head teachers

According to this research work, Extent means the degree to which teachers participate in decision making. In findings respondent shows that teachers are not participating in decision making for their job performance in public secondary school. Other teachers admitted that if government can involve teachers to participate in decision making it can make them to perform better rather than ignoring them in participating.

In other way parents commented on questionnaire by saying teachers participation in decision making bring positive impact to both teachers and students but the government

does not recognize teachers contribution in participating in decision making in public secondary school just why teachers are less or no participation in decision making for their job performance. In table 4.2 out of 24 parents that is 15 parents that is 62 percent of parents believe that teachers are not participating in decision making while 09 parents that is 38 percent of parent believe that teachers are participating in decision making.

Findings reveals that In public schools, it is a common practice that only principals allocated to the various schools are in direct dealing with decision making board represented by the Ministry of Education. The principal only pass on information to teachers for implementation. Private schools do not operate the same way in most cases.

The study in Table 4.2 showed that out of 81 teachers used in this study 20 teachers which is 25 percent participate more in decision making while 61 teachers that is 75 percent participated less. This analysis is therefore revealing the importance of teacher's participation in decision making as teachers who participate in decision making perform better than those that do not. The importance of active participation in decision making therefore cannot be ignored. It is then important that school heads encourage teachers active participation in decision making which will not only enhance performance but will also help motivate the teachers.100 student were taken in this study out of that 60 students that is 60 percent of student who responded to the questionnaire believes that teachers are not participating in decision making while 40 students that is 40 percent believes that teachers are participating in decision making in their job performance in Kilombero district. Education stakeholders in this study shows that teachers participate less in decision making which can make teacher to underperform.

This finding is not surprising, obviously in a school system, decision making varies from person to persons, school to schools and at different levels. The type of school also

determines the type of people to participate in decision making and the extent of involvement. In public schools, it is a common practice that only principals allocated to the various schools are in direct dealing with decision making board represented by the Ministry of Education. The principal only pass on information to teachers for implementation.

The above findings show that teachers desire more participation in decision making than they are actually involved and the comments which confirm the desire to be involved more in decision making could be because of some fears by head teachers this point supported by Wekesa (1994) who argued that some head teacher could be in fear of allowing teachers to participate in decision making lest they lose their authority in running their schools to the teachers. However, this should not be the case because if teachers are allowed to make decisions on matters that affect them, they would be more comfortable and they will be motivated to work hard to achieve what they have contributed in deciding upon and performance could be high.

4.3.2 Approaches Used to Make Decision in Public Secondary School

In this area of study it focus more on the approaches that is used to make decision in public secondary school and to propose the best approaches that can be used to make decisions in secondary school without ignoring teachers in participation.

The suggestions and comments presented in the findings allude to the fact that there is no one best way of involving others in decision making. According to Bell (1992) argues that different decisions require different choices of who to involve and when. Conley (1989) posits that participation is not something which can be simply structured but something that is constantly negotiated between teachers and administrators. He suggests that teachers and

administrators should identify ways of negotiating the terms of their zones of influence, giving each more voice in decisions previously left to the other. From the varied comments given, this study recommends Conley's (1989) idea and urges constant negotiation in decision-making in various school matters depending on the circumstances and the issues to be decided on.

The findings came with another question plus its answer that; **who makes decisions in public secondary school?** In order to affect school improvement, teachers need to understand how that decision making pathways work. The following positions represent as the typical 'flow' of decision-making in public secondary school.

Teachers: Individual teachers have the ultimate decision-making authority over their own work or job because they can choose whether or not they are going to actively participate.

School support staff: secretaries, adult tutors, coaches, librarians, and parent's representatives may influence teacher's decision making.

Teacher leaders: Among the faculty at a school are teachers whose experience, knowledge, or influence gives them ability, authority, or position to make decisions for other teachers. These teachers may lead grade-level or curriculum areas, participate on special committees, or influence decision making in other way.

Assistant principals: in the larger schools principals need assistants to guide behavior management, budgeting, staff supervision, curriculum, and other areas.

Principals: the commonly acknowledged 'leader' of a school is responsible for most areas of school operations, including many of the assistant principal roles listed above.

District administration: officials on the district level administer programs, funds, rules and regulations given to them by their superiors.

District school board: these elected officials get recommendations from the public and the superintendent to deliver their range of decision making authority. They set the budget and agenda of schools, assign students to schools, make rules and policies.

