The Degree of Shared Decision Making Practice Towards The Principals of Schools in Irbid City Schools From The Teachers Perspecives

Mahmoud Hassan Ajl0uni
Al-Balqa Applied University
Irbid University Colledge
E-mail:dr_mahmoud_ajloni@yahoo.com

Bassam Mahmoud Bany Yasseen
Al-Balqa Applied University
Irbid University Colledge
E-mail:bassam_b_y@yahoo.com

Abstract

The study aimed to recognize the degree e of the principals practice of shared decision-making from the teacher perspective. The researchers used the descriptive method of survey. An instrument was constructed with (45) items distributed into four domains. The population of the study consisted of (2045) teachers. The sample consisted (356) teachers, selected randomly in Irbid city schools in Jordan. The results indicated that the degree of the principals practice shared decision-making came high estimation with (3.94). It is indicated that there are statistically significant differences (a=0.05) in the sample individuals estimation for the degree of principals practice of shared decision-making in the variable of educational stage for the favor of middle stage. It is indicated that there are no statistically significant differences (a=0.05) for the variable scientific qualification and in the sample of individual responses.

Keywords: Shared Decision-making; Principal; Practice

Introduction

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 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 (Ayasrah & Alawdaeh, 2006, 13).

The educational leadership takes a pivotal role in an education system. Generally, the various educational systems work on capacity building, and strengthening their capabilities toward accomplishing the intended goals and objectives, which is unexpected without high level of coordination among the different elements of the educational system. In this context, there is a need for coordination, direction and monitoring efforts of the personnel and on the other hand harness such efforts toward improving productivity and planning organizational success. The educational leaders like principals, teachers, technicians and administrators cooperate together and coordinate their efforts toward achieving the educational goals.

The educational leadership is defined the similarly as leadership which is the outcome of interaction of various elements in the leadership situation involving its three components: characteristics of the leader, and leadership features; attitudes, skills and experiences of the group, and finally the nature of the task (Tashtosh, 2009, 24).

Significance of leadership:

Leadership is important because it focuses on human being and orientation of its behavior towards achieving specific goals. Generally, the individual behavior is difficult to predict, so the participatory practices are important to motivate individual participation and take responsibility on the decision made. shared decision-making approach enhances the participatory practices and assist in accomplishing goals set by the school administration. This study attempts to investigate the practice degree of shared decision-making by school principals within Irbid city school and the application of shared decision-making in the school administrative practices . Participants were (167) principals leading (167) school buildings located within Irbid city schools.

The   researchers dealt with the subject of Shared Decision-Making through the following four areas:

Students behavior management:

Students should be involved in making decisions about their circumstances and activities within the classroom and beyond, and in the areas of planning, organizing, follow-up and evaluation. This leads them to take responsibility and gain many social skills such as meaningful dialogue, intolerance of opinion, and respect for opinion, and constructive participation.

Teachers' behavior management:

Teachers occupy great importance in school work, as the teacher is one of the most important pillars in achieving educational goals. The practice of the school principal is a good relationship with his teachers in satisfying their needs, especially the secondary interaction of the teacher with his environment, which includes the need for belonging, self-expression, self-expression, argument of appreciation, security and freedom, social status and the morale of the school. All this leads to the achievement of team spirit within the educational institution.

Psychological and Social Management:

The Psychological Climate People feel important in and out of school when they feel that the school is a safe and safe environment for learning and education, especially if it enjoys a good reputation among all its teachers, administrators, students, parents and the community around them.
The school administration has a great influence in the preparation of the school climate. If the head of the school is good at providing the appropriate educational climate, this helps to develop the students' abilities and personalities and to activate their talents to develop them, which makes them independent and encourages them to invest in them. Benefit and development

Management of school rules and instructions:

The school principal is responsible for implementing the regulations and instructions within the school, which explains the type and nature of the work of the school principal, and it contributes to the flexibility in dealing with many variables, and facilitate the work and completion efficiently and mastery to achieve the educational goals(Adas,1996).

Prior Studies:

The purpose of this study by Garcia (2017) is to present a case study of distributed leadership practices and the performances of the principal of a public school in Madrid. A qualitative cut methodology was used with a descriptive and interpretative approach. The structured interview in depth was an instrument of data collection. The main objective is to describe, through a case study; how are the practices of distributed leadership and actions of principal of a public school exercised? The results found are very broud.The dimensions of distributed leadership are four; Distributed leadership practices, shared decisions, mission and vision, and professional development.

