

A STUDY OF TEACHERS' INVOLVEMENT IN DECISION-MAKING

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Abstract

The objectives of this research are to study the extent of teachers' involvement in decision-making, to investigate the differences of teachers' involvement in decision-making according to their personal factors, to study the level of teachers' satisfaction on their involvement in decision-making and to examine the variations on teachers' involvement and their satisfaction on decision-making. In this study, both quantitative and qualitative methods were used. By using proportional stratified sampling method, two hundred and one teachers were selected as sample from eight Basic Education High Schools in Shwepyithar Township, Yangon Region. For quantitative study, questionnaire for teachers' involvement in decision-making was used. Open-ended questions and interviews questions were used for qualitative study. The internal consistency (Cronbach's α) of teachers' involvement in decision-making and their satisfaction on involvement in decision-making were 0.94 and 0.93 respectively. In this study, the descriptive statistics, One-Way ANOVA, Tukey HSD test and Paired samples *t*-test were utilized. According to the findings, the extent of teachers' involvement in decision-making was moderate ($\bar{X}=2.92$, $SD=0.45$). There were no statistically significant differences in teachers' involvement in decision-making grouped by age, service and academic qualification. There was statistically significant difference in teachers' involvement in decision-making grouped by their position. The level of teachers' satisfaction on their involvement in decision-making was moderate level in all areas of decision-making. There was a significant difference between the teachers' involvement and their satisfaction on decision-making.

Keywords: Teacher' Involvement, Decision-Making

Introduction

Education is the foundation stone of nation's intellectual power which shapes the power profile of a nation in the community of words nations. The progress of nations depends upon the quality of its education. Education encompasses various decision-making processes concerning different issues and educational problems (Louis et al, 1996). In fact, decision-making is one of the most important duties of the school administrator because there are elements of decision-making in every administrative act, whether it concerns students, programmes, staff, services or resources. In which, if teachers involve in decision-making process, better decision could be made. Leithwood & Steinbach (1993) state that principals need to develop a positive school climate; ensure opportunity for teacher's collaboration and joint planning through a greater involvement in decision-making. The success or failure of an organization such as the school lies considerably on effective decision making (Nwachuku, 2004). UNESCO (2005) writes that "without the participation of teachers, changes in education are impossible". This preposition stated that teachers are the corner-stone of school activities. The involvement of teacher in decision-making is likely motivating to exert their mental and emotional involvement in group situation that may contribute to groups goals and shared responsibilities (Gemechu, 2014). In the school system, decisions are made towards solving immediate and remote problems all aimed at achieving set goals and objectives effectively and efficiently. School must understand that entire system will benefit when teachers play an active role in controlling their working environment (Pashiardis, 1994). Smylie (1996) discussed that participation improves teachers' opportunities in acquiring knowledge and insights. These opportunities increase instructional implementation and students'

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outcomes. Teachers' participation in decision-making can get better decisions, and then teachers' abilities would improve. So, it is important to study the teachers' involvement in decision-making.

Objectives of the Study

General Objective

- To study the teachers' involvement in decision-making at Basic Education High Schools, Shwepyithar Township

Specific Objectives

- To study the extent of teachers' involvement in decision-making at Basic Education High Schools, Shwepyithar Township
- To investigate the differences of teachers' involvement in decision-making according to their personal factors at Basic Education High Schools, Shwepyithar Township
- To study the level of teachers' satisfaction on their involvement in decision-making at Basic Education High Schools, Shwepyithar Township
- To examine the variations on teachers' involvement and their satisfaction on decision-making at Basic Education High Schools, Shwepyithar Township

Research Questions

- To what extent do teachers involve in decision-making at Basic Education High Schools, Shwepyithar Township?
- Are there any significant differences in involving in decision-making according to personal factors at Basic Education High Schools, Shwepyithar Township?
- What are the levels of teachers' satisfaction on their involvement in decision-making at Basic Education High Schools, Shwepyithar Township?
- What are the variations on teachers' involvement and their satisfaction on decision-making at Basic Education High Schools, Shwepyithar Township?