When teachers understand who makes decisions, they begin to understand how, where, when, and why decision are made the way they are. This allows them to influence decision making, guide decision makers and participate as substantive decision makers in their own rite. Participating in decision making can increase every teacher 'feelings of ownership in teaching (Fletcher 2002).

Findings in this study shows that many ways or approaches used in public secondary school does not give enough chance to teachers to participate. Respondents proposed the following ways:

Staff meeting; this was the first way proposed by respondent by saying that through staff meeting decisions are made. But teachers themselves contributed much on the use of staff meeting to make decision for their job performance by saying that;

"many agenda in staff meeting controlled by head of school and it is based more on order of doing something and does not need contribution from the teacher because it is order from the top, therefore staff meeting is conducted so as to get order from the top."

From the collected data many schools use staff meeting to discuss students discipline this was according to the data collected from teachers, parents, students and stakeholders.

Data collected from head of school shows that during staff meeting many decisions are made and teachers get time to participate in making decisions about their job performance in public secondary school. One of the headmaster when was asked during the time of interviews to put out some examples or agenda that is always have been discussed in staff meeting the answer was like these;

"My teachers propose some agenda to discuss in staff meeting and all decision takes place on meeting"

In these findings it revealed that importance of teachers' participation in decision making through staff meeting as teachers who participate in decision making perform better than those that do not. The importance of active participation in decision making therefore cannot be ignored. It is then important that school heads encourage teachers active participation in decision making which will not only enhance performance but will also help motivate the teachers.

According to one of the teacher in this study contributed by saying;

"We have a staff meeting once a month that the director calls and basically she goes over all the new regulation from the main office and basically repeats all the stuff she's been told that we are doing wrong."

According to Joseph (2005) who conducted a research on effectiveness of school staff meetings two hundred and ninety-four teachers from 64 public schools provided information on meeting in which they had participated and noted the factors that contributed to their success. Decision making body in schools should try as much as possible to include members of staff both academic and even non- academic staff in decision making that affects the running of the school thus meetings are a good and effective medium to facilitate this. Good work relationship, conducive environment, good communication channel are assets.

Influence of teachers participating on decision making in their job performance in public secondary school, according to the data collected it seems that if teachers could participate

in decision making it can influence their performance and school performance at large. The findings shows that when teachers are participating in making decision their performance became high and when there is less or no participation in decision making there is less performance.

The Use of Open Performance Review and Appraisal System (OPRAS). Is another way or approach proposed by the respondent in these findings? OPRAS is an open, formal, and systematic procedure designed to assist both employers and employee in planning, managing, evaluating and realizing performance improvement in the organization with the aim of achieving organizational goals. The government introduced the use of Open Performance Review and Appraisal System (OPRAS) in July 2004, replacing the Confidential Performance Appraisal System which was characterized by absence of feedback and poor help in the identification of the training needs of the employees.

In these study Head of schools and education officer in kilombero district through interviews with the researcher they tried to relate teacher's participation in decision making in their job performance with the use of Open Performance Review and Appraisal System by saying that teachers could perform better when there will be a restrictions or infancies on filling or using OPRAS.

Other head of school believe that teachers are performing better because of their participating in decision making through OPRAS means that through the use of OPRAS teachers decide what to do and what not to do and teachers are using OPRAS to demand their right or resources to use.

Planning: In a system, planning is very important, as it helps to simplify decision making process and also provides guidelines for goals to be achieved and the process of

achievement. For effective decisions to be made, every role player in the system needs to participate at one level or the other. The problem of this study then is who should make decision, who should participate and at what level. In a school system decisions are made through various methods and participation varies from school to school. For that case in Tanzania especial in Kilombero district teachers participate less in decision making in secondary schools.

Participate in school board meeting: school boards are corporate bodies created for the purpose of implementing state legislative policy concerning public schools and locally administering the state system of education. It is well observed that teachers are participating less or no participation in school board meeting in public secondary school in Kilombero district. All decisions that are made in school board meeting lucks teacher's contributions. Therefore influence of teachers participating in decision making in their job performance in public secondary school faces some challenges such as less or no participation. Data collected from different schools shows that teachers are not participating in making decision in school board.

