

**A COMPARATIVE STUDY OF TEACHERS' PARTICIPATION IN
PUBLIC AND PRIVATE SECTOR UNIVERSITIES REGARDING
ACADEMIC DECISION MAKING**

By

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**NATIONAL UNIVERSITY OF MODEREN LANGUAGES
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ABSTRACT

Title: A Comparative Study of Teachers' Participation in Public and Private Sector Universities Regarding Academic Decision Making.

The present study was designed to compare the teachers' participation in academic decision making. Major objectives were to compare the teachers' participation in academic decision making among public and private sector universities and to explore the difference on the basis of gender, age and qualification of teachers' participation in academic decision making among public and private sector universities. Theoretical framework of the study was taken from the work of Desalegn Gemechu (2012). The population of the study was based on 1636 university teachers' from social sciences and management sciences of public and private sector universities of Islamabad. Total sample of the study was 692 teachers, where 500 teachers were selected from public sector universities and 192 teachers were selected from private sector universities. For the selection of sample disproportionate stratified sampling technique was used. The research instrument was adapted from work of Desalegn Gemechu (2012) and proper permission was taken from him. The instrument consisted of five components of academic decision making naming as instruction, disciplinary issues, guidance and counselling, personnel role and co-curricular activities. Data was analyzed through SPSS version 20 by using statistical tests like, percentage, independent sample t test and ANOVA. It was concluded that public sector university teachers' were participating more in academic decision making as compare private sector university teachers'. Private sector teachers were only participating in instruction and disciplinary issues. On the basis of findings it is recommended that Private sector universities may provide a chance to their teachers' to participate more in all the domains of academic decision making and private universities may explore the reason behind teachers' less participation in academic decision making through different seminars and meetings.

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Chaman Zareen

DEDICATION

Dedicated to

To my praiseworthy parents and my brothers whom I love the most.

'Your prayers are what I need more than anything else in my life'

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Academic decision making paves a refined road map in structuring and crafting the institutional output and also plays a pivotal role in shaping students career. Teachers' are considered the main and significant role in making students holistic development. Teachers' play multifaceted roles in the process of education. The main and ultimate role they play in the process of teaching and learning. But along with they also play their role in different other activities like in the process of academic decision making and administrative decision making. Teachers' participation in academic decision making also play a significant role in achieving the educational goals and objectives. The process of academic decision making gives multiply benefits to the institution. According to Bashir and Shami (2007) the word academic decision making and said that it is a systematic method in which the academic issues such as syllabus up grading, classroom management, and conducting tests are discussed. Bashir and Shami (2007) elaborated the academic decision making in such a way that, it is consisted of tests, aims, express schemes making a structured plans and using of a materials by applying these kind of decisions in our educational organizations we can bring improvement and enhancement and develop the abilities of the teachers and also enhance skills through different sessions. According to Monhtay (2005) study academic decision making is name of supervision of rules and regulations, demonstration and surveillance of syllabus and functional activities, learner analysis and appraisal, conformity of institutional work for example various type of collection of information, analysis of records in a file, making of institutional stuff for instance, instructional booklet, plan of study, control the educational activities which are associated with the classroom. Decision making is a significant part of learning and teaching process. Through

an appropriate decision making process the organization can achieve their goals and objectives with the help of the teachers'. In this process an individual selects the most appropriate way which is easy and suitable. The procedure of decision making is not an easy job for the institutions. If the institutions considered teachers' as part of the teaching and learning procedure and provide a platform for the faculty to contribute in a process of decision, this makes teachers get motivated and encouraged. In the instructive arrangement the interaction of dynamic, possibly it is scholastic dynamic or regulatory dynamic both assume a main part in the advancement of the establishment and these are two primary sorts of dynamic. Involving teachers' in decision making is a mandatory element for effectiveness of the organization, but in most areas the organization do not include teachers' in process of decision making Muindi (2011).