Theoretical Framework

For this study, teachers' involvement in decision-making was investigated with six areas based on the teachers' involvement in decision-making developed by Desalegn Gemechu (2014).

School Planning

School planning is essentially a process in which policy and plans develop from ever-changing and developing needs of the school community. The collaborative effort and co-operation is an important dimension in this process of planning that takes place between the principal and teachers. School planning deals with total curriculum and school's resources including staff, space, facilities, equipment, time and finance and the school's mechanisms for reviewing progress and taking corrective action where necessary. The principals should facilitate the conditions that takes part in the determining the mechanism for controlling and supervising plan implementation, planning the school examination, and planning school development

Curriculum and Instruction

Curriculum refers to the knowledge and practices in subject matter areas that teachers teach and that students are supposed to learn. Instruction refers to the methods of teaching and the

learning activities used to help students master the content and objectives specified by a curriculum. Curriculum and instruction is a field within education that seeks to research, develop and implement curriculum changes that increase student achievement within and outside schools. The field focuses on how students learn and best ways to educate. Curriculum and instruction that teachers involve in decision making issues such as setting learning objectives, developing teaching methodologies and procedures for assessing student achievement, developing creative and innovation ideas and using instructional materials for teaching.

School Policies, Rules and Regulations

Policies are the aims and objectives of an organization that provide a framework for the management to take decisions accordingly. Rules basically get derived from these policies but are dependent upon situation and get changed. School decision policy represent the joint agreement of all personnel to carry out the necessary tasks on continuous bases. This area includes determining the administrative and organizational structure, establishing a program for community service and deciding on rules or procedures to be followed in evaluating school performance.

School Budget and Income Generation

Budget preparation is not only the sole responsibility of school principals but also it needs teachers and staff preparation. Income generation should be managed together by teachers and principal. It includes the issues such as sharing budget for the department, determining school expenditure priorities, determining means of income generation and deciding budget allocation for instructional materials.

Students' Affairs and School Discipline

Students are the very reason for the establishment and existence of the school. A crucial aspect of human resource management is students' personnel management. Schools were created for the purpose of ensuring the education of students. Students can be affected by peers and real situation in and out of school environment. This area includes determining students' right and welfare, participating in solving students' problem with parents, and determining disciplinary measures on students with misconduct.

School Building

School building is another area of decision-making that teachers should take part. All stakeholders involve in the planning, design use, construction, operation and maintenance of the facility must fully understand the issue and concerns of all the parties and interact closely throughout all phase of the project. This involves expansion of school building, maintenance of buildings and assigning classroom for the students, teachers and other facilities.

Definitions of Key Terms

Decision-making

Decision-making is the act of making up on one's mind about something, or position or opinion or judgment reached after consideration. It is the thinking process with a lots of mental activity involved in choosing between alternatives (Mekuria, 2009)

Teachers' Involvement

Teacher involvement is a participative process that uses the entire capacity of teachers and design to encourage increased commitment to organization's success (Pashiardis 1994).

Methodology

Research Method

For this study, both quantitative and qualitative methods were applied to study the teachers' involvement in decision-making at Basic Education High Schools in Shwepyithar Township.

Sample

In quantitative study, eight Basic Education High schools from Shwepyithar Township were selected in order to obtain representative sample. To get the required sample, 201 teachers were selected by using the proportional stratified sampling method. For qualitative study, required data were obtained through open-ended and interview questions. 201 teachers were given questionnaire with open-ended questions and six teachers were chosen by purposive sampling to conduct the interview.

