

**PARTICIPATORY DECISION MAKING AND TEACHER COMMITMENT IN
SELECTED SECONDARY SCHOOLS IN MAKINDYE**

URBAN COUNCIL, KAMPALA DISTRICT.

BY

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DECLARATION

I **Nakitto Samalie** , declare that this is my original work and has never been presented in any other institution for any academic award.

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APPROVAL

This research entitled “participatory decision making and teacher commitment in Kampala district”: a case of Makindye Urban Council secondary schools has been conducted under the supervision and submitted for presentation with approval.

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DR OKELLO PETER

DEDICATION

This dissertation is dedicated to my family members and those who will utilize for improving the quality of decision making in the education institutions in Uganda and Africa as a whole.

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LIST OF ABBREVIATIONS

CVI	-	Content Validity Index
Dr	-	Doctor
Mr	-	Mister
Mrs	-	Mistress
Ms	-	Miss
NCDC	-	National Curriculum Development Centre
SAQs	-	Self Administered Questionnaires
SPSS	-	Statistical Package for Social Sciences
UNESCO	-	United Nations Educational, Scientific and Cultural Organization.

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ABSTRACT

The study investigated the relationship between Participatory Decision Making and Teacher Commitment in Secondary Schools in Makindye Urban Council, Kampala District. The study was guided by the research objectives which included; to investigate the relationship between collaborative decision making and teacher commitment, to examine the relationship between democratic decision making and teacher commitment and to find out the relationship between consensus decision making and teacher commitment in secondary schools. The study utilized a cross sectional survey design which was both descriptive and quantitative in nature. The study utilized both quantitative and qualitative approaches. The quantitative approach used self-administered questionnaires which were directed to secondary school teachers and qualitative approach used interview guides were directed to head teachers, directors of studies, heads of departments and deputies. The population included the teachers, head teachers, deputies, and heads of departments and directors of studies who were conveniently and purposively selected. The study found out that democratic decision making through meetings enhanced teacher commitment in secondary schools of Makindye Urban Council. From the study, it was found out that democratic decision making had a significant relationship on teacher commitment in secondary schools of Makindye Urban Council. This was proved by Pearson Correlation results, ($r = 0.0331$, $p = 0.001$) which indicated a significance in one of the findings. While collaborative and consensus decision making showed no significant relationship on teacher commitment which was proved by Pearson Correlation results($r = 0.101$, $p = 0.319$ and $r = 0.194$, $p = 0.053$). The study concluded that there was a significant relationship between democratic decision making and teacher commitment though no significant relationship between collaborative, consensus and teacher commitment in Makindye Urban Council Secondary Schools. The study recommended that head teachers should truly involve teachers in decision making at all levels and times. This could be done through involving teachers in all school committees at all levels like finance, disciplinary, security, academic, procurement and welfare. It can also be done through meetings at a group or individual levels.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter looks at the background to the study, statement of the problem, research objectives, research questions, scope of the study, significance of the study in respect to participatory decision making and how it influences teacher commitment at institutional level.

1.1 Background to the Study

Teachers complain about the decisions taken by their leaders as being cohesive, dictatorial and more so being individualistic, yet they are the implementers of these decisions. They claim that they should participate in decision making of the schools to encourage team spirit which facilitates school vision, mission and goals since Mambo, (2009) argues that “no learning organization can exist without commitment of its leadership”. It is therefore, the responsibility of the leader to encourage teacher’s participation in decision making by creating opportunities and establishing a culture for equal participation and shared vision.

1.1.1 Historical Perspective

Teacher commitment in the contexts of Uganda has differed over time. During colonial days teacher commitment was high. This was because teachers were highly paid, remunerated, accommodated as Ssekamwa and Lugumba, (1986) emphasize. The Lugumba and Ssekamwa emphasize that after independence many white teachers went back to Europe and the few

teachers who remained behind were poorly paid and this negatively affected their commitment. In 1970's teachers of Indian origin were chased out and this caused a shortage of teachers. However a few that remained could not effectively and efficiently teach because of the heavy loads left in schools.

Currently, teacher commitment in Uganda has remained low despite the improvement in remuneration and education reforms, (Kajubi, 1989). This leaves a gap that needs to be addressed in order to improve on the quality of teaching in the country.

Several researchers have had interest in teacher commitment in different contexts. Nansirumbi, (1997) and Ouma (2007), in their studies in Kampala and Tororo districts respectively discovered that teacher commitment was low because of low pay, poor housing, and poor feeding which made them lose morale to teach.

Carsco, Kasente and Odada, (1996) discovered that coaching, part time teaching, running small kiosk business rather than normal teaching took much of the teachers' time for professional duties therefore; insufficient time was left for teaching and performing school duties. However, Love, (1993) studied management of schools in England and found out that some head teachers handled their staff badly especially in the meetings where decisions of the teachers were not considered and highly undermined. She pointed out such a conduct made teachers lose morale to perform as expected and this eventually led to resignation of some teachers from the profession. This therefore calls for a participatory decision making approach to be adopted by head teachers in their schools so that the teachers who are the implementers of these policies develop commitment towards the success of their institutions at all times.

1.1.2 Conceptual Perspective

The concept of participatory decision making is indicated as an independent variable. Participatory decision making refers to the approach where stakeholders at all levels of organization share the vision, analyze problems, develop strategies, set future goals, and evaluate them and implement them, (Crandall and Parnell,1994). In this study, participative meant describing the basic issue, pointing out the basic alternative responses, identifying evidence supporting each alternative, identifying values reflected in each alternative, pointing out possible solutions and making a suitable choice out of the available alternatives.

Participatory decision making in schools refers to the teachers' participation in the critical decisions that directly affect their work, involving issues related to budgets, teacher selection, scheduling and curriculum. To be effective, teachers' participation should be genuine; teachers need to be confident that their decisions actually impact real outcomes, (Bogler and Somech, (2004). This will automatically increase teacher commitment in schools once teachers' decisions have positive outcomes.

Therefore, participatory decision making meant that individuals make a choice from alternatives before them and it is no longer attributed to one single person but collaboratively, democratically and consensually decisions are taken into consideration. Collaborative meant where a group of logically decentralized agents cooperate to achieve goals that are typically beyond the capabilities of individual agent, democratic meant where the leader does not take full responsibility over a policy but also involve subordinates decisions and consensus meant all subordinates and leaders coming together on the round table and agree amicably.

The concept of commitment has been defined by scholars. Bogler and Somech, (2004) citing Steers and Porters, (1979) defined commitment as the relative strength of individual's identification with and involvement in a particular organization. Somech, (2004) the concept of commitment had its accruing variables namely: preparation for teaching and learning process, involvement in co-curricular activities and assessment of students.

Teacher commitment refers to the willingness of the teachers to go beyond the expected levels of participation so as to achieve school based goals. This is partially achieved by involving them in critical school based decision making areas. Furthermore, literature on genuine participation reveals that direct participation in decision making is related to organizational(school) commitment and organizational commitment is positively related to more favourable outcomes such as effort in preparation for teaching and learning process, co-curricular activities and assessment of students, (Wallace: Bhatti *et al.* 2011). Their conclusion was a suggestion that management may increase the level of commitment in the organization (school) by increasing the contribution of the employees (teachers) within the organization(school) through interactions with employees(teachers) in staff meeting and increased discussion of topics related to teachers' issues. In this study teacher commitment was a dependent variable.

1.1.3 Theoretical Perspective

Smith rational decision making model is a problem solving model developed in 1992 by Smith, (1992) where he stipulates that for a decision to encourage commitment of employees (teachers) it must follow four steps which he stated as: formulating the decision, collecting information that reveals available alternatives, selecting criteria through alternatives and best choice is made.

Kingdon, (1995) and Sapru,(2013) in their recent study revealed similar findings. Marsh and Wills specify that educators who are teachers, head teachers and all individual groups have a voice in determining the course of actions to be followed in the schools other than one single handed person.

1.1.4 Contextual Perspective

In Kampala especially in Makindye Urban Council, there is high absenteeism, part time teaching and coaching among teachers in secondary schools and sometimes teachers are not involved in the decisions made in the schools. Through interviews, it was indicated that the rate of absenteeism left a lot to be desired. Most of teachers indicated that it was due to low level of involvement in decision making process. 84% Of the teachers in Makindye Urban Council Secondary Schools were dissatisfied with how heads who man the system treat them during decision making. These views were supported by Taylor, (1994) who says that the link between participation in decision making and teacher attendance is supported in both effective schools and restructuring research. Taylor, (1994) argues that higher teacher absenteeism occurred in schools where teachers were excluded from participation in decision making. Also a decline in absenteeism was recorded after teachers became actively involved in decision making.

If this is not catered for it can result into low commitment of teachers in Makindye Urban Coucil since non involvement of teachers in formulation of the revised curriculum can led to major challenges such absenteeism, resigning from the profession and less implementation, (Mumgunda, 2003).

1.2 Statement of the Problem

Performance in schools is a product of teacher commitment, efficiency and effectiveness. Okwir, (2006) looks at teacher as an operating core of the school and output are the students who graduate through teachers' commitment efforts. Unfortunately Education Reports from Makindye Urban Council have it that teachers' commitment is poor as evidenced in the fact that students are often left without enough research work, teachers' absenteeism is the order of the day as Sasagh, (2007) explains. Given this fact it is important to realize that there is still an urgent need for a research to be carried out in Secondary Schools of Makindye Urban Council. If this is not worked on, Makindye Urban Council is likely to lose capable and intelligent students who are likely to form the future human resource needed in the country. While could be many factors contributing to such poor teacher commitment, non involvement of teachers in decision making process by head teachers may have contributed to the deteriorating Teacher Commitment in Makindye Urban Council study. This is supported by Mumgunda, (2003) who believes that non involvement of teachers in formulation of the revised curriculum led to major challenges in implementation. Therefore teachers should be included in the decision making to avoid high absenteeism rates and related challenges as Taylor, (1994) justifies. Thus a need for the study.

