



**RESEARCH PAPER**

**Relationship between Teachers' Participation in Decision Making  
and School Climate in Secondary Schools**

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**ABSTRACT**

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The purpose of research was to determine the relationship between teachers' participation in decision making and school climate in secondary schools. The study was quantitative and correlational research design was used. The population of the study were secondary school teachers of three districts of the Punjab, Pakistan including Nankana Sahib, Sheikhupura and Lahore. A sample of 480 teachers were selected through stratified sampling technique. The results show that there is a positive relationship exists between teacher's participation in decision-making and school climate. The key finding of the study is that teachers were generally satisfied with their job, although they feel dissatisfied with certain aspects of their work such as the working conditions, the opportunities for career growth and advancement and the general lack of variety in the work. The study recommended that turnover can be reduced when teachers participate in decision making and it helps teachers to be self-committed to work

**Introduction**

The concept of employee participation in decision making has gained wide acceptance in both human resource management theory and practice. This is because of its enormous effects on job outcomes such as the increase in productivity, commitment to organizational goals, and decrease in employee absenteeism, tardiness and job turnover. In the organization, the employees will be more creative, satisfied, interested and loyal to the goals and values of the organization, when they are extremely involved in the events of the organization. While developing plan, policies and using techniques, the organization has also realized the significant role of human resource management and as result they create a competitive edge in an environment where increasing competition remains a dominant factor, giving their best efforts for the success of the organization (Foot & Cook, 2008).

**Decision Making.** Decision making in the public sector emphasizes increasing intellectual and social capital and to build up capacity in the organization. So, the

principal of the school necessary to use a participative role, which inspires goal setting by staff followers and to identify individually teachers' potential to determine leadership according to expertise in every field. Similarly, it is significant that the administrations of the school give chances to instructors for enhancement of leadership skills and develop charming school culture which promotes joint obligation and the ownership in staff (Vlachadi & Ferla, 2013). Decision making in public sector can be a strong contributory factor to enhance organizational routine work in such circumstances if the school culture is enabled to create joint work mechanisms (Harris, 2014).

**Teacher's participation.** Teachers' participation in school decision making has developed in previous two years such as important to them in educational reforms & achieving the attention of researcher to across educational background in developing and under-developing countries (Lee & Nie, 2014). In the age of competition, the outcomes of student and teachers' performance have high demand and accountability, as such school needs to adopt such changes which evolve joint communities promote knowledge distribution and capacity building. In this age of demand, teachers should evolve in school policy decisions and need to play proactive roles that useful for their preparation and knowledge of their fellow and students (Chatziioannidis, 2013).

A basic principle underlying that if teachers involve school decision making, they feel intrinsically motivated in their routine, and then they evolve as active participation in procedure which inspires their practical work. As such independently their work, teachers will not just do at a high level, but they show more interest in applying the decision policy, in which they help is required to develop (Lee & Nie, 2014). Particularly in higher institutions only individual not have knowledge and skills to efficiently accomplish the different management roles and duties, due to progressively multifaceted education systems (Hulpia & Devos, 2010).

According to Hoy and Miskel (2012) reinforced that the idea of the teacher participation in school decision making, it encouraged that become further related procedure, especially addressing the inquiry that either the teacher committed to involving decision making that is in the good interest of the institutions. They thought that when teachers play own role in the outcome, their participation in this procedure should arise, his proficiency more takes a part in the solution, and can be worthy to decide what is the good awareness of the institution. Teacher participation in decision making at the official place more significant because for the use of decision both quality and acceptance and committed of subordinates is determined for applying the decision.

**Decision making and school climate.** The reviews the relevant literature on decision making and school climate of public secondary schools of teachers also tell us that the educational leadership plays a pivotal role in the current educational system. The various systems seek to advance their institutions to achieve the goals they aspire to accurately and effectively. This can only be achieved through concerted efforts and increased coordination between all parties in the educational system. In the midst of this process, there is a need for those who can organize and direct actions aimed at improving productivity, planning and follow-up. According to Muslim (2002) there should be coordinated effort by a team of educators (principals, teachers,

technicians and administrators) in the educational institution in order to improve the educational process and achieve the educational goals.

Today's world witnesses accelerated changes in different aspects of the life, and transformation from closed into open societies. In response, the educational institutions have to develop educational leaders that bring about the required transformations and successfully respond to the knowledge explosion. Education is an essential approach for contemporary communities to achieve the comprehensive development, and the education institution is the major mechanism, and the educational leadership is key element in the educational reform. The educational leadership takes a pivotal role in an education system (Fulop, 2005).