Instrumentation

Decision-making areas developed by Desalegn Gemechu (2014) was used to collect on teachers' involvement in decision-making. Questionnaire was composed of 43 items that relating with teachers' involvement in decision-making: item 1 to 9 that related to school planning, item 10 to 18 that related to curriculum and instruction, item 19 to 27 that related to school policies, rules and regulations, item 28 to 33 that related to school budget and income generation. item 34 to 38 that related to students' affairs and school discipline, and item 39 to 43 that related to school building. These 43 items were developed as Five-point Likert scale ranging from very low to very high (1=very low, 2=low, 3=medium, 4=high, 5=very high) to measure the level of teachers' involvement in decision-making. In this study, questionnaire survey was used to collect the quantitative data for teachers' involvement in decision-making. After reviewing the related literature thoroughly, a set of questionnaire was developed based on by using the advices and guidance of the supervisor.

On the other hand, there were 43 items in the questionnaire concerned with teachers' satisfaction on their involvement in decision-making. Five-point Likert scale ranging from very dissatisfied to very satisfied (1= very dissatisfied, 2= dissatisfied, 3= neutral, 4= satisfied, 5= very satisfied) to measure the level of teachers' satisfaction was used in those questionnaire for teachers' involvement in decision-making.

For qualitative study, open-ended questions and interview questions were developed and used to get the information concerning teachers' involvement in decision-making. Four open-ended questions and six interview questions were used to obtain the depth information.

Data Analysis

In quantitative study, Descriptive Statistics, One Way of Analysis of Variance (ANOVA), Tukey HSD test and Paired sample *t*-test were used to analyze the data by using the Statistical Package for the Social Science (SPSS) software version 25. For qualitative study, after collecting the data, the similar data were categorized and identify the state of the teachers' involvement in decision-making. Data analysis was based on categorizing and interpreting.

Procedures

In quantitative study, the set of questionnaire was developed after reviewing the related literature according to the guidance of the supervisor. For the validity of that questionnaire, the advice and guidance were taken from ten expert educators from Department of Educational Theory, Yangon University of Education. Moreover, the pilot testing was conducted with forty teachers in No.4 Basic Education High School, Insein, Yangon Region 1st week of September 2019. Then, the modified questionnaires were distributed to eight Basic Education High Schools in Shwepyithar

Township on 21st November, 2019. For qualitative study, four open-ended questions and six interview questions were conducted in order to obtain in depth information about teachers' involvement in decision-making.

Findings

Quantitative Findings

Table 1 Mean Values and Standard Deviation of Teachers' Involvement in Decision-Making at Basic Education High Schools (N=201)

Dimensions of Teachers' Involvement in Decision-Making	Mean	SD	Remark
School Planning	3.07	.58	Moderate
Curriculum and Instruction	3.47	.73	Moderate
School Policies, Rules and Regulations	2.97	.72	Moderate
School Budget and Income Generation	2.35	.97	Moderate
Students Affairs and School Discipline	3.25	.78	Moderate
School Building	2.39	1.04	Moderate
Teachers' Involvement in Decision-Making	2.92	.61	Moderate

Scoring Direction: 1.00-2.33=Low 2.34-3.67=Moderate 3.68-5.00=High

According to Table 1, the level of teachers' involvement in decision-making on school planning, curriculum and instruction, school policies, rules and regulations, school budget and income generation, students' affairs and school discipline, and school building was moderate. Then, teachers' involvement in decision-making at Basic Education High Schools in Shwepyithar Township was at moderate level.

Table 2 ANNOVA Results of Teachers' Involvement in Decision-making Grouped by Age (N=201)

Variables	Groups	Mean	SD	F	p
School Planning	20-29 years	2.94	.68	1.241	ns
	30-39 years	3.04	.54		
	40-49 years	3.20	.66		
	50 years and above	3.09	.50		
Curriculum and Instruction	20-29 years	3.59	.78	2.483	ns
	30-39 years	3.26	.74		
	40-49 years	3.61	.76		
	50 years and above	3.51	.66		
School Policies, Rules and Regulations	20-29 years	2.93	.70	2.027	ns
	30-39 years	2.82	.62		
	40-49 years	3.19	.86		
	50 years and above	2.98	.72		
School Budget and Income Generation	20-29 years	2.38	1.15	.695	ns
	30-39 years	2.45	.97		
	40-49 years	2.44	.95		
	50 years and above	2.22	.91		
Students' Affairs and School Discipline	20-29 years	2.35	.97	1.629	ns
	30-39 years	3.16	.83		
	40-49 years	3.09	.67		
	50 years and above	3.34	.93		