1.3 Purpose of the Study

The purpose of the study is to investigate the relationship between Participatory Decision Making and Teacher Commitment in terms of teacher preparation for teaching and learning process, teacher involvement in co-curricular activities and assessment of students in Makindye Urban Council, Kampala District.

1.4 Objectives of the Study

The objectives of the study were:

1. To investigate the relationship between collaborative decision making and teacher commitment in secondary schools of Makindye Urban Council.
2. To examine the relationship between democratic decision making and teacher commitment in secondary schools of Makindye Urban Council.
3. To find out the relationship between consensus decision making and teacher commitment in secondary schools of Makindye Urban council.

1.5 Hypotheses

It was therefore hypothesized that:

1. There is a significant relationship between collaborative decision making and teacher commitment in the secondary schools in Makindye Urban Council.
2. There is a significant relationship between democratic decision making and teacher commitment in secondary schools in Makindye Urban Council.
3. There is a significant relationship between consensus decision making and teacher commitment in secondary schools in Makindye Urban Council.

1.6 Significance of the Study

The study focused on one of the significant aspects in the smooth running of the educational institutions that is to say participative decision making and how it relates to teacher commitment. The findings of the study are hoped to help the head teachers to improve on teacher commitment

through participative decision making and in so doing the teachers are able to confidently and enthusiastically perform without fear and head teachers will achieve a better teacher- head teacher interaction.

This study would enrich the policy makers like the Ministry of Education and National Curriculum Development Centre to design administration curriculum that bases on training and developing a qualified head teacher. It will also help in providing new insight to the future researchers and academicians to extend and develop new knowledge in decision making studies.

This study is likely to enrich local government bodies like Kampala City Council Authority Education departments especially Makindye Urban Council to design policies that are geared towards training the heads of schools through workshops and other means so that they are able to create efficient and effective institutions that are worth recommendable and performing.

1.7 Scope of Study

In terms of geographical scope, the study was confined to Kampala district especially in both government aided and private secondary schools of Makindye East Constituency in Makindye Urban Council. It covered 26 secondary schools. It focused on the relationship between participatory decision making and teacher commitment of secondary schools. The variables of the study will include collaborative, democratic and consensus and their influence on teacher commitment in the schools of Makindye Urban Council. This study covered private secondary schools. The research study will be conducted between 2011-2015. According to the Ministry of Education Sector Strategic Plan 2011-2015, it guides the Ministry to empower teachers through

creating a participatory environment which enhances excellence in teaching practice that improves the learning of all students.

1.8 Limitations of the Study.

One of the limitations was the number of teachers included in the sample size was not reached. The researcher initially intended to administer questionnaires to 126 teachers only 100 filled the questionnaire leaving a gap of 26 questionnaires unfilled. Another limitation was teachers who were busy and others were hypocritical. To control this limitation in other schools, the researcher gave questionnaires to teachers during lunch hours in the staff rooms where they were found relaxed and free to respond to the questionnaires peacefully.

1.9 Conceptual Frame work

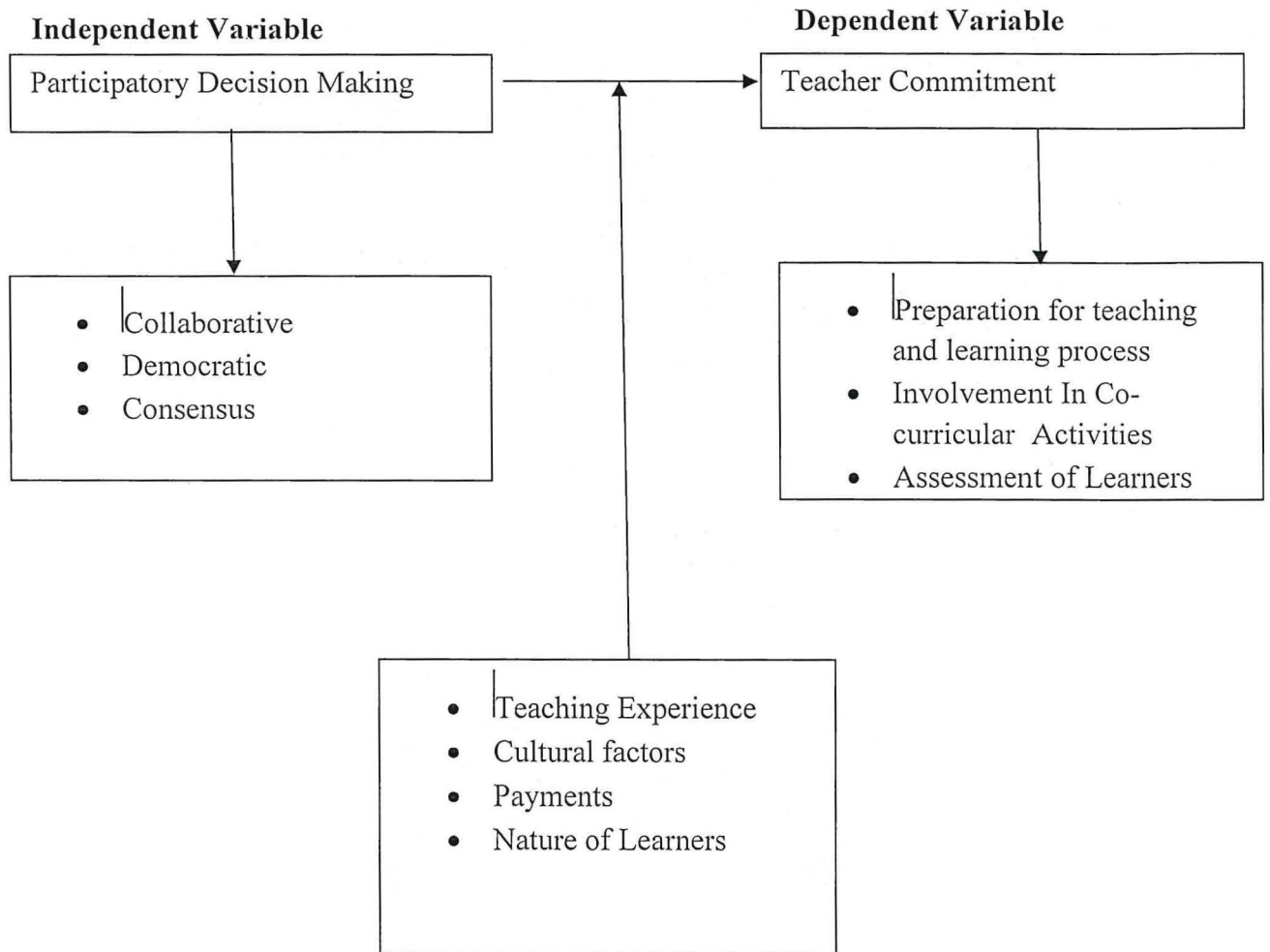


Figure 1: Developed for this study 2015

According to figure (1) the independent variable was participatory in decision making with its accruing variables like collaborative, democratic and consensus which were related to a dependent variable teacher commitment which had its accruing variables as preparation for teaching and learning process, involvement in co- curricular activities and teacher's assessment of learners. The extraneous variables were teaching experience, qualification, cultural factors, payments and nature of learners which were controlled during the research study. This is believed that once teachers are collaboratively, democratically and consensually involved in decision making they will effectively be committed to their teaching.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter dealt with the review of the literature on participatory decision making and teacher in relation to specific objectives stated in the research.

2.1 Collaborative decision Making and Teacher commitment

Involvement in decision making refers to the practice by which superiors and subordinates jointly sit together to discuss the way how the organization should be run (Okumbe, 1998). Involvement in decision making is a typical characteristic of a participative style of decision making.

The work of Spillane, Hallet, and Diamond, (2003) lends support to the idea that a principal's leadership style matters and imparts teacher motivation and receptive to change, arguing that leadership is socially constructed. This can be promoted through collaboration and collegiality. Their findings are instrumental though they did not have a clear relationship between collaborative decision making and teacher commitment especially in secondary schools of Makindye Urban Council, Kampala.

Furthermore literature on genuine participation revealed that direct participation in decision making is related to organizational commitment and organizational commitment is positively related to more favourable out comes such as effort, coming on time, (Wallace 1995: Bhatti e t

al.2011).Their conclusion is suggested that management might be able to increase the level of commitment in the organizational (school) by increasing contribution of employees (teachers) within the school. Their findings are good but need to be correlated with what is taking place in Makindye Urban Council Secondary Schools.

Love, (1993) study in England indicates that some head teachers handle their staff badly for example teachers decisions are not considered when staff meetings are organized and in the process the teachers are frustrated in whatever they did. Symthand Shacklock, (1998) assert that teachers are widely marginalized when it comes to being consulted about the changes in the educational goals and values. This made teachers lose morale to perform well and some resign from the teaching profession. This research study tried to show that participative decision making can bridge this gap hence a justification for the study in Makindye division secondary schools.

Armstrong (1999) found out that teacher's involvement in decision making enhances teacher acceptance of goals and values if teachers are accepted and given opportunities to be involved in administrative decision making of the schools. This true of Lilyquist, (1998)who emphasise that there should be intense involvement of teachers in decision making after recognizing that in schools, policies were made by school governing bodies yet teachers' voices were missing. This demotivated the teachers to achieve the goals set in these institutions. Their findings are good but there is a need to correlate them with what is happening in Makindye Urban Council secondary schools. Hence a justification for the study.