Hariri, Monypeny,Prideaux(2016)studied the relationship between teacher-perceived principal leadership styles, teacher-perceived principal decision-making styles and teacher-perceived job satisfaction in school Lampung Province, Indonesia were examined. Data were collected by questionnaires from 475 teachers. Findings suggest that five variables can significantly (p<0.001) predict teacher job satisfaction. Transformational leadership style and rational decision-making style are the best predictors and are likely to contribute to increased teacher job satisfaction.

The aim of a study by Alanezi (2016)to find out the relationship between shared leadership and administrative creativity in Kuwaiti schools. The sample of the study was of 636 male and female teachers were selected randomly. A questionnaire was used. It was found that shared leadership and administrative creativity were at high levels.

The purpose of a study by Dawn (2014)was to identify communication strategies' consistently used by principals with the faculty at high performing Title 1 elementary schools in Verginia.Data collection through individual interviews with eight elementary public school principals. The finding of data analysis revealed, principals of these eight schools performing schools identified communication as a key component for their school's success.

Machin (2014) in his qualitative study interviewed 15 principals working in for profit international schools in Asia. He found that although the principals recognize and acknowledge the business aspect of their roles and duties, they define themselves as educators first and foremost. This study revealed that principals upheld their professional commitment to their students and staff.

Shuqir (2011) sought to identify the practice degree of participatory leadership approach by public school principals and relationship with job satisfaction within West Bank North Governorates in Palestine as perceived by teachers. Population consisted of public school teachers (n=12604) within West Bank North Governorates. A stratum sample consisted of 604 teachers was randomly selected. Results revealed a high practice level of participatory leadership by public school principals. In

addition, there was a high level of self-perceived job satisfaction among teachers. Further, the study found no statistically significant differences at ($\alpha=0.05$) among mean estimates of teachers regarding practice degree of participatory leadership by public school principals and satisfaction level attributed to gender on all instrument domains excluding the academic performance in favor of female teachers.

Farouq (2009) was conducted for purpose of identifying educational leadership styles prevailing primary school principals within Sert District in Libya from perspective of teachers. A sample of (400) male and female teachers was randomly selected. Findings revealed that the democratic style was the most frequently practiced by Primary School Principals within Sert District from viewpoint of teachers, followed by the dictatorship and finally the *laissez-faire* leadership style. Results did not show statistically significant differences at ($\alpha=0.05$) in the leadership styles prevailing primary school principals within Sert District attributed to gender, academic qualification, and practical experience.

Chi Keung (2008) investigated the domains that would assist school principals engage teachers in the decision-making process. The study was conducted in Hong Kong, China on (335) teachers in 20 secondary schools. Results showed that teachers preferred engagement in domains related to the educational model, curricula, and administration, and that teacher engagement in decision making had positive effects on job satisfaction, commitment and realization of workload.

Sims (2005) conducted a study to identify the effect of leadership practices of school principals under the school climate on student achievement at the elementary school in Tennessee. The sample consisted of (213) teachers in (13) elementary schools. The researcher used Principal's Leadership Practices Scale, and School Climate Questionnaire. Results revealed a high positive correlation between the transformative leadership practices and the school climate, while there no such correlation between the transformative leadership practices and student achievement.

Blouchi (2002) reviewed literature to identify the nature of participation in the educational decision making process, and identify difficulties preventing active participation in the educational decision-making process in order to recommend suggestion to activate such participation. Using the analytical descriptive approach, the researcher applied the study on a randomly selected sample (n=372) of secondary principals and teachers in Sultanate of Oman. Results found that the educational decision-making practices were practiced at a high degree, and the methods used were effective in activating participation and allow teacher express their opinions.

Hawkins (2002) investigated the relationship between school principal's leadership style as perceived by teachers and secondary school climate in New Jersey, USA. The sample consisted of (133) teachers in nine schools selected using the randomization method. The study followed the analytical descriptive approach. Results found that

the leadership behavior of school principals was significantly influence general climate in school, where the more supportive the leadership style, and less directive the more opened the school climate will be, and that the transformative leadership style is more effective in opened school climate.