Variables	Groups	Mean	SD	F	p
School Building	20-29 years	2.43	1.14	.780	ns
	30-39 years	2.31	1.10		
	40-49 years	2.62	1.09		
	50 years and above	2.32	.93		
Teachers' Involvement in Decision-Making	20-29 years	2.91	.71	1.221	ns
	30-39 years	2.83	.49		
	40-49 years	3.07	.74		
	50 years and above	2.92	.58		

Scoring Directions: 1.00-2.33= Low 2.34-3.67= Moderate 3.68-5.00= High
 ns = no significance, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

According to Table 2, there was no significant difference in teachers' involvement in decision-making grouped by age.

Table 3 ANOVA Results of Teachers' Involvement in Decision-Making Grouped by Teaching Service (N=201)

Variables	Service	Mean	SD	F	p
School Planning	1-10 years	2.92	.61	1.743	ns
	11-20 years	3.17	.53		
	21-30 years	3.06	.65		
	31 years and above	3.07	.48		
Curriculum and Instruction	1-10 years	3.46	.68	.302	ns
	11-20 years	3.42	.72		
	21-30 years	3.50	.84		
	31 years and above	3.55	.67		
School Policies, Rules and Regulations	1-10 years	2.87	.68	.415	ns
	11-20 years	2.98	.67		
	21-30 years	3.04	.83		
	31 years and above	2.96	.74		
School Budget and Income Generation	1-10 years	2.31	1.06	1.465	ns
	11-20 years	2.51	.96		
	21-30 years	2.34	.94		
	31 years and above	2.10	.92		
Students' Affairs and School Discipline	1-10 years	3.15	.78	1.577	ns
	11-20 years	3.17	.72		
	21-30 years	3.30	.87		
	31 years and above	3.47	.75		
School Building	1-10 years	2.28	1.11	.572	ns
	11-20 years	2.49	1.10		
	21-30 years	2.45	1.01		
	31 years and above	2.28	.92		
Teachers' Involvement in Decision-Making	1-10 years	2.83	.64	.420	ns
	11-20 years	2.96	.54		
	21-30 years	2.95	.71		
	31 years and above	2.90	.59		

Scoring Directions: 1.00-2.33= Low 2.34-3.67= Moderate 3.68-5.00= High ns = no significance
 * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

According to Table 3, there was no significant difference in teachers' involvement in decision-making grouped by teaching service.

Table 4 ANOVA Results of Teachers' Involvement in Decision-Making Grouped by Their Position (N=201)

Variables	Position	Mean	SD	F	p
School Planning	PT	2.86	.69	1.931	ns
	JT	3.05	.56		
	ST	3.16	.57		
Curriculum and Instruction	PT	3.45	1.15	0.34	ns
	JT	3.46	.72		
	ST	3.49	.65		
School Policies, Rules and Regulations	PT	2.64	.76	1.817	ns
	JT	2.97	.76		
	ST	3.03	.65		
	JT	2.34	.96		
School Budget and Income Generation	PT	2.22	1.14	.175	ns
	JT	2.34	.96		
	ST	2.39	.98		
Students' Affairs and School Discipline	PT	2.69	.86	4.686	0.10*
	JT	3.26	.81		
	ST	3.36	.67		
School Building	PT	2.20	1.30	.278	ns
	JT	2.40	.99		
	ST	2.42	1.08		
Teachers' Involvement in Decision-Making	PT	2.68	.59	1.450	ns
	JT	2.91	.62		
	ST	2.97	.61		

Scoring Directions: 1.00-2.33= Low 2.34-3.67= Moderate 3.68-5.00= High

Note: PT=Primary Teachers JT= Junior Teachers ST=Senior Teachers

ns = no significance, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

In Table 4, out of six areas of teachers' involvement in decision-making, there was significant differences in "Students' Affairs and School Discipline", $F(2,198) = 4.686$, $p < 0.05$ among three groups of teachers. However, there were no statistically significant in other areas. In overall results, there was no significant difference for teachers' involvement in decision-making grouped by their position.