Kumar and Scuderi, (2000) point out that in many instances goal setting is often considered a privilege and jealously guarded by those in the authority . Reimers, (1997) argues that such goals

are conceived by a certain core of people and implemented in schools in a top-down manner. This view is supported by Frost, Durrant Head and Holiday, (2001) who indicate that the recent top-down approaches have relegated teachers' role in the strategic planning, and decision making to the implementation of extremely driven initiatives. Yet if goals and values are collaboratively done, head teacher-teacher interaction will improve and teachers will be willing to engage in any school activities like co-curricular activities that will be geared at promoting success in achieving the goals and values of the schools. Hence a need to bridge the existing gap through this study since collaborative decision making empowers the teachers to be wholly committed to acceptance of goals and values in Makindye Urban Council secondary schools.

2.2 Democratic Decision Making and the Teacher Commitment

The findings of the United Nations Educational Scientific and Cultural Organization (UNESCO) show that only 16 percent of Uganda primary teachers aspire to remain in the profession that means they are ready to work for the school, this implies the 84 percent (106,216) as established by 2012 national report. Primary teachers in government schools want to leave.

These findings are correct but leaving a gap to carry out a study to find out what would have led to dissatisfaction among teachers in primary section can be related to private secondary schools in Makindye division, Kampala District and to find out democratic decision making can respond to the ongoing dissatisfaction among teachers.

Different researchers have observed that teachers with high levels of efforts tend to work harder and demonstrate stronger affiliation to their schools and eventually they exhibit more desire to accomplish the goals of teaching than teachers with low levels of commitment. This

controversy may be attributed to lack of equal involvement of teachers in decision making especially in the areas where they are concerned no wonder high rates of absenteeism, resigning and late coming is the order of the day, (Graham's 1996; Wandesango, 2011). This study will try to bridge such a gap hence its justification.

With the democratic style of decision making employees (teachers) are willing to get involved in decision making, goal setting and problem solving activities which result into higher employee (teacher) performance. This is true among the Zimbabwean institutions but it is not a general conclusion among the Ugandan secondary schools especially the Mankidye division schools where good infrastructure are, fat salaries but high part time teaching, strikes and riots are recorded in these schools due to inadequate involvement of teachers in major policies affecting them hence a study to address the existing gap.

While carrying out a research study in Kabalore district, Kayizzi, (1990) discovered that teacher commitment and participation are closely linked to school management and administration. He established that teachers become better committed and perform well if they are democratically participating in decision making. He found out that the heads involved their teachers in the day to day administration of the school like taking turns on weekly duties, supervision of preps and chairing departmental meetings. This Increased willingness to invest more efforts to develop, sacrifice against all challenges that will be prevailing in the schools. His findings are good but cannot be given a general conclusion about Makindye division secondary schools where heads fear criticism, very hard to give up authority creating teachers influence little or no difference at all.

Yet if they are not involved, they are likely to face major challenges in curriculum implementation, Mumgunda, (2003). Still Taylor, (1994) argues that higher teacher absenteeism occurred in schools where teachers were excluded from participation in decision making, though a decline was seen and recorded after teachers became actively involved in decision making. Hence a need to carry out a research to fill the gaps that exist in Makindye Urban Council Secondary Schools.

2.3 Consensus Decision Making and the Teacher Commitment

Nampa, (2007) researched on teacher performance in catholic founded schools in Luweero District and identified that guidance and directing was needed for good performance of teachers. Guidance and directing ensure that everything moves in a right direction and what goes wrong is put right. This can be done through observation of how work is being done or through reports from departments. Therefore for an institution to achieve better performance, a leader must constantly find out the day-to-day progress of work in order to put right what may have gone wrong. It should be noted that despite the above researcher's efforts to research on the importance on the involving teachers in consensus decision making, none of them was attempted to relate to participatory decision making and teacher commitment more so not in Makindye Urban Council, Kampala district hence a study intended to fill in these groups.

A consensus style of participatory decision making creates a sense of ownership in the school since it instills a sense of pride and motivates them to like teaching in order to achieve goals because they feel like part of team with a common goal (the Wikipedia, the free encyclopaedia). This is true among the developed countries whereas in the developing countries like Uganda especially the Makindye division secondary schools it is the opposite where teachers

are resigning from their professional s because their voices are given a deaf ear therefore looking for greener pastures in other sectors and this brings a question to the researcher who will teach the nation if teachers are resigning. Nyerere, (1975) says children are, because teachers are” Ugandan National Teachers Union (UNATU) says that nation is because teachers are”. Therefore the teachers are instrumental in building the nation though Uganda teachers are taken for granted as far decision making as concerned and in the students are the ones to suffer hence a need to address this gap.

The head teachers who use a consensus type of participatory decision making makes teachers more receptive to change than in a situation where they are not aware. This puts a school in a proactive mode not a reactive mode.

This increased loyalty among teachers in a way that teachers gain a wider view of the school and work towards it success though this might be opposite among the Makindye division secondary schools where teachers request for transfers after a short period of stay in these schools and a researcher is propelled to ask why this practice is the order of day despite the improvement in infrastructure high pay and remunerations in place. Hence a justification for this study.

The head teachers who use consensus type of participatory decision making help in transforming a top-down approach which had reduced teachers to tools of implementing policies and decisions without making any meaningful contribution, Bezzina,(1997). It encourages teachers to improve the quality of profession and work place which may result into less stressful, more satisfying and motivating environment. This brings a strong attachment to the school since an empowered teacher is a committed teacher and will reduce on resigning, part time teaching and finally keeping in the school for some good time. This could be true among the South

Africans schools as Bezzina emphasizes. Though it may not be generally among the Makindye secondary schools where the heads who man the system take teachers for granted, creating teacher isolation resulting into resignation of teachers in extreme cases, poor relations between heads and their teachers, (Sadtu:1998). This calls for a participatory decision making approach to address the existing gap in Makindye division making.

CHAPTER THREE

METHODOLOGY

3.0 Research Design

The study employed both qualitative and quantitative approaches. According to Creswell ,(2007),qualitative approach uses data collection methods such as interviews, observation and Quantitative approach uses questionnaires. Mertens, (2009) shows that a study tends to be more qualitative than quantitative or vice versa. For this case it was a cross sectional survey in design which was analytical in nature. It was a survey because it gathered data from a large number of respondents at the same time so as to describe the nature of teacher commitment in secondary schools in Makindye Urban Council. Further still it was a cross section because the researcher used different categories of respondents that is to say teachers and head teachers at the same time (Enon, 1998) and it was analytical in nature because it helped the researcher to verify the hypotheses in research.

3.1 Study Population

The study targeted a population of 43 secondary schools in Makindye Urban Council (Makindye Education Supervisor, 2015) which comprised of the head teachers, directors of studies, deputies, heads of departments and teachers who have experienced this type of management in Makindye Urban Council.

3.2 Sampling Strategies and Sample Size

The researcher used random sampling. The sample size of 126 secondary school teachers, 24 head teachers, 26 out of 43 secondary schools (Makindye educational supervisor) were determined by samples of tables developed by Sekaran (2003). To ensure representative samples, secondary schools were sampled using stratified method, whereby they were divided into two: government aided secondary schools and privately registered secondary schools.

Convenience sampling was applied to 126 secondary teachers who were readily available at the school and therefore were be sampled whereas purposive sampling was applied to only to 24 respondents who were head teachers, directors of studies, heads of department and deputies because they were believed to have the knowledge and information about decision making the researcher needs, (Amin, 2005).

3.3 Data Collection Methods and Instruments

The study used the next methods with their respective instruments:

3.3.1 Questionnaires

Questionnaires were used to get responses from the secondary school teachers. This method used self-administered questions (SAQS) consisting of closed ended questions. The SAQS were used because they are biased free and helped to cover a large population at a cheaper cost. 126 questionnaires were given out but 100 were returned fully filled and leaving 26 unfilled, hence were considered invalid. Quantitative data from questionnaires was used to quantify the respondents' responses to variables such as background information of respondents, participatory decision making in terms of collaborative, democratic and consensus decision making, teacher

commitment in terms of teacher preparation for teaching and learning process, co-curricular activities and assessment of students.

3.3.2 Interview Guides.

Interview guides were given to head teachers, directors of studies, heads of departments and deputies using interview guides. These assisted the researcher to fill up the missing links which were not addressed by the questionnaires, more still they assisted the researcher to get immediate and on spot responses from the head teachers.

3.4 Data Quality Control

3.4.1 Validity of the Research Instrument

It refers to the extent to which the instrument measures exactly what it is supposed to measure (Amin, 2005). To ensure validity of the instrument, the researcher used the expert ratters like statistical experts and academic researchers and research supervisors in the faculty of education. The rated findings were used to calculate the content validity index (CVI) using the formulae below:

$$CVI = \frac{\text{Total number of items in the instrument declared valid by expert ratters or judges.}}{\text{Total number of items in the instrument.}}$$

Total number of items in the instrument.

$$CVI = \frac{34}{43}$$

CV I=0.7906. This was considered valid because the minimum CVI recommended in the survey studies is 0.7 (Amin, 2005)

3.4.2 Reliability of the Instrument

It refers to the degree to which the said instrument consistently measures whatever it is measuring, Amin, (2005). To establish reliability of the study, a pretest was conducted at St Dennis Ssebugwawo Secondary School Ggaba because the researcher believed that the school has similar characteristics as those where the study took place. 9 questionnaires were given to the teachers and 4 interview guides to the heads of department, head teachers, deputy and director of studies. Data obtained were entered into the statistical Package for Social Sciences Research (SPSS) 16.0 Version to determine reliability of the instrument. Cronbach's Alpha Coefficient (2004) was used to assess internal constituency. For an instrument to be reliable, the Cronbach Alpha Coefficient should be greater than 0.7(Amin, 2005). Reliability coefficient was found to be 0.817 recommended by other researchers like Sakaran, (2003) and Kothari, (2004). It is shown in the table below. The instrument was therefore reliable.