4.3.3 Types or Kinds of Decisions Teachers Make in Public Secondary School.

The data collected shows that there are different types of decisions that teachers make in public secondary school but those decisions have no positive impact to their job performance because teachers are participating in decision making indirect and those decisions are not considered by the minister of education.

One of the type of decision that teachers make in public secondary school is known as departmental decision, this kind of decision involves few teachers in a department for example English department. Teachers are making their own decision on how they can improve student performance and on how to distribute resources found in their department

it can be human resource or materials from that point departmental decision must be improved and regarded strongly because through departments teachers their can improve their performance by making departmental budget and plan.

Findings show another type of decision that teachers make in public secondary school is decision about student discipline. Teachers through their staff meeting and through discipline meeting they have an opportunity to discuss student discipline and to propose the measures to be taken to those students and then minutes must be taken to school board for making decision about indiscipline students in this case if their decisions will be regarded positively the morale and commitment of teachers will be observed at work.

In this study the researcher came up with another type of decision that teacher make in public secondary school in Kilombero district that is decision about internal examination or tests. Teachers are participating in making decision on having school test or monthly test in their school. The researcher tries to comment on this type by saying that teachers are proposing and school board are deciding in order to have good performance of teacher they must participate in making curriculum.

The researcher tries to associate another type of decision making in business with decisions made by teachers in secondary school for example Operational decision; this decision involve workers because are short- term decision and it deals with how to implement tactics.

4.3.4 The Role of Teachers in Making Policy in Public Secondary School

The head teacher has to ensure that policies and objectives of the school are clearly stipulated and well known to the school community, that is, the teachers, students, parents, staff and other stakeholders. it is through policies and objectives that the directions and destinations of the school's activities can be patterned. The head teacher has a

responsibility to ensure that the long term aims of the education system are made feasible through the short-term objectives of the school. This is achieved by formulating sound school based policies. These policies have to be in line with the national policies on education as formulated by the Ministry of Education. 'Aims and objectives of education can be better achieved if the head teacher involves all stakeholders and teachers in the formulation and implementation of school policies.

Head teachers need to be democratic in policy formulation and implementation. More often than not, school heads fail to be democratic in policy formulation and implementation, a fact which builds up resentment and results in unrest in schools, and in turn affects student achievement negatively and teachers job performance. According to Davis and Morgan (1983), point out that teachers wish to participate more fully in the management of their schools. Bush (1995:58), concurs with this view when he says that when teachers participate in policy making, they find it easier to implement them. He reiterates that the participation of teaching staff is important because they usually have the responsibility for implementing the changes in policy, and adds that effective implementation is much more likely if teachers feel that they 'own' the decisions. Thus, the quality of decision-making is likely to be better where the teaching staff is allowed participating in the process. Heads do not have a monopoly of wisdom or vision and so the involvement of other staff increases the quotient of experience and expertise brought to bear on problems. A teacher at Mlabani secondary school in Kilombero district in his contribution about the role of teachers in decision making said that;

"The major policy decisions that have shaped the curriculum and discipline of the school have been made by the consensus of the staff. He adds that, students have increasingly contributed to this consensus".

Thus, school administrators have a challenging responsibility of steering the school community teachers, students, parents and support staff to formulate and implement good

policies that are school-based. These school-based policies have to be in line with the national policies of Education as formulated by the Ministry of Education, and articulated by the school's Board of Governors.

CHAPTER FIVE

5.0 SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter winds up the whole study and put into light some recommendations for action and further studies. The study was guided by research objective and research question. There were also theoretical and conceptual frameworks which helped to put the study on truck. The chapter also outlines the summary of major issues raised and recommending proper measures which will be influencing teacher's participation on decision making in their job performance in public secondary school.

5.2 Summary of the Main Findings

The study was all about influence of teacher's participation on decision making in their job performance in public secondary school in Kilombero district. Their impacts have gone beyond control, especially in school setting. Teachers are participating less in decision making and they have been victims of underperformance in their work. The analysis revealed that there was a positive relationship between teacher's participation in decision making and job performance. As participation in decision making increases, the level of performance also increases.

Teachers would want to be involved in decision making in a variety of areas which include planning and interpretation of curriculum, finance, budgeting, organizing school functions, class allocation, teacher supervision and staff development to improve their job performance.