Table 5 Tukey HSD Results of Teachers' Involvement in Decision-Making Grouped by Their Position (N=201)

Dependent Variables	(I) Position	(J) Position	Mean Differences (I-J)	p
Students' Affairs and School Discipline	PT	JT	-.56406*	.022*
		ST	-.66723*	.007**

ns = no significance, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Note: PT= Primary Teachers JT= Junior Teachers ST= Senior Teachers

In Table 5, the result of Tukey HSD indicated that the group of primary teachers was significantly different from the group of junior teachers and the group of senior teachers in students' affairs and school discipline.

Table 6 ANOVA Results of Teachers' Involvement in Decision-Making grouped by Their Academic Qualification (N=201)

Variables	Qualification	Mean	SD	F	p
School Planning	BA, BSc	3.04	.59	.797	ns
	MA, MSc	2.86	.17		
	BEd, MEd	3.13	.57		
Curriculum and Instruction	BA, BSc	3.46	.78	.131	ns
	MA, MSc	3.36	.69		
	BEd, MEd	3.50	.63		
School Policies, Rules and Regulations	BA, BSc	2.91	.76	1.052	ns
	MA, MSc	2.94	.68		
	BEd, MEd	3.07	.64		
School Budget and Income Generation	BA, BSc	2.33	.99	1.065	ns
	MA, MSc	1.71	.48		
	BEd, MEd	2.42	.97		
Students' Affairs and School Discipline	BA, BSc	3.17	.84	2.031	ns
	MA, MSc	3.20	.40		
	BEd, MEd	3.40	.67		
School Building	BA, BSc	2.40	1.04	1.501	ns
	MA, MSc	1.50	.58		
	BEd, MEd	2.42	1.06		
Teachers' Involvement in Decision-Making	BA, BSc	2.89	.63	1.221	ns
	MA, MSc	2.60	.20		
	BEd, MEd	2.99	.60		

Scoring Directions: 1.00-2.33= Low 2.34-3.67= Moderate 3.68-5.00= High ns = no significance, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

According to Table 6, there was no significant difference in teachers' involvement in decision-making grouped by their academic qualification.

Table 7 Mean Values and Standard Deviations Showing the Level of Teachers' Satisfaction on Their Involvement in Decision-Making at Schools (N=201)

Variables	Means	SD	Remark
School Planning	3.74	.66	High
Curriculum and Instruction	3.79	.67	High
School Policies, Rules and Regulations	3.69	.65	High
School Budget and Income Generation	3.80	.64	High
Students' Affairs and School Discipline	3.58	.74	Moderate
School Building	3.63	.74	Moderate
Teachers' Involvement in Decision-making	3.71	.62	High

Scoring Directions: 1.00-2.33=Low 2.34-3.67=Moderate 3.68-5.00=High

According to Table 7, the level of teachers' satisfaction on their involvement in decision-making at schools was high level.