Table 3.1: Showing reliability

Reliability statistics	
Cronbach's Alpha	No of items
0.817	29

3.5 Research Procedure

Upon approval of the proposal, the researcher was given an introductory letter from the faculty of asking for permission to conduct a research study in their schools. This letter was given to the head teachers who introduced the researcher to the available teachers for assistance

3.6 Data Analysis

The data was collected by the use of SAQS and interview guides which were processed for analysis by editing, coding and entering it into the computer using Statistical Package for Social Scientists (SPSS) and it was ready for presentation using frequency tables and percentages and themes. To test the hypotheses, the researcher used Pearson Correlation Co efficiency. Therefore data collected from questions related to participatory decision making and teacher commitment were combined to form tables of percentages and frequencies. Data collected by questionnaires was analyzed by Pearson Correlation. This helped to rate the significance of decision making and its influence on teacher commitment in secondary schools of Makindye division. There after conclusions and recommendations were made.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This Chapter of the study dealt with Data Presentation, Analysis and Interpretation of the findings. The analysis is guided by specific objectives and hypothesis that were used in the study. The presentation of findings is done in three sections. The first session is the background information of schools and Teachers (Respondents) who involved themselves in the research. The second section is the descriptive analysis of results following the specific objectives of the study. In this case the independent variable is participatory decision making is analyzed against Teacher commitment .The main purpose of this analysis is to determine whether participatory decision making has an effect on the Teacher commitment in selected secondary schools in Makindye Urban Council. The third section presents the testing of hypotheses. It shows how each of the three hypothesis was tested. This last section gives a conclusion about the hypotheses

Background Information of the Respondents.

This section of study presents the background information which clarifies the characteristics of Teachers as gender, category of school currently teaching divided into residential status, level of education gender of the school .On the other hand academic education, specialization of subjects currently teaching subjects teaching load in terms of lessons per week, teaching experience and responsibilities held at school. The purpose of this background information is to throw more light on the understanding the characteristics of the respondents and categories of schools in Makindye Urban Council.

Table 4.1: Distribution of teacher respondents according to Gender Academic Qualification and Subjects Specialized in.

Gender	Description	Frequency	Percentage (%)
	Male	61	61.0
	Female	39	39.0
	Total	100	100.0
Academic Qualification	Description	Frequency	Percentage (%)
	Masters	5	5.0
	Postgraduate	1	1.0
	Bachelors	75	75.0
	Diploma	19	19.0
	Total	100	100.0
Subjects specialized in	Description	Frequency	Percentage (%)
	Science related	27	27.0
	Arts	33	33.0
	Business	18	18.0
	Languages	22	22.0
	Total	100	100.0

Source: field data August, 2015.

Gender

From Table 4.1, it can be observed that the majority 61 (61.0) of the respondents were males while 39 (39%) of the respondents were females. This was in line with the records of Ministry of Education and sports (MOES) (2008) which shows that there are more males than female Teachers in the Secondary schools of Uganda. Alternatively, this was because the parents used to take boy children to school more than girls and even the few girls who managed to go to school dropped out before completion due to pregnancies to mention a few.

Academic Qualifications

As far as the Academic qualifications are concerned, it could be observed in Table 4.1 results that 75 (75%) of the respondents had Bachelor's degree 19 (19.0%) had diplomas 5% had masters and 1% of the respondents had post graduate.

This means majority of the respondents (94,94%) had diplomas and degrees which indicated that teachers are qualified to teach in secondary schools of Makindye Urban council due to the fact that Ministry of Education and Sports, (2008) report indicated that diploma in the secondary education is the minimum qualification for secondary teachers in Uganda. Since teachers met the expected qualifications, their commitment is expected to be high.

Subject Specialization

It was further noticed that majority of the respondents 33 (33%) specialized in Arts like History, Geography, Fine Art and Religious education. Results further indicated that 27 (27%) respondents specialized in Science related subjects like Physics, Biology, Mathematics ,Chemistry, food and Nutrition, Agriculture, physical sciences and computer while 22 (22%) specialized in languages like English, Swahili ,French, Literature, Arabic and others specialized in Business education in subjects such as commerce ,economics ,Accounts ,entrepreneurship and office practice. This meant that most of the teachers in Makindye urban council are Arts teachers. This was due to the fact that education system in Uganda is theoretical than practical though the government is trying to put emphasis on the science related subjects so that the education system becomes practical than theoretical

Table 4.2: Distribution of Teacher respondents according to Work in terms of Subjects Currently taught, Teaching Load in terms of lessons and Teaching Experience.

Subjects currently teaching	Description	Frequency	Percentage (%)
	Science related	27	27.0
	Arts	33	33.0
	Business	18	18.0
	Languages	22	22.0
	Total	100	100.0
Teaching load in terms of lessons per week	Description	Frequency	Percentage (%)
	1-10	7	7.0
	11-20	45	45.0
	21-30	45	45.0
	31-40	2	2.0
	41-50	1	1.0
	Total	100	100.0
Teaching experience	Description	Frequency	Percentage (%)
	1-5	32	32.0
	6-10	56	56.0
	Greater than 10	12	12.0
	Total	100	100.0
Responsibilities	Description	Frequency	Percentage (%)
	Administrators	2	2.0
	Head of departments	20	20.0
	Class teachers	05	5.0
	Others	26	26.0
	None	07	7.0
	Total	100	100.0

Source: field data August, 2015

Current Teaching Subjects

According to Table 4.2, it could be viewed that teachers teaching Arts subjects dominated the other subjects (33%) followed by (27%) of the respondents taught science related subjects

while languages had 22% of the respondents followed by 18 (18%) of the respondents taught Business education.

This is because Art subjects are easier to teach and passable and in the past the government was putting more emphasis on Teaching Arts than Sciences. However the trend is changing where by the government is encouraging teaching sciences and vocationalising the education system.

Teaching Load

Table 4.2 further indicates that the majority 90 (90%) of the respondents had their teaching load in terms of lessons from 11-20 and 21-30 while 31-40 and 41-50 had only 3 (3%) of the respondents. This left 7(7%) of the respondents belonging to the teaching load 1-10. This means that majority of secondary school teachers in Makindye urban council meet the required teaching load, a maximum of 18 and 24 lessons per week at both Advanced and ordinary levels respectively as per the recommendations by the Ministry of Education and Sports (2001) since these teachers are neither overloaded nor less loaded. Therefore their commitment is expected to be high.

Teaching Experience

As far as teaching experience is concerned Table 4.2 showed that the majority 56 (56%) of the respondents had a teaching experience between 6 to 10 years of experience followed by 32 (32%) of the responsibilities having a teaching between 1 year to 5 years of experience. This left 12 (12%) of the respondents having 10 years and above experience.

This portrayed that majority of the secondary School Teachers in Makindye Urban Council were experienced, knowledgeable and skilled enough to commit them to teaching the students and perform to the expectations of the school mission and vision.

Teacher Responsibilities

The researcher further investigated into responsibilities teachers currently hold at schools. The results in Table 4.2 indicate that majority (26, 26%) of the respondents held other responsibilities while 20(20%) of the respondents were heads of departments and this 7(7%) of the respondents being Class teachers and administrators.

This meant that apart from teaching, teachers have taken up other school responsibilities like departmental, disciplinary, guidance and counselling. This implied that apart from making students perform well in academics but they are able to nature the whole personality of a student

Table 4.3 Distribution of respondents according to Categories of Secondary schools in terms of residential status, Level of Education and Gender.

Residential status	Description	Frequency	Percentage (%)
	Day only	33	33.0
	Boarding only	00	00.0
	Both day and boarding	67	67.0
	Total	100	100.0

Level of education	Description	Frequency	Percentage (%)
	Advanced level	2	2.0
	Ordinary level	00	00.0
	Both O & A level	98	98.0
	Total	100	100.0

Gender type	Description	Frequency	Percentage (%)
	Girls only	1	1.0
	Mixed	99	99.0
	Boys only	00	00.0
	Total	100	100.0

Source: field data August, 2015

Residential Status

Table 4.3 indicates that the majority (67, 67%) of the schools have both day and boarding facilities whereas 33 (33%) of the respondents taught in day schools only leaving 0 0% of the respondents teaching not in boarding only. This highest percentage for both day and boarding is attributed to the fact some parents lacked adequate time for children yet can afford boarding facilities and other s can opt for day facilities simply because those schools were close to their homes so students can afford to move from their homes to their schools.

Level of Education

Further still Table 4.3 views that the majority 98% of the respondents taught in schools which had both O and A levels followed by 2% teach in schools with only A level but none taught in only O level school. The highest percentage of respondents in schools with both O and A levels is attributed to the introduction of Universal Primary Education (UPE) which enrolled children in primary section and many were not able to join the secondary school with the introduction of Universal Secondary education especially in some government aided schools which would accommodate both levels.

Gender Type

As far as gender type is concerned Table 4.3 indicated that the majority (99%) of the respondents were teaching in mixed schools ;followed by 1% of the respondents who taught in girls' only school. However, none taught in Boys' only school. This was due to the fact that single sex schools had developed a bad image especially about homosexuality and lesbian and parents started taking their children to mixed schools and therefore the proprietors of the single

sex decided to reform the status into mixed schools. For example St. Peters Nsambya used to be for boys only but later reformed into a mixed school.

