

## ABSTRACT

### ACTUAL AND EXPECTED PARTICIPATION IN DECISION - MAKING IN RAMALLAH AND AL-BIREH GOVERNMENT SCHOOLS AND ITS IMPACT ON COMMITMENT

by

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This research aims to investigate the actual condition of decision-making in governmental schools in Ramallah and Al-Bireh Governate, and to identify the discrepancies between actual and expected participation in this process from the teachers' perspectives. In addition, it attempts to investigate the relation between teachers' participation in decision-making and their commitment to those schools. To this end, the study draws on the theoretical framework of Bacharach's work (Bacharach et al, 1990).

A random cluster and stratified sample of 25 male schools and 20 female schools has been chosen (none of the technical or mixed schools is involved in this sample). Another random sample of 540 (300 male and 240

female) teachers from those schools (12 per school) has been selected for the purpose of this study.

Seven hypothesis have been proposed according to the questions posited by the study problem in light of which the study will logically yield the related results.

To attest the validity of these hypothesis, an initial instrument for identifying the range of fields in which decision-making takes place has been developed. Then, the instrument has been evaluated by nine specialists in education to assess its validity as a measure of the required content. An initial pre-test has been conducted on a small sample of 20 male and female teachers in the respective schools in order to examine the clarity and suitability of the instrument to the concerned state of affair. These processes and the factor analysis have provided the validity for the instrument. Similarly, the factor analysis has identified 10 factors of participation in decision-making. These factors (fields of decision - making) are : general planning , student development, planning teaching, administrative applications, library use, school committees, student assessment, curriculum, homework assignments, and class committees. To determine the reliability of the instrument, Cronbach Alpha for each field has been computed, and this has ranged from 0.70 to 0.94, and for commitment it amounted to 0.79.

Two-way analysis of variance has been used to test the first, second, and third hypothesis. The following results have been reached : There are statistically significant differences at the 0.5 level in teachers' commitment

between the actual levels of participation (high vs. low) in decision-making ; however, there are no statistically significant differences at the 0.5 level in teachers' commitment between male and female schools. Likewise, there are no statistically significant differences in teachers' commitment which can be attributed to the interaction of the levels of actual participation in decision-making and the sex of schools.

Two-way analysis of variance has also been used to test the fourth and fifth hypothesis. The following results have been reached : There are statistically significant differences at the 0.05 level in teachers commitment between the levels of participation discrepancies (between actual and expected participation) in decision-making ; however, there are no statistically significant differences at the 0.05 between male and female schools. Likewise, there are no statistically significant differences in teachers' commitment which can be attributed to the interaction of the levels of participation discrepancies and the sex of schools.

As for the sixth hypothesis, Pearson-product correlation has been used. The following results have been achieved : There are statistically significant differences at the 0.5 level between all fields of participation and teachers' commitment. This indicates that the higher teachers' participation in decision-making , the higher their commitment, and vice versa.

To test the seventh hypothesis, Pearson-product correlation has been applied also. The following results have been achieved: There is a statistically-low negative correlation at the 0.1 level between teachers'

commitment and the discrepancies between actual and expected participation in decision-making in all fields, except in those fields related to curriculum and homework assignments.