Table 8 Comparison between the Teachers' Involvement and Their Satisfaction on Decision-Making (N=201)

Areas of Decision-Making	No. of Items	Involvement	Satisfaction	<i>t</i>	<i>df</i>	<i>p</i>
		Mean (SD)	Mean (SD)			
School Planning	9	3.07 (0.58)	3.74 (0.66)	-11.793	200	ns
Curriculum and Instruction	9	3.47 (0.73)	3.80 (0.67)	-6.540	200	0.000***
School Policies, Rules and regulations	9	2.97 (0.73)	3.40 (0.65)	-12.384	200	0.000***
School Budget and Income Generation	6	2.35 (0.97)	3.59 (0.74)	-14.584	200	ns
Student Affairs and School Discipline	5	3.25 (0.78)	3.80 (0.64)	-10.033	200	0.000***
School Building	5	2.39 (1.04)	3.62 (0.74)	-13.690	200	ns
Teachers' Involvement in Decision-Making	39	2.99 (0.61)	3.71 (0.62)	-14.284	200	0.006**

ns = no significance, ** $p < 0.01$, *** $p < 0.001$

As shown in Table 8, based on the paired sample *t*-test analysis, it was found that the mean values of the level of satisfaction were higher than the level of teachers' involvement in decision-making ($t(200) = -14.284$, $p = 0.006^{**}$).

Qualitative Findings

In addition to the quantitative results, the results of the qualitative findings were presented. In this, open-ended and interview questions were used. The results of open-ended questions were as follows.

In what areas of the school can teachers involve for decision-making? For this, are you willing to participate? According to teachers' responses, 37% of teachers ($n=64$) stated that they involved in maintaining school discipline; and in teaching and assessing of students learning. 27% of teachers ($n=54$) stated that they could involve in the role of school development. 31% of teachers ($n=62$) discussed that they involved only in relating to classroom activities and teaching. 3% of teachers ($n=7$) stated that they made discussion with parents for students. 2% of teachers ($n=2$) answered that they made decision concerning for the school library and the school health. All the teachers answered that they were willing to participate in decision-making because they had the responsibilities in designing the school to be the role model.

What kind of conditions are created for teachers' involvement in decision-making in school-related issues? For this, 38% of teachers ($n=77$) stated that principals made the respective groups for making decision such as the board of study, the school council and the subject group, etc. 32% of teachers ($n=65$) answered that they had conditions for decision-making with a chance of providing meetings in monthly, weekly and as necessary. 21% of teachers ($n=43$) stated that they were given the responsibilities by individual. They can involve in given conditions because of the improvement of their students and schools.

Are they satisfied with their involvement in decision-making at school? Why? They all answered that they were satisfied in their involvement in decision-making. They could express their opinions about school freely.

The results of the teachers' interview findings for involvement in decision-making were presented. According to interview results, in school planning, 100% of teachers could involve in all school activities that were assigned by the principal. They were sometimes assigned with the duties for individual planning.

For curriculum and instruction, 80% of teachers said that they taught all lessons to be finished according to the already assigned timetable. They have decision about the using of teaching aids for their lessons. 20% of teachers said that the teachers did the decisions about the instruction according to the assigned curriculum from the guidance of subject deans.

66% of the teachers said that their school policies, rules and regulations are assigned with all the teachers' and stakeholders' agreement to be effective school. 17% of teachers had nothing chance to decide relating to the school policies but they had only to make decision concerning with their classrooms. Besides, 17% of teachers discussed occasionally to offer decision related to school with all the stakeholders about school policies, rules and regulations.

Concerning school budget, 100% of teachers said that they had no opportunities dealing with school budget. 50% of teachers answered that they made decisions about the students' uniform, hair style and their attendance. Next 50% of teachers said that as a class teacher, they called the parents to discuss about the students' absence. 83% of teachers answered that there was no chance for teachers to involve in relating to school buildings.

Conclusion

Conclusion and Discussion

In studying the extent of teachers' involvement in decision-making at Basic Education High Schools in Shwepyithar Township, the level of teachers' involvement was moderate. There was no significant difference on teachers' involvement in decision-making according to the age, teaching service, position and academic qualification. There was a significant difference in the area of student affairs and school discipline of teachers' involvement in decision-making between primary teachers and junior and teachers grouped by position. The level of teachers' satisfaction on involvement in decision-making was high. There were significant differences between the teachers' involvement in decision-making and their satisfaction on decision-making.