4.2 Descriptive Analysis of Variables

The researcher went ahead to present the opinions of the respondents. This was done by first dealing with the independent variables, followed by dependent variables

4.2.1 Participatory Decision Making.

In this subsection, the researcher was interested in establishing the opinions of the respondents where strongly disagree and disagree to mean disagree and represented non participatory decision making. On the hand neither agree nor disagree would mean neither non participatory nor participatory and strongly agree and agree meant participatory decision making. To this end, the researcher asked the respondents to give their opinions on the questions whether their head teachers involve them in decision making collaboratively or not. Respondents' opinions were given and results in.

Table 4.4: Distribution of respondents by Opinion on whether their head Teacher

Collaboratively involves teachers in Decision making of the School administrators or not

Questions	Frequency	Respondents' Opinion			Total
		Percentage	Disagree	Neither Agree nor Disagree	
Participate in decision making, in meetings organized by the school administration.	Frequency	10	10	80	100
	Percentage	10.0	10.0	80.0	100.0
My views in meetings are considered in final decision making of the school administration	Frequency	18	20	62	100
	Percentage	18.0	20.0	62.0	100.0
My head Teacher encourages team work, among teaching staff during decision making process of the school.	Frequency	07	05	88	100
	Percentage	7.0	5.0	88.0	100.0
My head teacher is ready to talk to me in case I need to see him.	Frequency	09	12	79	100
	Percentage	9.0	12.0	79.0	100.0
My Teacher encourages co-operation and communication among staff members in staff meetings.	Frequency	10	03	87	100
	Percentage	10.0	3.0	87.0	100.0

Source: field data August, 2015

Participation in Staff Meetings

According to Table 4.4, the majority (80, 80 %) of the respondents' opinions were in agreement that they collaboratively participated in decision making in meetings organized by the school administration while (10%) respondents neither agreed nor disagreed in their opinions. This left (10%) respondents disagreed on the question that they participate in decision making .This means that they (majority) participate in staff meetings and decision making of the school administration hence head teachers allowed the teachers to participate in decision making of the schools.

Acknowledgement of views

The researcher went further to establish the fact that the over whelming majority (62%) of respondents that their views in the meetings are highly considered while (20%) of respondents neither agreed nor disagreed in their opinions. This left (18%) of respondents disagreeing the question that their views were highly considered in the final decision making of the secondary school administration.

Team Work

The researcher established that majority (88,88%) respondents opinions were in agreement that the head teacher encouraged team work among teaching staff during decision making of the school, while (05,5%) respondents neither agreed nor disagreed in their opinions.

This left (07%) respondents disagreed in their opinions about the question of the head teacher encouraging team work among the staff members in the staff meetings of the school administration.

The team work was due to the fact some head teachers would call on individuals to react towards any issue which proved to be compromising.

Readiness to talk to them.

The researcher continued to establish that majority (79, 79%) respondents' opinions were in agreement that their head teacher is ready to talk to them in case they needed to see him / her. This created confidence and commitment which created positive charges in the success of the Schools while (12, 12%) respondents neither agreed nor disagreed in their opinions. This left (07, 7%) respondents disagreeing in their opinions on the question of whether the head teacher was available in case they needed to see him / her.

Co-operation and Communication.

The researcher also established that majority (87%) of respondents' opinions were in agreement that the head teacher encourages co-operation and communication among the staff meetings in the meetings organized by school administration while (03) respondents neither agreed nor disagreed in their opinions and this left (10,10%) respondents disagreeing in their opinions on the question of the head teacher encouraging co-operation and communication among the staff meetings in the meetings organized by the school administration. This was in support of the fact that once teachers are communicated to and made to co-operate in the policies of the school, their commitment increases. This was confirmed from the interview guide where the researcher found out that the teaching staff was communicated to before and after the meetings through short messages, notice boards and sometimes through work plans.

Table 4.5: Distribution of respondents by opinion as to whether their Head teachers Democratic involve their teachers in decision making or not.

Questions	Frequency Percentage	Respondents' Opinion			Total
		Disagree	Neither Agree nor Disagree	Agree	
My head teacher takes interest in whatever I am doing.	Frequency 20 Percentage 20.0	20 20.0	17 17.0	63 63.0	100 100.0
My head Teacher encourages me to actively participate in meetings.	Frequency 13 Percentage 13.0	13 13.0	15 15.0	72 72.0	100 100.0
My head Teacher encourages inquires for a suitable alternative in the staff meeting.	Frequency 25 Percentage 25.0	25 25.0	10 10.0	65 65.0	100 100.0
My head teacher allows me to contribute to the agendas of the meetings.	Frequency 30 Percentage 30.0	30 30.0	20 20.0	50 50.0	100 100.0
My Teacher allows me to elect my leaders in respective departments.	Frequency 18 Percentage 18.0	18 18.0	12 12.0	70 70.0	100 100.0

Source: field data August, 2015

Interest Taking

According to the Table 4.5, the majority (63, 63%) respondents' opinions were in agreement that their head teacher takes interest in whatever they were doing. This was confirmed by one of head teachers who commented that *"Once teachers realize that they are commended for whatever they were doing, it created a sense of belonging ,own the policy and become responsible"* while (17,17%) respondents neither agreed nor disagreed in their opinions .This left (20,20%) respondents disagreeing on the fact that the head teachers are not interested in

whatever they were doing hence a research study to cover up the gap because once it is left hanging it creates discontentment which affects teacher commitment.

Active Participation

The researcher further examined and found out that the majority (72, 72%) respondents agreed that their head teacher calls for active participation of their teachers. This has not only improved on commitment of teachers but rather teacher – head teacher relationship has been recognized. While (15, 15%) respondents neither agreed nor disagreed.

However (13, 13%) respondents disagreed quoting the words of one of the key informants said that *“still some few teachers complained that they were not given enough time to participate and their views were not heard”*.

Table 4.6: Distribution of Respondents by opinion on whether Consensus decision making relates with the Teacher commitment.

Questions	Frequency Percentage	Respondents' Opinion			Total
		Disagree	Neither Agree nor Disagree	Agree	
My head teacher is ready to consult me before the decision is made.	Frequency	30	30	40	100
	Percentage	30.0	30.0	40.0	100.0
My head Teacher meets me to improve and develop	Frequency	35	25	39	100
	Percentage	35.0	25.0	39.0	100.0
My head Teacher doesn't force me to do what I don't like	Frequency	35	12	53	100
	Percentage	35.0	12.0	53.0	100.0
My head teacher brings back the point that had not been agreed for review	Frequency	36	04	60	100
	Percentage	36.0	4.0	60.0	100.0

Source: field data August, 2015

Consultation of teachers

According to Table 4.6, the majority (40, 40%) of the respondents' opinions supported the view that their head teacher is ready to consult them before the decision making is made while 70% of the respondents were equally shared between the respondents who disagreed and neither agreed or disagreed. This means that the respondents were ready to be consulted though it leaves a little percentage for those who neither disagreed nor agreed. This indicates that head teachers should make sure they sit around the table to make decisions with their subordinates (teachers).

Desire to improve

The researcher further established the fact that the over whelming majority (39, 39%) of the respondents agreed that the head teachers calls them for improvement and development while

(35, 35%) of the respondents disagreed in their opinions. This left (29, 29%) of the respondents neither agreed nor disagreed in their opinions.

The researcher confirmed that majority (53, 53%) of the respondents agreed that the head teacher doesn't force them to do what they don't like.

While (35, 35%) of the respondents disagreed in their opinions. This left (17, 17%) of the respondents neither agreeing nor disagreeing. This confirmed the fact that the head teachers sat together with their teachers and agree on what will benefit the school.

Feedback consideration

The researcher established that the majority (60, 60%) of the respondents agreed that the head teacher brings back the point that had not been agreed for review whereas (36, 36%) of the respondents disagreed that their head teacher was opposite and this left (04, 4%) of the respondents neither agreeing nor disagreeing.

4.2.2 Teacher Commitment.

In this sub section, the researcher was interested in confirming the opinions of the respondents where very rarely and rarely were combined to form an index of rarely which indicated low commitment which ranged from 0-25 while neither regularly nor rarely indicated moderate commitment which ranged from 04 – 20 regularly and very regularly were combined to form an index of regularly which indicated high commitment which ranged from 60 – 96. To this extent, the researcher went ahead to establish the way teachers prepare for teaching and learning process and their responses are indicated in Table 4.7

Table 4.7: Teachers' responses on the way they prepare for Teaching and Learning process.

Questions	Frequency Percentage	Responses			Total
		Rarely	Neither regularly nor rarely	Regularly	
I came to school in time.	Frequency	02	02	96	100
	Percentage	02	02	96.0	100.0
I make my schemes of work in time	Frequency	02	06	92	100
	Percentage	2.0	6.0	92.0	100.0
I complete my syllabus in time.	Frequency	05	10	75	100
	Percentage	5.0	10.0	75.0	100.0
I finish my lessons in time	Frequency	10	20	70	100
	Percentage	10.0	20.0	70.0	100.0
I beat deadline on every activity	Frequency	25	15	60	100
	Percentage	25.0	15.0	60.0	100.0

Source: field data August, 2015

Teacher Punctuality

According to Table 4.7, a total of (02, 2.0) teacher respondents indicated that they rarely came to school in time in preparing to teach while (02, 2.0) indicated they neither regularly nor rarely came in time at school. This left (96% or 96) of the respondents indicating that they regularly came to school in time when preparing to teach. This meant that 96% of secondary school teachers in Makindye urban council, Kampala district come to school in time during preparations to teach. This has resulted into teacher commitment because teachers show that they loved their schools no matter what conditions are. However, the researcher believes that the respondents responded positively on this question because they feared to be implicated.

Teacher preparation for teaching/ learning process

Table 4.7 indicates that (06,6%) respondents indicated neither regularly nor rarely make schemes of work .This left a sizeable number of (92,92%) of the respondents indicating that they make schemes of work for lessons to be taught moreover in time.