Mossoro & Augusts (2000) targeted testing the relationship between leadership style of school principals and teacher's realization of the leadership style of their school principals, and also measuring the effect of that on the organizational climate prevailing the school. The study employed the analytical descriptive approach and used Hersey Blanchard model of leadership styles to identify the leadership styles adopted by school principal to meet needs of both teachers and the community. The sample consisted of (330) teachers   randomly selected from (20) schools within Manchester, UK. Results revealed an effect of school principals on the organizational climate in school and both principals and teachers should work cooperatively to improve their communication.

Linghtner (1994) investigated beliefs held by public higher school principals in Wisconsin, USA in light of participatory decision-making and identify the impact of demographic variables such as (age, school code, gender, principal's service years and achievement). The sample consisted of (82) male and female school principals at public higher schools in Wisconsin. Findings revealed ambition among teacher to participate in decision-making, and that principals of public high schools believe that a participatory decision-making encourages better relations between school principals and teachers, and improves morality among teachers.

Statement of the Problem & Questions:

The problem addressed by the current study is represent by it's sought to identify the practice degree of shared decision-making principle by school principals within Irbid City School. In particular, the study sought to answer the following questions:-

1- What is the practice degree of shared decision-making principle by school principals within Irbid City   as perceived by the teachers?

2- Are there statistically significant differences at (α=0.05) in the participant's estimates of the practice degree of shared decision-making principle by school principals within Irbid City Schools as perceived by the teachers attributed to such variables as (school level, qualification, qualification type, and years of service)?

Scope of the Study and Limitations:

This study is limited to public school teachers (n=356) within Irbid City Schools teaching the three school stages during the first semester if the academic year 2017/2018. Results from the current study will be limited by the psychometric characteristics of study instrument in terms of reliability and validity tests.

Significance of the Study:
   This study addresses a significant topic that helps cast light on the shared decision-making principals that puts the stage for democratic practice in schools, enhances performance of educators, and improves cooperative work inside schools. Shared decision-making has a significant role in education reform and development, specifically:-
1. Promoting shared decision-making in schools enhances democratic practices in schools within Irbid city Schools in Jordan, and results from the present study will help revealing strengths and weaknesses in such practices.
2. Results from the current study would assist school principals get insights about their practices from the shared decision-making principle perspective.
3. Results from this study would contribute to the knowledge body regarding group work and democratic practices in schools.
4. The education leaders in the Ministry of Education, School Districts principals and other shared decision makers will find results from this study helpful in developing performance of school principals by motivating them to adopt the democratic practices emanating 0f shared decision-making.

Methodology of the study
   The researchers used the descriptive approach to identify the degree of practice of school principals of shared decision-making in Irbid city school.

Population of the Study:
   Population of the study is composed of all teachers affiliated to the Department of Education in Irbid city school for the academic year 2017/2018 (2045) distributed as in the following table.

No	educational level	No of teachers
1	Mandatory stage	1235
2	High school	810
3	Total	2045

Study Sample:
   The study sample consisted of (356) teachers from Irbid city schools, who were randomly selected

Tool of the Study:
   The study tool was built after reference to the theoretical literature and previous studies related to the subject of the study. The tool was formed in the initial form of

(50) five-step gradient according to the scale of Likert, and was presented to the arbitrators and make the required adjustments, as it became composed of (45) items. Distributed over the following areas: Behavioral management of teachers (14)items, the behavior of students (15)items, the psychological and social climate (5)items, and the management of school rules and instructions (11) items.

Validation of Tool:

The authenticity of the tool was confirmed by presenting it to the group of arbitrators with expertise and experience. The courts have been taken and the items Validation Tool: The tool has been verified by the view have been amended to become in the current form of (45) items.

Stability of the tool:

The stability of the tool was confirmed by applying it to a random sample consisting of (30) teachers from the study community and from outside the original sample using the stability coefficient in the internal consistency method of Kronbach Alpha

Statistical Processing:

The following statistical methods were used in data processing: arithmetical averages, standard deviations, mono-variance analysis (ONE WAY ANOVA), T test, and, and dimensional comparisons in a holistic manner.

Results & Discussion

This study demonstrates and discusses results from the study that sought to identify the practice degree of shared decision-making by school principals at Irbid city Schools. The analysis of the data by question revealed results that will be discussed below.