Regardless of their commitment in performing work teachers are not participating in decision making in public secondary school. Many question in this study have been asked

so that a researcher can get expected data findings and finally it was revealed that in public secondary school all decisions are made by the top that is minister of education this make teacher to underperform. The finding have shown that district education officer and head of schools do not agree that teachers are not participating in decision making in public secondary schools. Performance is something, a single person does. Performance of the teachers in schools is highly affected by motivation. Teachers are when motivated their performance automatically reached towards high level. In schools teacher's performance can be mapped well through arranging training programs for the teachers and they will get motivated and their confidences will also increases. Motivation has a direct and positive effect on job performance when we properly account for effort.

Performance can be regarded as almost any behavior, which is directed toward task or goal accomplishment. Good performance among employees in an organization has many implications such as high motivation among employees, out- standing ability, good organizational climate and infrastructure, excellent leadership that can sustain rapport and productivity and good relationship among staff. According to Nadeem, et.al (2011) social and economic conditions of teachers have an effect on their performance i.e. low salary. Lack of facilities, status of teachers in society, teacher's mental health and morale, stress of work, relation with staff and head teachers, working environment are all those factors that have a strong impact on teacher's performance. The level of motivation of teachers reduced, when there is a poor social and economic condition in the place where the school is located. It was concluded that there is a significant relationship between these factors of motivation and the efficiency of teachers. Mustafa and Othman (2010) examined the perceptions of high school teachers about the effects of motivation on their performance at work. They found that there is a positive relation between motivation and working performance of teachers, i.e., the greater the level of motivation the higher wills bathe teacher's job performance or if provide a high level of motivation to a teachers then their

job performance will be increase. The main benefits of motivation are that the organization can use the human resources in an appropriate way, for this the employee are willing to work itself. It brings employees satisfaction and the goals can be achieved on time in organization. In this way, the efficiency increases and its cost become reduced.

Teachers in public schools are not well motivated that could affect their performance. There may be deficiencies of lacking motivation and good performance that would be bad environment and working conditions job dissatisfaction, bad leadership of principals or head teachers, etc. According to Davidson (2005) found that bad working conditions have adverse affects in teacher's performance. It could be improve by providing benefits to them. Therefore, job performance is that function which is based on motivation. There should be motivation in schools to have a better teacher's job performance.

5.3 Conclusion

It was concluded from the findings of this study that secondary school teachers enjoyed active participation in decision making processes. Sex, age and educational qualifications of teachers did not hinder teachers' participation in decision making processes. Involvement of teachers in decision making shows that they are well empowered and they are seen as resources with knowledge and experience that are tapped. This is in line with (Wilkinson 1999). This is also in consonance with (Collins et al. 1989) and that says many managers express a belief that involvement of workers in decision making will improve the quality of decision making in the organization. The day to day participation of teachers in the administrative activities enhances teachers to gain a lot of experience, remove boredom, frustration and increases workers commitment, efficiency and job satisfaction.

In the study the researchers discovered that the Ministry of Education work closely with the school heads who in turn pass information to their teachers. Finally, this research have also

revealed that teachers perform better when they participate in decision making, this point supported by Ukeje (1992) who believed that participation in decision making affects teachers performance and their performance eventually affects students performances.

The extent of teacher's participation in decision making for their job performance in secondary school, the study reveals that teachers are participating less in decision making which can bring negative result to their work, such negative results are lack of commitment, underperform, lack of morale and less motivation. The data collected from teachers, students, stakeholders and parents in table 4.2 shows that 67 percent of teachers are not participating in decision making in public secondary school in Kilombero district in Tanzania. From the findings obtained in this study it was found that the actual extent of teacher participation in decision-making was less than the desired extent of teacher participation in decision-making.

This study intended to know the ways or approaches used to make decisions in public secondary school. Regardless teachers are not involved in decision making but the ways or approaches are there such as staff meeting, use of OPRAS, school board meeting, district administration board and decision from minister of education.

The study tries to show different types or kinds of decision that teachers make in public secondary school. The researcher in this study came up with different types of teacher's decision such as; departmental decision, decision in student discipline, decision in internal examination and decision in setting school goals and their goals.

Lastly this study was intended to know the roles of teachers in policy formulation in public secondary school. teachers commented on questionnaire that they have nothing to do or participate in formulation of policy but what they know is to implement those policies from minister of education.