This implies that majority (92%) of the secondary school teachers in Makindye Urban council make schemes of work in time for lessons to be taught. This is a sign of teacher commitment which properly guides the teacher to logically follow the order of teaching without skipping some topics, further ensures that the syllabus is completed in time. Further interviews were conducted with the head teachers on how teachers prepare for lessons indicated that secondary school teachers in Makindye Urban Council are given scheme books and papers were checked and signed by either directors of studies or head teachers themselves. This ensured hardworking and commitment on the side of teachers which in turn has led to good teacher commitment.

In terms of completing the syllabus in time, results in table 4.7 indicate that 75(75%) of respondents complete the syllabus in time especially before Uganda National Examination Board (UNEB) examinations begin. however 10 (10%) respondents neither regularly nor rarely complete syllabus in time. This left 5% of the respondents rarely complete the syllabus in time. However the researcher discovered that teachers responded positively on this question because they feared to be disqualified .Interviews conducted with head teachers don't finish the syllabus in time. This is because of untimed events that come in like inspectors' programmes, some schools had sponsors who wanted to engage students in different activities there by leading to decline in completing the syllabus in time.

In examining whether teachers finish the lessons in time during teaching and learning process, table 4.7 shows that 70(70%) of the respondents majorly indicated that they finished the lessons in time, 20(20%) of the respondents neither regularly nor rarely finished the lessons in time. This means 70% of the respondents in secondary schools in Makindye Urban Council finish the lessons in time.

However the researcher discovered that through interviews with the head teachers, he reported “*that most teachers didn’t finish the lessons in time due to lack of enough funds to purchase lesson plan books and carbon papers for their secondary school teachers to be used in lesson planning*”, furthermore most of teachers are part timers .This explains why teachers’ commitment is low especially in Makindye Urban council thus giving a fertile ground for this study to be carried out.

In investigating whether teachers beat deadlines on every activity, 25(25%) of the respondents rarely beat deadlines, 15(15%) of respondents neither rarely nor regularly beat deadlines on every activity. This left 60(60%) of the majority of respondents beating the deadline on every activity. This means most (60%) of teachers beating deadlines on every activity.

However the researcher discovered that the question was answered with a lot of fear and automatic handling. When the head teachers were inquired whether teachers beat deadline on every activity or not, their responses indicated that “*teachers try to beat the deadline under constant reminders on the teachers’ notice board and sometimes penalties are put*”. So teachers beat deadlines simply because they are under pressure. In the process this has built up their commitment.

In examining the way teachers involve in co-curricular activities the researcher got the following responses.

Table 4.8: Teachers' responses on how Teachers involve in Co- curricular activities.

Questions	Frequency /Percentage	Responses			Total
		Rarely	Neither regularly nor rarely	Regularly	
I participate in football competition organized by the school.	Frequency 35 Percentage 35.0	35 35.0	11 11.0	54 54.0	100 100.0
I mobilize students in the netball competitions organized by the school.	Frequency 40 Percentage 40.0	40 40.0	10 10.0	50 50.0	100 100.0
I mobilize students for prefectorate candidature aspirations in the school.	Frequency 70 Percentage 70.0	70 70.0	24 24.0	06 6.0	100 100.0
I mobilize students for music dance and drama in the school	Frequency 30 Percentage 30.0	30 30.0	12 12.0	58 58.0	100 100.0
I participate in volleyball competitions organized by the school.	Frequency 38 Percentage 38.0	38 38.0	13 13.0	49 49.0	100 100.0

Source: field data August, 2015

Participation in Co-curricular Activities

When the researcher examined whether teachers participate in football competitions or not, Results in Table 4.8 indicate that 54(54%) majority of respondents participated in the football competitions organized by the school while 35(35%) of the respondents rarely participated leaving 35(35%) respondents neither regularly nor rarely participated in football competitions.

This portrays that 54% of the secondary school teachers in Makindye urban council were involved in football competitions organized in the school.

This has a positive educational implication since it helped the teachers to develop not only cognitive but also psychomotor domain of the students.

Table 4.8 further examined whether teachers mobilized students in the netball competitions. The results indicate that 40(40%) of the respondents rarely participated in the netball competitions organized by the school while 10(10%) of the respondents neither rarely nor regularly participated in the netball competitions and this left 50(50%) majority of the respondents participate regularly in the netball competitions organized by the school.

This shows 50% of the respondents participated in netball competitions organized in Makindye Urban council secondary schools. This is so because head teachers through interviews confirmed that those who expose their talents are given allowances as a tool of motivating them. Results in table 4.8 more indicate that 70(70%) of respondents rarely mobilized students for prefectorate candidature aspirations while 24(24%) of the respondents neither regularly nor rarely mobilized students for prefectorate candidature aspirations leaving 06(6%) of the respondents' regularly mobilized students for prefectorate candidature aspirations organized by school.

This shows that 70(70%) of secondary school teachers in Makindye Urban council wanted students to pick prefects of their own interest and wanted to remain neutral to avoid contradictions strikes and riots sometimes in the name of rigging votes.

In examining results in Table 4.8 whether teachers mobilize students for music, Dance and Drama in the school, 58(58%) majority of the respondents participated in music, dance and

drama while 12(12%) of the respondents neither regularly or rarely mobilized students for music, dance and drama and this left 30(30%) of the respondents rarely mobilized students for music dance and drama. This shows 58 (58%) of the respondents showed interest in music, dance and drama in the school.

The researcher discovered that every second term in almost all secondary school in Makindye Urban Council organize it in different colors of which teachers were patron (nesses) of the colors in the school. So teachers were motivated to be committed to their colors of which prizes are given out. The researcher found out that trophies like goats, medals were rewarded to the winning color in the school.

Furthermore the researcher examined whether the teachers participated in volleyball competitions organized by the school, results in the table 4.8 shows that 38(38%) of the respondents participate in volleyball competitions rarely, 13(13%) of the respondents neither rarely nor regularly participated in volley ball competitions organized by the school. This left 49(49%) majority of the respondents participating in volleyball competitions .This is true because it is advocated by the NCDC (National Curriculum Development Centre.)

Despite the fact that the government advocates for co-curricular activities, the researcher discovered that many schools lack adequate facilities to enhance these activities especially pitches so some schools are forced to rent out some pitches which is an expensive adventure. The researcher also discovered some indoor games like scrabble, chess, table tennis which were not adequately developed due to lack of enough facilities and this retarded teachers' commitment towards the exposure of different talents.

Table 4.9: Teachers responses on the way they Assess Students.

Questions	Frequency /Percentage	Responses			Total
		Rarely	Neither regularly nor rarely	Regularly	
I give tests to students	Frequency	04	12	84	100
	Percentage	4.0	21.0	84.0	100.0
I give research work to students	Frequency	16	11	73	100
	Percentage	16.0	11.0	73.0	100.0
I give exams to students	Frequency	03	07	90	100
	Percentage	3.0	7.0	90.0	100.0
I support quizzes in my class	Frequency	30	10	60	100
	Percentage	30.0	10.0	60.0	100.0
I give exercises to students.	Frequency	04	07	89	100
	Percentage	4.0	7.0	89.0	100.0

Source: field data August, 2015

Assessment of Students

In examining the results in Table 4.9 the ways in which teachers assess their students, it was found that 84(84%) majority of the respondents gave tests regularly, while 12(12%) of the respondents neither regularly nor rarely give tests and this left 04(4%) rarely give tests. This implies that 84% of respondents assess students continuously to see to it that they understood the subject matter. This was confirmed by the researcher through the interview guide that was directed to head teacher who put it forward that topical tests, remedial tests and supplementary tests are administered to the students with the aim of improving their performance backed up with marking allowance which in end increases teacher commitment.

Further still the researcher examined the extent to which teachers encourage research work. It was found out that 73(73%) majority of the respondents gave students research work while

11(11%) rarely nor regularly gave research work to students and this left 16(16%) rarely gave research work to students. This meant that 73(73%) gave research to students though the researcher found out that students were given much research work yet most schools lacked enough text books which were not updated and other students copied from serious student who had done research. Through interviews the director of studies confirmed that this research could be encouraged through holiday packages, and sometimes the holiday questions would appear in the beginning of term of exams. This encouraged students to read and discover on their own, self confidence and encouraging teachers to be committed to their work.

The Table also confirms that 90(90%) majority of the respondents gave students exams while 07(7%) neither rarely nor regularly gave their students examinations and this left 3(3%) of the respondents rarely gave exams to their students. This signifies that 90(90%) of respondents gave exams to the students. The researcher found out that either two or three sets of exams are given to students to prepare for summative evaluation since the Ugandan curriculum is examination oriented.

It was found out that 60(60%) majority of the respondents agreed that regularly organized quizzes while 30(30%) rarely organized quizzes and this left 10(10%) neither regularly nor rarely organized quizzes in their classes. Though the majority 60(60%) responded positively, it was found out through assessing the students, it was found contrasting.

It was also found out that 89(89%) majority of the respondents gave exercises especially in practical subjects than theoretical subjects while 07(07%) neither rarely nor regularly gave exercises and this left 04(04%) rarely give exercises. This meant that 89(89%) majority of the respondents gave exercises.

4.3.1 Research Hypothesis One.

From the first objective of the study, the researcher derived the first research hypothesis. This stated that; there is a significant relationship between collaborative decision making and teacher commitment in Makindye urban council secondary schools. Table 4.10 provides the summary of findings.

Table 4.10: To establish the relationship between Collaborative decision making and Teacher Commitment in the study.

Variables		Collaborative decision making	Teacher commitment
Variables	Statistics		
Collaborative decision making	Pearson Correlation	1	0.101
	Sig. (2-tailed)		0.319
	N	100	100

Table 4.10 Indicate that there is no significant relationship between collaborative decision making and teacher commitment in Makindye Urban council secondary school ($r = 0.101$, $p = 0.319$).