Results related to first question:

To what degree do school principals at Irbid city Schools in Jordan practice shared decision-making from perspective of peers?
To answer this questions means and standard deviations were computed for each item and domain, as shown in table (4)

Table (4) Means and standard deviations of shared decision-making domains in descending order by mean score

No.	Domain	*M*	*SD*	Degree
1	Teacher behavioral management	3.96	.69	High
2	Student behavior management	3.95	.62	High
3	School code of conduct and disciplinary	3.92	.69	High
4	Socio-psychological climate at school	3.88	.76	High
	Overall	3.94	.62	High

As shown by table (4) results indicate that respondents estimated the practice degree of shared decision-making by school principals within Bisha School District high (M=3.49, SD= 0.62). The domain "Teacher behavioral management" was placed top (M=3.96, SD=0.69), followed by domain "Student behavior management" (M=3.95, SD=0.62), then the domain "School code of conduct and disciplinary" (M=3.92, SD=0.69), and in the last rank was the domain "Socio-psychological climate at school" (M=3.88, SD=0.76). As can be seen, all practices had juxtaposed standard deviation values which are close to the general mean score indicating that responses were not widely dispersed.

This result can be accounted for by the observation that respondents believe Shared decision making practices represent an Islamic administrative approach in which participatory decision are made.

As noticed, the domain (Teacher behavioral management) was ranked first (M=3.69, SD=0.69). This result indicates that school principals give greater significance to the teacher's role as a drive of the teaching process, and because they have impact on student's attitudes, beliefs, and values they play a vital role in realization of school mission. Further, this result reveals that teachers view that the shared decision making practices by school principals within Irbid city School enhance their satisfaction and job commitment which in general conforms with the goals of Jordan educational system.

In the last rank was placed the domain Socio-psychological climate at school" (M=3.88, SD=0.76) which had high estimation degree. This result can be explained by the observation that school principals realize that a supportive and positive climate is the first step towards an effective school administration. The supportive climate is one that keeps communication channels open, gratifies needs of employees in the school, and creates an open system, in general. In addition, school principals realize that the availability of a positive social and psychological climate in schools influences staff attitudes towards the school principal and towards the school building, thereby enhancing their tendency to cooperate with the school principal.

Furthermore, the positive climate would make employees more responsive to challenges encountering the educational process.

Means and standard deviations were computed for each of the study domains. Following is a discussion of the results related to question one by their respective domains:

First Domain: Student Behavior Management:

Means and standard deviations were computed for all items within this domain as shown by table (5).

Table (5) Means and standard deviations were computed for student behavior management domain in descending order by mean scores.

No.	Item	*M*	*SD*	Degree
13	The school principal encourages adaptation of fresh students with the school general climate	4.19	.84	High
2	The school principal considers socioeconomic, cultural and psychological difference among students	4.13	.87	High
1	The school principal build positive relations with students	4.12	.90	High
3	The school principal presents a role model that complies with code of behaviors for students to imitate	4.11	.85	High
9	The school principal cooperates with teachers to learn students the acceptable behavior	4.05	.88	High
12	The school principal cooperates with teachers to motivate and encourage the acceptable behavior	.03	.93	High
5	The school principal attempts to raise awareness of students regarding their role, duties and rights.	3.93	.92	High
15	The school principal realizes and meets needs and demands, and developmental characteristics of students	3.93	89	High
14	The school principal assign some tasks and responsibilities to students that	3.92	.86	High
11	The school principal has positive attitudes towards students behaviors	3.90	.90	High
10	The school principal enhances students when they behave acceptably to gratify their needs	3.89	.93	High

7	The school principal encourages students to express their opinions responsibly and trustfully	3.87	.93	High
8	The school principal applies clear judgmental criteria on student behaviors	3.80	.94	High
6	The school principal sets clear limitations for students to prevent transgression	3.78	.98	High
4	The school principal organizes open meetings with students to discuss issues of public concern	3.54	1.08	Moderate

As shown by table (5), results indicate that respondent estimates regarding the practice degree of shared decision-making by school principals within Irbid city school was high for all items within student behavior domain, excluding one item "The school principal organizes open meetings with students to discuss issues of public concern" which had moderate estimate degree. This result indicates a positive relationship between principal and students, as well awareness by school regarding student problems and concerns. This result also reveals the interest by school principals to gratify student needs; application of clear criteria in dealing with the student behaviors; and indicate that school principals realize the importance of keep communicating with students and learn about their expectations; and support of school principals regarding students' acceptable behaviors in light of already defined code of conduct.