The present study will helpful for the teachers and head teacher to explore the perceptions of teachers about participation in decision making and school climate from the head of school that the teachers play active performance for improving the decision-making system in the secondary schools. Teachers' perception about school climate affects the values and attitudes towards school and task. It will also important in the sector of education. The study will also important to build information about the relationship between participation in decision making and school climate (Shann, 1998).

### **Research Hypotheses**

Following research hypotheses were developed to conduct the study.

- H<sub>1</sub>: There is a significant relationship between teachers' participation in decision making and school climate.
- H<sub>2</sub>: There is a significant difference between teachers' participation in decision making and school climate based on teachers' gender.
- H<sub>3</sub>: There is a significant difference between teachers' participation in decision making and school climate based on teachers' age.
- H<sub>4</sub>: There is a significant difference between teachers' participation in decision making and school climate based on teachers' educational level.
- H<sub>5</sub>: There is a significant difference between teachers' participation in decision making and school climate based on teachers teaching experience.

### **Material and Methods**

The major purpose of this study was to investigate the relationship between teachers' participation in decision making and school climate in secondary schools. The independent variable of this study was teachers' participation in decision making whereas the dependent variable was school climate. This study reflects positivist Philosophical Research Paradigm approach. Because the quantitative research deals with positivist paradigm.

### **Research Design**

The study was quantitative; correlational research design was used to explore the relationship between teachers' participation in decision making and school climate in secondary school.

### Population

The population of this study was comprised of all the male and female teachers from public secondary schools of Nanakana Sahib, Sheikhpura and Lahore. The census of Punjab School Education Department, public secondary schools' teachers in district Nankana Sahib, Sheikhpura and Lahore are given below:

**Table 1**  
**Distribution of the Population on the base of Gender**

No.	District Name	Male	Female	Total
1	Nankana sahib	578	311	889
2	Sheikhpura	614	438	1052
3	Lahore	712	633	1345
	<b>Total</b>	1904	1382	3286

Source: Punjab Education Department, 2016

The motives for choosing secondary schools as the population of the study are given below:

1. The secondary school level is a crucial stage, at this stage teacher leads them for their upcoming academic and proficient career.
2. At the secondary level, teacher self-decision and school climate better affect students' performance.
3. At secondary school level students choose their career with best academic life, in that stage teacher self-decision and school climate most important for work hard to achieve students' targets.
4. At the secondary school level as teachers as more satisfied with school climate, they were being more interested and give maximum time to achieve organizational goals.

### Sample

There are 3286 public secondary schools' teachers in Nankana Sahib, Sheikhpura and Lahore. A sample of 480 teachers were selected. For sample selection, the following sampling procedure was used.

1. Two-stage stratified random sampling technique was used for selecting the sample.
2. Total public secondary schools of Nankana Sahib, Sheikhpura and Lahore, both male and female schools were divided into two strata.
3. Firstly, ten percent (10%) schools were randomly select from each stratum by stratified random sampling. For sample 8 Public secondary schools of male and 8 public secondary schools of a female were selected in each district.

4. Secondly, with an equal proportion of randomly 20 males and female' teachers from the sampled schools were selected. So, the total samples of this study were 480 teachers.

### **Instrument Development and Validation**

Two questionnaires were developed to study the relationship between participation in decision-making school climate in secondary schools. First questionnaire for teachers' participation in decision making and second questionnaire for school climate. The questionnaire was prepared by using simple language, which according to the qualification and experiences of the respondents

The internal consistency of the questionnaires was measured using Cronbach Alpha after piloting the instrument in two secondary schools (one boy and one girl) in district Nankana Sahib, Sheikhpura and Lahore. These schools were excluded while taking the actual sample of the study. Pilot test was applied on instrument to check it reliability. Cronbach's Alpha was used to determine the reliability. According to Kline (2015), 0.90 alpha values is considered as "excellent", values close to 0.80 as "very good" and value just about 0.70 as "acceptable". The reliability of teachers' participation in decision making and school climate scale was 0.875. Therefore, the reliability of scales was considered as good.

### **Data Collection and Ethical Consideration**

The questionnaire was administered to the sampled teachers of secondary school level personally. The teachers were asked to read the questionnaire carefully and if they find any difficulty in a statement they can ask freely to the researcher. Moreover, it was assured to the respondents that the information provided by them would be kept confidential and used only for research purpose. Data collected from teachers after permission from the heads of the sampled schools.

### **Data Analysis**

Descriptive and inferential statistical techniques were used in this study. In descriptive techniques frequency, the mean and standard deviation was used to find out the average score of items. In inferential techniques, one-way ANOVA, independent sample t-test and Pearson r were applied. Independent sample t-test was used for determining gender-wise differences of the respondents. To determine the effect of ages, qualifications, and experience one-way ANOVA was applied. Pearson correlation coefficient was applied to find the relationship between teachers' participation in decision making and school climate.