4.3.2 Research Hypothesis Two.

The second research hypothesis of the study was derived from the second research objective. The hypothesis said that there is a significant relationship between democratic decision making and teacher commitment in Makindye Urban Council secondary schools.

Table 4.11: To investigate the relationship between democratic decision making and Teacher commitment in Makindye Urban Council Secondary schools.

Variables	Statistics	Democratic decision making	Teacher commitment
Democratic decision making	Pearson Correlation	1	0.331
	Sig. (2-tailed)		0.001
	N	100	100

As shown in the Table 4.11, there is significance relationship between democratic decision making and Teacher commitment in Makindye Urban council secondary school ($r = 0.331$, $p = 0.001$).

4.3.3 Research Hypothesis Three.

The third hypothesis was derived from the third objective. The hypothesis said that; there is a significant relationship between consensus and teacher commitment in urban council of secondary schools.

get their views towards collaborative decision making and teacher commitment. These were then related using Pearson Correlation co-efficiency.

Basing on the Pearson Correlation results, it was found out that collaborative decision was not significantly related to teacher commitment($r = 0.101$, $p = 0.319$).

The researcher found out through the interview guides that it might be that head teachers in urban council of Makindye secondary school made themselves sole administrators in the schools. Its worthy noting that teachers would want to be involved in all aspects of management in their schools such head teachers were of the opinion that the teachers' main job was teaching while school administration was their sole responsibility.

In support to what was hypothesized in the study, findings from a study conducted by Bhatti et al, (2011) revealed that when an employee (teacher) is not committed with company, there are multiple effects realized. First is the loss of that person's skills and knowledge, the loss of productivity of the institution and the financial impact on the teacher morale. One of the ways of addressing this is to increase interaction with teachers in staff meetings and increasing guided discussion of topic related to the issue. This has left a gap for a research to be carried out in order to have true collaboration between the head teachers and teachers since teachers are the implementers of the policies. Therefore this calls for a concerted effort in decision making in schools for the benefit of the school.

The findings also indicated that no learning institution can exist without the commitment of its employees, (Mambo, 2009). To confirm what Mambo found out, Love (1993) identified that some head teachers handled badly the staff in the meetings where the decisions of the teachers were not considered and undermined, hence they lose morale to perform well and even resign from professionalism. Though these findings were arrived at in England, their findings concurred

with what was researched in most secondary schools of Makindye Urban Council. Thus a gap to be bridged.

5.3 Discussion on the findings on research Hypothesis Two.

It was derived from the second objective which stated: “There is a significant relationship between democratic decision making and teacher commitment”. In order to test the hypothesis, there were a number of questions that were asked to respondents (teachers) to get their perceptions towards the democratic decision making and teacher commitment. These two indices the democratic decision making and teacher commitment were tested using the Pearson Correlations based on the conditions that described the data.

Basing on the Pearson Correlation results, it was found out that democratic decision making had a significant relationship with teacher commitment in Makindye Urban Council, Kampala District($r = 0.331$, $p < 0.001$). This concurs with Mumgunda, (2003) who indentified that full participation of teachers in decision making is a key success factor. Still researchers tend to concur on the notion that some of the decisions made without democratically involving teachers are always not successful, (Wandesango, 2011). Therefore teachers who participated and helped in formulating decisions would support them, work towards them because they were their ideas. (Chivore, 1995).

Findings of Bain bridge (1997), Subramanian and Mia (2001),Chawia and Kelloway (2004),Won – Jae, Hee Jong and Wesley, (2009) and Shagoli, Zabih, Atefi, Mooyedi, (2011) who agreed that democratic decision-making predicts teacher commitment . This could be as a result of the fact every teacher wants to be adequately involved in day to day happenings of the

school. Such teachers could be happy and be able to achieve the goals and vision of the school enhancing commitment.

Further still the study established that teachers who were allowed to participate in decision making were reported to be more positive and committed to school as an organization, showed enthusiasm for the schools, students and parents. They were willing to take on projects or work as teams, creative and innovative as they have co-ownership of their participatory decision making.

Further still it was also confirmed from the study that teachers who were allowed to participate in decision making in terms of important matters like management of the school were reported to reflect high level of organizational (school) commitment not only in the community but also in day to day life. Therefore greater involvement of teachers in decision making creates a frame work for commitment which leads to continuous self-renewal of the organization which finally leads to effectiveness and efficiency in goal achievement.

These findings were good and addressed the relationship between the democratic decision making and teacher commitment.

5.4 Discussion on the findings on the research Hypothesis three

Hypothesis three stated that there is a significant relationship between consensus decision making and teacher commitment. In a bid to test the Hypothesis, they were a number of questions that were asked the respondents (teachers) to get their views towards the relationship between consensus decision making and teacher commitment.

Considering the Pearson Correlation results ($r=0.194$, $p= 0.053$), it implied that there was no significant relationship between consensus decision making and teacher commitment though the responses were positive.

This is due to the fact that the researcher controlled the cultural factors that could have affected the research study, (Chaudhary, 2013). This can also be attributed to the fact that the head teachers who made the system are self centered, as one of the respondents in the interview guide comments. *“Some views are recognized because he prefers them”*

This concurred with Brouillette, (1997) who indentified on one of the factors why head teachers sometimes don't want to sit on the table and discuss amicably. This because of role ambiguity which causes the heads of schools not to listen to teachers' suggestions assuming a role of a coordinator but remain the system's most senior official in the school. This is ignorance and disastrous to the institution yet Rezabek, (1999) believes that teachers who are allowed to participate in decision making in terms of policy matters, concerning management were reported to have an institutional high level of commitment, continuous self renewal which not benefit the society but also themselves in making the effective and efficient institution to attain its goals.

Teachers claim that imposed decisions are not always successful in their implementation. It is very important to consider other peoples' concerns, feelings and perceptions which will either account for their failure or success. Therefore the importance of teacher commitment can't be underestimated. According to Bhatti and Qureshi, (2007) revealed that high performing effective organizations have a culture that encourages employee involvement. Therefore employees are willing to get involved in decision making, goal setting and problem solving activities which result into higher teacher commitment. This is a reality of life in developed countries than

developing countries like Uganda where heads are not willing to sit on the same table with teachers to digest whatever the issues may be, a need for a study to be carried out.

5.4 Conclusions

In the view of the above discussions, there was no significant relationship between collaborative decision making and teacher commitment. This is because some head teachers would table the issues before the teaching staff in a staff meeting in critical areas but don't take what teachers say.

It was concluded from the study that noninvolvement of the teachers in formulation of revised curriculum led to major challenges in implementation, (Mumgunda, 2003).

The study also concluded that democratic decision making had profound impact on the effectiveness of the decisions. This was evidenced by different meetings held in the schools where most of the teachers are part. *"They included administrative, academic, heads of departments which enhanced teacher commitment"*. Therefore there was a positive significant relationship between democratic decision making and teacher commitment in the secondary schools of Urban Council, Kampala District.

It also concluded that consensus decision making had no significant relationship with teacher commitment though responses in the questionnaire were positive. It was concluded that in most cases certain decisions are reached out without the heads consulting them. This affected their implementation and most of them failed, and others became inactive and less concerned. This calls for a study to fill the gap.

5.5 Recommendations

1. The study recommends that head teachers should collaboratively involve teachers in the decision making process of secondary schools at department, subject related, during meetings and top management levels. Other than that teachers can be asked to contribute to decision making through networking, co-ordination and communication.
2. It recommends decentralization of decision making to all heads of departments so that they become semi-autonomous. The greater the magnitude of decentralization and devolution of power, the greater the chances of all teachers being involved in the decision making process.
3. It also recommends that Director of studies and Head teachers should involve the teachers in both academics and nonacademic matters like students discipline, attendance that may contribute towards the improvement of teachers' professionalism and beyond Makindye performing schools and taken into consideration of different districts.

5.4 Recommendations for Further Study

From the findings, discussions and recommendations, the following areas have been suggested for further studies:

1. The relationship between participatory decision making and teacher productivity in secondary schools.
2. The role of communication in decision making process in secondary schools.
3. The need for true consensus and collaboration among the principals in the institution.

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APPENDICES

APPENDIX A

A SELF ADMINISTERED QUESTIONNAIRE FOR SECONDARY SCHOOL TEACHERS IN MAKINDYE URBAN COUNCIL ON PARTICIPATORY DECISION MAKING AND TEACHER COMMITMENT.

Department of Education Policy, Planning and Management, Faculty of Education, Kyambogo University,

8TH.Aug.2015

DearMr/Mrs/Ms/Rev/Sr

I am carrying out a study on participatory decision making and how it relates to teacher commitment in secondary schools of Makindye Urban Council. The questionnaire is for a secondary school teacher like you who is expected to perform well in school duties. It is on this background that you have been randomly selected to participate in the research by completing the questionnaire. I request for your cooperation by helping to answer the questionnaire as per the instructions at the beginning of each section. You are requested to be as honest as possible when answering the questionnaire. Your responses will be highly respected and accorded the highest confidentiality. Please endeavor to fill the questionnaire within one week and return to the person concerned in your school. You don't have to disclose your name. Thank you.

Yours faithfully

.....

NAKITTO SAMALIE.

RESEARCHER.

SECTIONA: BACKGROUND VARIABLES

Please answer the following questions as honestly as possible by filling in the spaces provided or ticking the appropriate alternative.