Item (4) was placed in the last rank "The school principal organizes open meetings with students to discuss issues of public concern" (M=-3.54, SD=1.08) with moderate estimation degree. This result is due to the fact that most school buildings lack multipurpose halls, theatres in addition to overload of daily lesson schedule and time limitations.

Recommendation

The results of the study revealed that the method of leadership is practiced in the four areas (the management of students' behavior, management of the psychological and social climate in the school, the management of school rules and instructions and the conduct of teachers) by school principals came at high level, therefore, the researchers calling the school administration of the to practice shared decision making because it is of great importance to the benefit of the members of the school community in the four fields and hence the researchers call the educational institutions to practice the principle of shared decision making to take appropriate educational decisions, and to focus on the development of educational leaders and interest in the development of their skills through educational sessions, even by helping them to form a clear vision of the importance of educational practices of the shared decision making because of its importance in the development of the educational process.

References:

Al-Babteen,Abdulrahman(2008) The extent to which secondary school principals practice the method of consultation in performing their duties. Unpublished Phd Theses ,King Saud University,Ryad,KSA.

Al-Balooshy,Aysha Saied(2002) Principle of participation in decision-making in secondary schools in the Sultanate of Oman. Unpublished Master Thesis, Sultan Qaboos University. Sultanate of Oman.

Adas,Mohammad Abdalraheem(1996). Effective teacher and effective teaching,Alfeker House,Amman Jordan.

Alanezi,Ahmad (2016). The Relationship between Shared Leadership and Administrative Creativity in Kuwaiti Schools. Management in Education,v30 n2 p50-56 Apr 2016.http://eric.ed,gov.

Ayasreh,Ali & Mohammad Al-odeh(2006). Leadership and motivation in the educational administration. Dar Al-Hamed, Amman, Jordan.

Chi Keung,C(2008). The Effect of Shared Decision Making on the Improvement in teachers Job, Development. Access data Retrieved.v23/2/2014.http;www.eric.ed.gov.

Dawn E. tyler,Ed.D (2014). Communication Behaviors of Principals at high Performing Title 1 Elemantary Schools in Vergenia: School Leaders, communication and Transformative Effort. Creighton Journal of Interdisciplinary Leadership.V2 n2 p2-16 november 2016.

Farouk Salem (2012). The patterns of educational leadership prevailing among principals of basic education schools in Sirte region from the point of view of teachers. Sabha University Journal,v11 n1,p 67-87.

Hariri,Hassan;Monypenny, Richard;Prideaux, Murray(2016) Teacher-Perceived Principal Leadership Styles,Decision Making Style and Job Satisfaction.School Leadership & Management, v36 n1 p41-62,2016. http://eric.ed,gov.

Hawkins,L(2002). Principals Leadership and organization Climate in International Schools. International Dissertation Abstract.

Lighter,M(1994). Participatory Decision Making in Wisconsin Public High School,Beliefs and Perceptions. International Dissertation Abstract

Machin,D (2014) Professional Educator or Professional manager ? The Contested Role of the For-Profit International School Principal. Journal of Research in international Education.V13(1)p1-11.

Massaro & Augusts(2000). Teacher Perception of School Climate and Principals Self Reported Leadership. The center for education, Winder University, One University place, Chester.

Garcia, Ingrid (2017). Educational Innovation from Distributed Leadership: Case Study Spanish Public School.Journal of Educational psychology-propositos y Representaciones,v5 n1 p241-273 Jan-jun 2017.

Shuqair, Ala Tawfeeq(2011). The degree of public school principals' practice of participatory leadership and its relation to job satisfaction in the northern West Bank governorate from the point of view of teachers. Unpublished Master Thesis.Alnjah university,West bank,Palistin.

Sims,C(2005). The Effect of Principals' Leadership Practices on School Climate and Student Achievement in Title 1 Elementary Schools. Unpublished Phd thesis, Union University.

Saleem,M.Sulyman(2010). The degree of use of high school principals in Jerash governorate for the method of human relations in the school administration from the point of view of their teachers. Damascus University Journal,v26 n3,p657-684.

Tashtoosh,Hayel (2009). Fundamentals of Leadership and Management, Dar Al Kindi, Irbid, Jordan.