Therefore in the study the researchers discovered that private school teachers participate more in decision making than public school teachers. It is believed that the Ministry of Education work closely with the school heads who pass information to their teachers while in private schools both principals and teacher have equal opportunities in decision making. According to Mercy (2012) the type of school also determines the type of people to participate in decision making and the extent of involvement. In public schools, it is a common practice that only principals allocated to the various schools are in direct dealing with decision making board represented by the Ministry of Education. The principal only pass on information to teachers for implementation. Private schools do not operate the same way in most cases, the principals and quite a number of other members of staff including the proprietor/proprietress are actively involved in reasoning together to run the affairs of the school. This is not to say that private school teachers are better than the public school teachers off course nonchalant attitude to work is more common with public schools teachers as proofs of their poor performance.

5.4 Recommendations

It is fact in this study that participation in decision making can influence the job performance of teachers as a result; the following recommendations are made; Teachers should be participating in decision making in their job performance in public secondary school. The study recommended that teachers should have a bigger say in the development of curriculum, budget, syllabus and police making. When teachers will be involved in all of this turnover will be reduced and self-commitment will be there.

5.4.1 Recommendation to Head of Schools

Teachers should be involved more in decision making in their schools as an opportunity for training them to gain more experience and confidence as they execute their duties. This

will make them develop some sense of responsibility because they will feel trusted by the head-teachers and those other people in authority. It was recommended that: Teachers should be actively involved in decision making in their schools so as to encourage, motivate and utilize their wide range of experience, expertise and personal characteristics and capability.

Teacher who expressed his views said that:

"A head-teacher should sometimes allow his or her colleague teachers to make decisions and also implement them in case of non-sensitive issues. In so doing, the teachers will feel motivated to offer more in the school since they perceive it as their own property."

Full participation in decision making in secondary schools was called for by a teacher who said:

"For decision making to succeed in schools, teachers should participate fully and everybody should be involved in decision making."

One teacher show in decision making in schools is totally opposed by the following idea which compliments the generally shared view that teachers should not be ignored in decision making in schools. The teacher said:

"Decision making for a school should not be left to the head teacher and his deputy. Other teachers need to be involved so that the term collective responsibility can be meaningful. Secondly, before decisions are made teachers ought to be consulted for their opinions and criticisms. The criticisms are expected to be positive."

The head teachers should change their attitudes towards teachers and treat them as colleagues and co-managers in running their schools. This will motivate the teachers to feel that they are part of their schools and they will support all the decisions made.

The head teachers should take into consideration the active involvement of teachers (stakeholders, parents, and students) in school-based policy formulation and

implementation. This makes the teachers feel that they own these policies and hence they find it easy to implement them.

5.4.2 Recommendation to the School Board

Decision making body in schools should try as much as possible to include members of staff both academic and even nonacademic staff in decision making this will make teachers performance to be high.

5.4.3 Recommendation to the Education District Officer

The researcher recommended that teachers could perform better in their job when they will be participating in decision making in public secondary school through. Means that giving them chance to participate in decision making made them to feel better and regarded this could motivate teachers to perform high.

5.4.4 Recommendation to the Minister of Education

The researcher recommended that the role of head teachers or principals in secondary schools should also change from that of a supervisor to a collaborator. In the past principals were the centers of power, they would do has they wished but today they have to consult a wide range of individual and group s before making decision. The Ministry of Education should organize more courses train and equip teachers with the knowledge and skills of sound policymaking at school level this will increase teachers performance.

5.5 Implications of the Findings

The findings help teachers to know where to start in getting involved in decision making in public secondary school and their decisions will be regarded positively than before in staff meeting.

District education officer will involve teachers in making decision in public secondary school and this will help teachers on their job performance. Head of schools through involving teachers in decision making will build transparence among teaching staff and school administration which will contribute more on teacher's performance in public secondary school. Through this finding the government will be in the position of making teachers involved in decision making which will improve teacher's performance in public secondary school.

5.6 Limitations of the Study

The study was affected by some teachers and parents who had negative attitudes in responding to the study they demand money for filling in the questionnaires. To overcome the limitations emerged, teachers and parents were convinced in a friendly way which made them give all required information.

Student responses were mostly from ordinary level and high level student's limitations was about English language in filling questionnaires, to overcome the limitations students were allowed to use code mixing and code switching in responding to the questionnaire which made them to give all required information.

Another limitation was the issue of time and financial.

Since there is few articles and dissertation produced on the issue of teacher's decision making in Tanzania, very limited sources of data were experienced.