Teachers participation in decision-making has become a dominant theme in current educational reforms (Conley, 1991 & Johnson, 1990). Gregory and Ricky (1998) pointed out that employees' (teachers') involvement in school decision-making brings about increased teacher satisfaction, reduced group conflict and satisfied high order needs. Findings indicated that teachers' involvement in decision-making on school planning was moderate. According to the result of interview indicated that most of the teachers had little chance to involve in decision-making on school planning. In schools, teachers could perform the duties that were assigned by the principal. Therefore, the principal should establish the plan for the teachers to decide in order to get the best planning for the school.

The finding in this study indicated the level of teachers' involvement in decision-making on curriculum and instruction was moderate. The teachers could mostly make decision on deciding the form of lesson plan. According to qualitative findings, teachers answered that they could make decision on their teaching and they followed the assigned monthly curriculum. According to Agebure (2013), the teachers involved in curriculum and instructional decisions by planning their lessons alone and deciding the teaching and learning support materials to be used for such lessons. Therefore, it is necessary to give the chance for teachers to decide about their instruction.

From the quantitative finding obtained in this study, it was found that teachers dominate in decision-making in the school policies, rules and regulations at moderate. According to qualitative findings, teachers could slightly involve in those areas because the principal and the representative persons set the rules and policies for school. Thus, teachers should have the opportunities to involve in deciding school policies, rules and regulations.

In this study, the level of teachers' involvement in decision-making on school budget and income generation was at moderate level. According to interview result, teachers did not involve concerning school budget and income generation but there was the group that decided the budget. The teachers said that there were no ways to get the income generation for school.

As the result of quantitative findings, the teachers could make the decision concerning students' affairs and school discipline at moderate. As the result of interview, teachers make the decision related to students' attendance, exam results and discipline. Therefore, teachers are important to make the decision concerning students' affair and school discipline and teachers should be provided the opportunities to be able to make decision.

From quantitative findings, the teachers' involvement in decision-making concerning school buildings was moderate. As the results of interview, teachers could not involve in decision-making concerning school buildings and they could maintain the school buildings by assigning the methods to follow. So, teachers should be given the opportunities to involve in decision-making on school buildings.

In addition, findings of this study also highlighted that there was significant difference on teachers' involvement in decision-making across their position. Therefore, it would be important to involve teachers in making the decision. Also, teachers' satisfaction on involvement in decision-making was at high level. Therefore, teachers should be created the opportunities for involvement.

Recommendations

The following recommendations are based on the analyses of the research findings

- School principals ought to provide proper orientation on the rights, duties and responsibilities of individual teachers in each areas of school decision-making.
- Since teachers' involvement in decision-making depends on school leaders' ability, school leaders should focus on shared leadership when they conduct school decision-making.
- Principals should establish a collaborative relationship among teachers in which they can share their ideas and learn from each other about their professions.
- To get the best decision, principals should assign the responsible duties to the right person.
- Teachers should be given the equal opportunities to involve in the dimensions of school planning; curriculum and instruction; school policies, rules and regulations; school budget and income generation; students' affairs and school discipline; and school buildings, especially in the planning of school budget and instruction of new buildings.
- Since the teachers are the sole person in making the school discipline, it is necessary to promote the teachers' roles in determining students' rights and welfare.
- Teachers should be given the equal opportunities for making a decision in budget allocation.

Need for Further Research

This study focused on the teachers' perception of teachers' involvement in decision-making at Basic Education High School in Shwepyithar Township. A study may be conducted to examine the principals' perception of teachers' involvement in decision-making. This study was conducted in Basic Education High Schools. Moreover, the same study may be conducted in Basic Education Primary schools and Basic Education Middle Schools. This study focused only in Shwepyithar Township, Yangon Region. It would be helpful if further study to be conducted in other Townships of Yangon Region or other states or regions.

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