

Abstract

Teachers' beliefs about the role of participation in school decision-making in professional development and their relation to their willingness to participate

The study aimed at understanding teachers' beliefs about the role of participation in school decision-making in their professional development, in government schools supervised by the Palestinian Ministry of Education in the districts of Ramallah and Al-Bireh, Nablus, North Hebron, and Gaza city. The study aimed also at finding out if there are differences in teachers' beliefs which are attributed to sex, experience, geographical area, and educational qualifications. In addition, the study aimed at understanding whether a relationship exists between teachers' beliefs about participation in school decision-making and their willingness to participate. For this purpose, the study has tried to answer the following questions:

1. What beliefs do teachers have about the role of participation in school decision-making in their professional development?
2. Are there differences in teachers' beliefs about the role of participation in school decision-making, in professional development, attributed to the type of belief about participation, sex, years of educational experience, geographical area, and educational qualifications?
3. Is there any relation between teachers' beliefs about the role of participation in school decision-making, in professional development and their willingness to participate in those decisions?

A cluster random sample was selected consisting of 580 teachers who work at schools in four geographical areas. A total of 58 schools were selected according to district as follows: Ramallah and Al-Bireh 14 schools, Nablus 14 schools, North Hebron 16 schools, and Gaza 14 schools. These schools included 26 schools for girls and 32 schools for boys. Ten teachers were selected from each school.

Six hypotheses were derived from the above mentioned questions, and two instruments were designed to test them. The first instrument measured teachers' beliefs about the role of participation in educational and administrative school decision-making in professional development, and the second instrument measured teachers' willingness to participate in school decisions indicated in the first instrument. Additional data were also collected to explain the results. Eight judges specialized in education examined the content and the construct validity of the two instruments.

For internal consistency, Cronbach alpha was used. It ranged between .73 and .87 for each type of teachers' beliefs about participation in school decision-making, and .94 for the instrument as a whole. Cronbach was .96 for the instrument of teachers' willingness to participate in school decision-making.

To test the first hypothesis, Manova Repeated Measures was used. The results showed that there were four statistically significant mean differences in teachers' beliefs: **Between Defining Educational Policy Increases Teacher's Professionalism**, and each of **Developing Relations and Activities Contributes to Teachers' Development as Individuals Groups**, and **Administrative Tasks Increase the Effectiveness of**

Teachers in the School as a Whole; between Developing Relations and Activities Contribute to Teacher Development as Individuals and Groups, and each of Administrative Tasks Increase the Effectiveness of Teachers in the School as a Whole and Organizing Work Fairly Increases Teachers' Commitment as Individuals. No statistical mean differences appeared between the following teachers' beliefs: **Between Defining Education Policy Increases Teacher's Professionalism and Organizing Work Fairly Increases Teachers' Commitment as Individuals and Groups,** and between **Administrative Tasks Increase the Effectiveness of Teachers in the School as a Whole and Organizing Work Fairly Increases Teachers' Commitment as Individuals.**

For the second hypothesis, the t-test was used. The results show that there were statistical mean differences between the beliefs of male and female teachers with respect to the types of beliefs **Developing Relations and Activities Contribute to Teachers' Development as Individuals and Groups and Administrative Tasks Increase the Effectiveness of Teachers in the School as a Whole** where means were higher for males than for females. Results showed also that there were no statistical mean differences between the beliefs of male and female teachers with respect to **Defining Educational Policy Increases Teacher's Professionalism, and Organizing Work Fairly Increases Teachers' Commitment as Individuals and Groups.**

One-Way Anova was used to test hypotheses three to five. The results were as follows:

1. No statistical mean differences appeared between teachers' beliefs about participation in school decision-making attributed to years of teaching experience
2. There are statistical mean differences in teachers' beliefs related to **Organizing Work Fairly Increases Teachers' Commitment as Individuals and Groups** between the Ramallah and Al-Bireh districts and Hebron, with the latter showing a higher mean. No statistical mean differences appeared between the other geographical areas. Also no statistical mean differences among geographical areas appeared in the following teachers' beliefs: **Defining Educational Policy Increases Teacher's Professionalism, Developing Relations and Activities Contribute to Teachers' Development as Individuals and Groups, and Administrative Tasks Increase the Effectiveness of Teachers in the School as a Whole.**
3. There are statistical mean differences in teachers' beliefs concerned with **Defining Educational Policy Increases Teacher's Professionalism**; the mean for Teachers having a BA degree with a Teaching Diploma was higher than for teachers having a BA degree on this type of belief. No mean differences appeared with respect to other qualifications. No mean differences between educational qualifications appeared also in the following teachers' beliefs: **Developing Relations and Activities Contribute to Teachers' Development as Individuals and Groups, Administrative Tasks Increase the Effectiveness of Teachers in the School as a Whole, and Organizing Work Fairly Increases Teachers' Commitment as Individuals and Groups.**

With respect to hypothesis six, Pearson's correlation was statistically significant, at $p < .001$, between teachers' beliefs about participation in school decision-making and teachers' willingness to participate in these decisions on all types of teachers' beliefs. This indicates that the more teachers believe that participation in school decision-

making contributes to their professional development, the more they are willing to participate in those decisions.

الفصل الأول

مقدمة الدراسة

والمصادر