5.7 Suggested Area for Further Study

A single study cannot emerge with solution for all problems. The study has found the perceptions of teachers, students, parents, education stakeholders, district educational officer and head of schools and how these perceptions vary from each other. Also the study has suggested the best approach of participating in decision making. However, the study

has come across irritating areas which should be studied in detail so that it can help teachers to participate in decision making in public secondary school.

Today, schools are growing in numbers and sizes, and there is also increase in admission of teachers and students. The growth in secondary education makes it impossible for decision making to be a one man affair. The school head or administrators can no longer exercise full control in the day to day running of the school as experienced before. The success of a secondary school system depends largely on the optimum performance of the teachers. More research must be done and come up with the best way of teachers on how they can participate in decision making in secondary school.

The study found that the best approach of teacher's participation in decision making is staff meeting, school board meeting and use of OPRAS. Decision making in public secondary school are made by minister of education, ministers, member of parliaments other bodies. More research has to be done to find out other approaches of teachers participation on decision making.

The study revealed that teachers need to be more involved in formulation and preparation of curriculum and syllabus and material resource. The researcher in this study calls for further research to find out good ways on which teachers will participate in making policy in public secondary school.

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APPENDICES.

APPENDIX 1

TEACHERS QUESTIONNAIRE.

Dear respondent,

I am **Remigius Felician** doing master's degree in Human Resource Management (MHRM) in Open University of Tanzania (OUT). This questionnaire is meant a research purpose concerning "Influence of teacher's participation on decision making in their job performance in public secondary schools in Kilombero district". You are kindly requested to answer the set of questions bellow giving relevant details. Your full co-operation in answering the following questions will be appreciated.

1. Sex   male…………..   Female…………..

2. Level of education (tick once)

   Certificate (   )

   Diploma (   )

   Degree (   )

   Masters (   )

3. Are the teachers participating in decision making in your

   school?

   Yes (   )

   No (   )

1. Which approaches are used to make decision in your school for teachers job performance?

   …………………………………………………………………………………………

   …………………………………………………………………………………………

2. How is the policy of your school formulated?

   …………………………………………………………………………………………

   …………………………………………………………………………………………

3. What is your role in making decision in your school?

   …………………………………………………………………………………………

   …………………………………………………………………………………………

   …………………………………………………………………………………………

4. What kind of decisions do teachers make in your school?

   i…………………………………………………………………………………………

   ii…………………………………………………………………………………………

   iii………………………………………………………………………………………

5. What are the impacts of teachers' participation on decision making inn their job performance?

   i…………………………………………………………………………………………

   ii…………………………………………………………………………………………

   iii………………………………………………………………………………………......

APPENDIX 2

HEAD OF SCHOOLS AND DISTRICT OFFICER INTERVIEW GUIDE QUESTIONS.

1. Tell me about the decision making approaches that are applied in your school?

2. How was the policy of your school formulated?

3. What kind of decision do teachers make in your school?

4. How does the school governing body (SGB) encourage teachers to participate in decision making?

5. What role did teachers play in the formulation of school policy?

6. What are the impacts of teacher's participation in decision making on their job performance?

7. What are the ways of improving teachers performance through participation in decision making?

APPENDIX 3

STUDENTS QUESTIONNAIRE

Dear respondent,

I am **Remigius Felician** doing master's degree in Human Resource Management (MHRM) in Open University of Tanzania. This questionnaire is meant a research purpose concerning "Influence of teacher's participation on decision making in their job performance in public secondary schools in Kilombero district". You are kindly requested to answer the set of questions bellow giving relevant details. Your full co-operation in answering the following questions will be appreciated.

1. Sex   male…………..   Female…………..

2. From your experience, do teachers participating in decision making?

   Yes ( )

   No ( )

3. Which approaches are used to make decision in your school?

   ……………………………………………………………………………………

   ……………………………………………………………………………………

   …………………………………………………………………………………

4. How is the policy of your school formulated?

   ……………………………………………………………………………………

   ……………………………………………………………………………………

5. What kind of decisions do teachers make in your school?

i………………………………………………………………………………………

ii………………………………………………………………………………………

iii………………………………………………………………………………………

6. What are the impacts of teachers' participation in decision making on their job performance?

i………………………………………………………………………………………

ii………………………………………………………………………………………

iii………………………………………………………………………………………......

iv………………………………………………………………………………………