**Table 2**  
**The overall difference of gender on teachers' participation in decision making.**

Sector	N	M	SD	t	df	Sig.
Male	101	82.2673	10.47749	-.254	478	.398
Female	379	82.5488	9.75220			

Above table shows that different opinions of teachers' participation in decision-making sub-scale between male and female teachers independent samples t-test was applied. It was also showed that there was no significant mean difference in

opinions of teachers' participation in decision making concerning gender because the value of significance is greater than the 0.05. male and female teachers was an equal belief about perceptions of teachers' participation in decision making.

**Table 3**  
**The Overall Difference of Gender on Teachers' School Climate**

Sector	N	Mean	S.D	T	df	Sig.
Male	101	80.6832	11.51167	-.884	478	.246
Female	379	81.7414	10.46165			

Above table shows that different opinions of the teachers' school climate subscale between male and female teachers' independent samples t-test was applied. It was also shown that there was no meaningful mean difference in opinions of teachers' school climate concerning gender because the value of significance is greater than the 0.05. Female teachers were strong beliefs on the school climate as compared to male.

**Table 4**  
**ANOVA for the Mean Difference in Teachers' Response for Participation in Decision Making Based on Age**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	497.098	3	248.549	2.553	.079
Within Groups	46436.850	477	97.352		

Above table shows that the teachers' age difference by one-way analysis of variance as measured by the teachers' participation in decision making on subscales, table above shows that there was no significant difference at  $p \geq 0.05$ . Hence it shows that there was no meaningful mean difference in teachers' participation in decision making.

**Table 5**  
**Overall Comparison of Teachers' Participation in Decision Making on the Basis of Age**

Measures	Age	N	Mean	SD
Overall Participation in decision making	Below 30 years	317	81.75	10.38
	31-40years	146	83.82	8.68
	41-50 years	17	84.59	9.55
	Total	480	82.49	9.81

Above table shows that overall mean values of teachers' participation in decision making who have age of 41-50years ( $M=84.59$ ,  $SD=9.55$ ), was relatively better than the other teachers with the age 31-40 years ( $M=83.82$ ,  $SD=8.68$ ) and below 30 years ( $M=81.75$ ,  $SD=10.38$ ). The standard deviation value shows that there seems little variation in teachers' participation in decision making who has 31 to 40 years ( $M=83.82$ ,  $SD=8.68$ ) were relatively lower than the other teachers age with [ $<30$ years ( $10.38$ ) and 41-50years ( $9.55$ ).

**Table 6**  
**ANOVA for the Mean Difference in Teachers' Response for School Climate Based on Age**

	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	Sig.
Between Groups	1004.610	3	502.305	4.461	.012
Within Groups	53707.221	477	112.594		

Above table shows that the teachers' age wise difference by one-way analysis of variance as measured by the teachers on school climate subscales, table shown that there was a significant difference at  $p \leq 0.05$ . Hence it shows that there was a meaningful means difference in teachers' opinions about school climate.

**Table 7**  
**Overall Comparison of School Climate on the Basis of Age**

<i>Measures</i>	<i>Age</i>	<i>N</i>	Mean	<i>SD</i>
Overall Participation in Decision Making	Below 30 years	317	81.77	10.38
	31-40years	146	83.82	8.68
	41-50 years	17	84.59	9.56
	Total	480	82.49	9.90

Above table shows that overall mean values of school climate who have age of 41-50years ( $M=84.59$ ), was relatively better than the other teachers with the age 31-40 years ( $M=83.82$ ,  $SD=$ ) and below 30 years ( $M=81.77$ ,  $SD=10.38$ ). The standard deviation value shows that there seems little variation in teachers' participation in decision making who has 31 to 40 years ( $SD=8.68$ ) were relatively lower than the other teachers age with [ $<30$ years (10.38) and 41-50years (9.56)].

**Table 8**  
**One Way Analysis of Variance for Mean Difference among Qualification Regarding Teachers' Participation in Decision-Making Sub-Scale as the Independent Variable.**

	Sum of Squares	<i>Df</i>	Mean Square	<i>F</i>	Sig.
Between Groups	2630.553	3	876.851	9.421	.000
Within Groups	44303.395	476	93.074		

Above table shows that the teachers' qualification difference by one-way analysis of variance as measured regarding teachers' participation in decision making subscales, table above shown that there was a significant difference at  $p \leq 0.05$ . Hence it shows that there was a meaningful means difference regarding teachers' participation in decision making.