A.1 your gender: Male female

A.2 Category of school you are currently teaching:

A.2.1 In terms of residential status:

Boarding only Day only Both Day and Boarding

A.2.2 In terms of level of education:

O-level only A-level only Both O and A level

A.2.3 In terms of gender:

Boys only Girls only Mixed

A.3 your highest academic qualification:

Masters degree post graduate diploma Bachelors degree Diploma

A.4 Subjects specialized in

A.5 Subjects you are currently teaching

A.6 your teaching load per week.....

A.7 your years of teaching experience.....

A.8 Responsibility or Responsibilities you are currently holding.....

SECTION B: INDEPENDENT VARIABLE: PARTICIPATORY DECISION MAKING.

Please rate the following participatory decision making styles using a scale where:

1= Strongly disagree 2= Disagree 3= Neither agree Nor disagree 4= Agree 5=Strongly agree.

B1.O Collaborative decision making

B1.1 I participate in decision making in meeting organized by the school administration. 1 2 3 4 5

B1.2 My views in meetings are considered in final decision making of the school administration.

1 2 3 4 5

B1.3 My head teacher encourages team work among teaching staff during decision making process of the school. 1 2 3 4 5

B1.4 My head teacher is ready to talk to me in case I need to see him. 1 2 3 4 5

B1.5 My head teacher encourages co-operation and communication among the staff members in staff meetings organized by the school administration. 1 2 3 4 5

B2.0 Democratic decision making

B2.1 My head teacher takes interest in whatever that I am doing. 1 2 3 4 5

B2.2 My head teacher encourages me to participate actively in the meeting. 1 2 3 4 5

B2.3 My head teacher inquires for a suitable alternative in the staff meeting. 1 2 3 4 5

B2.4 My head teacher allows me to contribute to the agendas of the meetings, 1 2 3 4 5

B2.5 My head teacher allows me to elect my leaders in respective departments. 1 2 3 4 5

B3.0 Consensus decision making

B3.1 My head teacher is ready to consult me before the decision is made. 1 2 3 4 5

B3.2 My head teacher meets me to help improve and develop. 1 2 3 4 5

B3.3 My head teacher does not force me to do what I don't like. 1 2 3 4 5

B3.4 My head teacher brings back the point that had been disagreed in the meeting for review. 1 2 3 4 5

SECTION C: DEPENDENT VARIABLE TEACHER COMMITMENT

Please rate the following activities by circling or ticking using the scale where:

1= Very rarely 2- Rarely 3= Neither rarely Nor Regularly 4= Regularly 5= Very regularly.

C1.0 preparation for teaching and learning pro

C1.1 I come to school in time. 1 2 3 4 5

C1.2 I make my schemes of work in time. 1 2 3 4 5

C1.3 I complete my syllabus in time. 1 2 3 4 5

C1.4 I finish my lessons in time. 1 2 3 4 5

C1.5 I beat deadlines on any activity in the school. 1 2 3 4 5

C2.0 Involvement in co-curricular activities.

C2.1 I participate in foot ball competitions organized by the school. 1 2 3 4 5

C2.2 I mobilize students in the net ball competitions organized by the school, 1 2 3 4 5

APPENDIX B

INTERVIEW GUIDE FOR SECONDARY SCHOOL DIRECTOR OF STUDIES, HEAD OF DEPARTMENTS AND DEPUTIES IN MAKINDYE URBAN COUNCIL ON PARTICIPATORY DECISION MAKING AND TEACHER COMMITMENT.

Department of Education Policy, Planning and Management, Faculty of Education, Kyambogo University.

8th.Aug,2015

Dear Mr./Mrs./Ms /Rev/Sr.

I am carrying out a study on participatory decision making and how it relates to teacher commitment in secondary schools of Makindye Urban Council. The interview guide is for secondary school directors of studies, head of departments and deputies who are expected to carry out participatory decision making to enhance teacher commitment in exercising school duties. It is on this background that you have been randomly selected to participate in the research answering faithfully the questions asked by the researcher. You are requested to be as honest as possible when answering the questions. Your responses will be highly respected and accorded the highest confidentiality. Thank you.

Yours faithfully

.....

NAKITTO SAMALIE. RESEACHER.

INTERVIEW GUIDE FOR DIRECTOR OF STUDIES, HEAD OF DEPARTMENTS AND DEPUTIES

1. How long have you been in this position?

.....

2. Describe the nature of meetings in your school

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.....

3. Are your views in the staff meetings recognized to influence major decisions in the school? If yes/No. Give reasons.

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4. How does the administration communicate to its teacher before and during the meetings?

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5. Do you contribute towards the agendas of the meetings before they take place? How?

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6. How do you ensure that teachers adequately plan, prepare for teaching and learning process?

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7. Elaborate on the means in which you involve the teachers in both academics and non academic matters

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8. Describe the ways in which you ensure that your teachers give research work to the students

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9. Comment on the ways in which you ensure that your teachers assess the students profitably.

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10. Describe how you make teachers improve and develop towards achievement of goals in the school settings.

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.....

How has team work improved teacher commitment?

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Thank you so much.

APPENDIX C

**INTERVIEW GUIDE FOR SECONDARY SCHOOL HEAD TEACHERS IN
MAKINDYE URBAN COUNCIL ON PARTICIPATORY DECISION MAKING AND
TEACHER COMMITMENT.**

Department of Education Policy, Planning and Management, Faculty of Education, Kyambogo University.

8th.Aug.2015

Dear Mr/Mrs/Ms/Rev/Sr.

I am carrying out a study on participatory decision making and how it relates to teacher commitment in secondary schools of Makindye Urban Council. The interview guide is for a secondary school head teacher like you who is expected to carry out participatory decision making to enhance teacher commitment in exercising school duties. It is on this background that you have been randomly selected to participate in the research by answering faithfully the questions asked by the researcher. You are requested to be as honest as possible when answering the questions. Your responses will be highly respected and accorded the highest confidentiality. Thank you.

Yours faithfully

.....

NAKITTO.SAMALIE.

RESEACHER.

INTERVIEW GUIDE FOR HEAD TEACHERS

1. How long have you been a head teacher?
2. In which ways do you involve your teachers in decision making of the school?
3. How do you ensure that your teachers are punctual?
4. What methods do your teachers use to assess the students?
5. In which co-curricular activities do you involve your teachers?
6. In what ways does your participatory decision making affect teacher commitment?

Thank you very much.

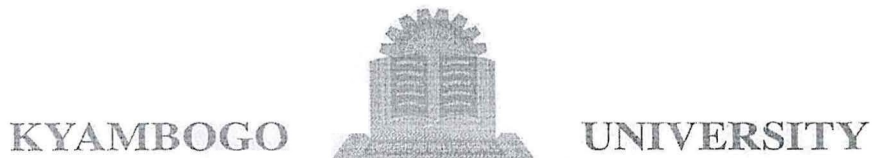
APPENDIX D

A LIST OF MAKINDYE URBAN COUNCIL SECONDARY SCHOOLS (MAKINDYE EDUACTIONAL SUPERVISOR, 2015)

1. Ggaba Parents High School, Ggaba.
2. Maranatha High School, Ggaba.
3. St Dennis Ssebugwawo Senior Secondary School, Ggaba Parish.
4. Princess Diana High School, Munyonyo.
5. Ggaba Mixed High School, Kawuku ,Bunga.
6. Ever Light Secondary School, Soya, Bunga.
7. New Castle High School, Kasanga.
8. Kasanga Secondary School, Kasanga.
9. Makindye High school, Makindye.
10. Tropical High school, Kabalagala.
11. St Janan Luwum Secondary School, Kabalagala.
12. Buziga Islamic Theological Institute, Buziga.
13. Katuuso Community Secondary School, Katuuso
14. Kasanga Seed Secondary School, Kasanga.
15. Stena Hill Secondary School, Lukuli, Nanganda.
16. St Catherine Secondary School, Nakinyuguzi.
17. St Mbuga Vocational Secondary School, Makindye.
18. St Peters Secondary School, Nsambya.
19. Nsambya Secondary Secondary School, Nsambya.
20. St Josephs Girls Secondary School, Nsambya.
21. Boston High School, Lukuli, Nanganda.
22. Katwe Noor Muslim Secondary School, Katwe.
23. Nanganda Secondary School, Nanganda.
24. Seat of Wisdom Senior Secondary School, Kasanga.
25. Makindye Secondary School, Makindye.
26. Our lady of Consalata, Kasanga.
27. Muyenga Christian High School, Muyenga.
28. Royal College Makindye.
29. Crested Secondary School, Makindye.
30. Kabojja International School, Buziga Branch.
31. RainBow International School, Kasanga.
32. Green Hill Academy, Kisugu.
33. Apas Senior Secondary School.
34. Kakungulu Memorial School, Kibuli.
35. Kibuli Secondary School, Kibuli.
36. Ebenezar Schools, Kisugu.
37. Nakinyuguzi High School, Nakinyuguzi.

38. **Munyonyo High School, Munyonyo.**
39. **Namuwongo Senior Secondary School, Namuwongo.**
40. **Kisugu Mixed Secondary School, Kisugu.**
41. **Acacia International School, Muyenga.**
42. **Iqraa Senior Secondary School, Kibuli.**
43. **Star Secondary School, Katwe.**

INTRODUCTORY LETTER



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Department of Educational Planning Management

Date: 9th July 2015

TO WHOM IT MAY CONCERN

This is to certify that **NAKITTO Samalie, Reg. No. 2011/U/HD/38/MEDPPM**, is a student in our department pursuing a Master's Degree of Education in Policy Planning and Management. She is carrying out research as one of the requirements of the course. She requires data and any other information on this topic entitled:

Participatory Decision Making and Teacher Commitment in Secondary schools. A Case Study of Makindye Urban Council, Kampala District.

Any assistance accorded to her is highly welcome. She is strictly under instructions to use the data and any other information gathered for research purposes only.