**Table 9**  
**One Way Analysis of Variance for Mean Difference among Qualification about School Climate Subscale as an Independent Variable.**

	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	Sig.
Between Groups	2018.298	3	672.766	6.077	.000

Within Groups	52693.533	476	110.701
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Above table shows that the teachers' qualification difference by one-way analysis of variance as measured regarding teachers on school climate subscales, table above shown that there was significant difference at  $p \leq 0.05$ . Hence it shows that there was a meaningful means difference in regarding teachers on school climate.

**Table 10**  
**One Way ANOVA for Mean Difference among Teaching Experience Regarding Teachers' Participation in Decision-Making Sub-Scale as the Independent Variable**

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	108.498	2	54.249	.553	.576
Within Groups	46825.450	477	98.167		

Above table shows that the difference teachers' teaching experience by one-way analysis of variance as measured regarding teachers' participation in decision making subscales, table above shown that there was no significant difference at  $p \geq 0.05$ . Hence it shows that there was no meaningful means score difference in regarding teachers' participation in decision making.

**Table 11**  
**One Way Analysis of Variance for Mean Difference among Teaching Experience Regarding School Climate Sub-Scale as the Independent Variable.**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	748.570	2	374.285	3.308	.037
Within Groups	53963.261	477	113.131		

Above table shows that the difference teachers' teaching experience by one-way analysis of variance as measured regarding teachers' school climate subscales, table above shown that there was a significant difference at  $p \leq 0.05$ . Hence it shows that there was a meaningful means score difference in regarding teachers' participation in decision making.

**Table 12**  
**Relationship between Teachers' Participation in Decision Making and School Climate.**

Scale	N	Pearson r	Sig. 2-(tailed)	Mean	SD
Teachers' participation in decision making	480	.667**	.000	82.4896	9.89
School climate	480	.667**	.000	81.5188	10.68

\*\* Correlation is significant at the 0.01 level (2-tailed).

Above table shows that the relationship between teachers' participation in decision making and school climate. The relationship between the teachers' participation in decision making and school climate is examined by applying the Pearson correlation coefficient. The table shows that relationship between two variables is a positive correlation,  $r = .667$ ,  $n = 480$ ,  $p = \leq .000$ , with the high level of

teachers' participation in decision making relationship with higher level school climate. This was also meant that the relationship between these two variables is extremely significant at the 0.01 level.

Above table show that a strong and significant positive correlation exists between teachers' participation in decision making and school climate. This is also concluded that school climate is directly related to the teachers' participation in decision making.

### **Discussion**

The major purpose of the present research work was to explore the relationship between teachers' participation in decision making and school climate in secondary school. Results of the study showed that there was a positive moderate correlation between teachers' participation in decision making and school climate in secondary school. This means that if teachers are given more chance of participation in decision making then their performance will also get better. Hussain (2011) emphasized on importance of academic decision making and role of teacher, he further elaborated that involvement of teacher in making various decisions in schools help to achieve desired goals and objectives. Govinda (2002) also stated the central role of teacher in maintaining an effective school environment and establishing a uniform discipline policy.

This result is supported by study of previous researches that also reported a significant relationship between teachers' participation in decision making and school climate. Literature review emphasized several facets which have a strong impression on school climate of the teachers in various educational regions. The prevailing research revealed the correlation between teachers' participation in decision making and school climate in public secondary school. Also, differences in teachers' participation in decision making and were determined concerning gender, age, qualification, and experience. This portion of the study relates to the argument of these relationship and difference. Many kinds of research have been discovered that in every institution if the work involves in the procedure of decision making it will enhance the happiness and efficiency of the employee.

### **Conclusions**

The outcomes of the research study revealed that the administration is essential for the progress of every institute. The consequence presented a meaningfully strong relationship between both variables, teachers' participation in decision making and school climate, which depicted that with the high level of teacher's participation in decision making interrelated with the advanced level of school climate. Relationship between both factors is extremely significant at the level. The outcomes have shown that enlarged teachers' participation in decision making significantly increased school climate. And a decrease in teachers' participation in decision making will significantly decrease the school climate. Schools, where teachers contribute to decision making, are most satisfied and as a result, their performance and involvement of teachers will be increased.

### **Recommendations**

After conducting this research study, the following recommendations are made in the light of research findings:

1. This research was conducted only by teachers it may be more effective if principals are also involved in the sample to collect data.
2. It might be possible that teachers have different perceptions about participation in decision making and school climate at different level.
3. Principals may have different perceptions about participation in decision making and school climate.
4. This study may be conducted to private sector to see the comparison of public and private schools.
5. Such studies might be conducted to college and university level which is also an important stage of professional development of students.
6. Such researches might be conducted in different districts of the Punjab to see the difference of perceptions of teachers at different districts.

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