A study conducted by Cheng (2008) and concluded that when the institutional educators contributed in various kinds of decisions then this process makes the teachers' more punctual, enhance their job satisfaction, making them as responsible and also increase their moral ethics towards their students, other teachers and toward the institution. Gordon (2007) explored that the educational institution conduct a session for their teachers', it is a just session or a meeting for a teacher' because only the knowledge and discussion is exchanged from one teacher' to another but the staff members are not permitted to make the decisions for their institution. This ignorance affect the faculty members self-esteem, job motivation and also affect the development of the faculty members in the decision making in a representative society. A researcher Cheng (2008) suggested that participation of teachers' in decision making process boosts their energies and motivation extrinsically and they feel prestigious and privileged entities of the institution. So such sort of participation imparts traits like tolerance and a sense of respect. Different other researchers named the word decision making in different ways for example, Harris (2004), Mac Beath (2005) mentioned in their study and that the decision

making is basically a name of leadership. Another study conducted by Grant (2006), Harris (2003) Lambert (2003) according to their research the decision making process is a shared leadership. Lambert (2002) study explored that decision making process is important for the teachers' personal and professional enhancement. Rice and Schneider (1994) study called that the decision making is a joint guidance. When teachers are aware about all the activities which are part of the institutions then it brings a positive impact on teaching and learning awareness of teachers' regarding decision making is also essential. Grant, (2006), Muijs & Harris (2007), study elaborated that for the teachers' it is difficult for the first time they involved in making the decisions. The first reason is that the teachers does not connected with leadership process and also they are unaware about the process of decision making.

This leadership process sometimes become new for all the new teachers' now the question arises that why teachers' are not ready to accept the leadership processes, it includes a number of reasons for example may be most of the teachers are unaware about the importance of decision making, because might be the institution does not give a chance to them to connect with the decision making process and secondly might be they don't know that through this decision making process, what types of changes become occur and last through this decision making process the students learning improves or not. The most important thing is that when the institutions want to achieve an excellent participation of teachers' in decision making firstly they should be taken into consideration that in which area individual teacher' is interested on the basis of their needs, interest and priority the institution must provide a chance to the faculties to share their ideas with each other. Govinda (2002) study also explored that faculties play a vital role in maintaining organizational environment through performing tasks and duties and maintaining a well setup of rules regulation and cooperation with other faculties.

The teachers' contribution in the decision making is considered two sides of same coin means they are inter connected with each other and depending on each other. The dynamic

interaction and teachers' support is significant component of the instruction and both assume a critical part in the advancement of the instructive organization. To bring change in organization there must be a strong ideas, preplanned decisions. Teachers' are considered the main and important source of education because only the teacher who contributes his or her level best in shaping the career of the students through holistic development approach. Teacher is instructor, facilitator, helper and guider if institution wants to bring changes in their entire society with the collaboration of teachers' they must invite the teachers to become part of the educational decisions. Many researchers encourage the faculty participation in decision making. When the educational system considered a teacher' as a change agent then they should invite the teachers' to join the important decisions of institution. It enhances the worth of an education system Lunenburg and Ornstein (2011). The teachers' involvement in the dynamic establishes a decent and powerful climate in the association Mooree et al, (2016). According to Sen (2012) the study illustrated that teachers' become able to know the learning and teaching steps if they join the important decisions basically it provides a track to the teachers'. Ojukuku (2014) conducted a research and said that through the process of involving teachers' in decision making the organization can develop a positive environment and enhance the optimistic thoughts in the staff members. Balay (2002) and Cetin (2004) recommended that in the organization if these teachers' want to involve themselves in any kind of activity so the best participation is that they should participate in the process of decision making. This attachment gives more chance to the teachers to get attached with the system and make them a confident person. In Pakistan different studies have been carried out regarding teachers' participation in academic decision making in primary and secondary level. But still no study was found on teachers' participation in academic decision making in higher educational level especially in public and private sector universities. The purpose of selecting public and private sector universities was to compare teachers and their participation in academic decision making so researcher personally observed

that there is a need to study teachers' participation in academic decision making and to compare public and private sector universities.

1.2 Statement of the Problem

Effective decision making is a sign of success. It is mandatory to know about the importance of teachers' participation in academic decision making in the educational organization. Thus the research was designed specially keeping in view teachers participation in public and private sector universities regarding academic decision making. The purpose of conducting this research was to compare the teachers' participation in public and private sector universities regarding academic decision making. Furthermore, the study was also to explore the difference on the basis of gender, age and qualification of teachers' participation in academic decision making among public and private sector universities. In the existing researches different exploration work have been done in the field of teachers' participation in decision making, but there were very few studies regarding the teachers' participation in academic decision making in public and private sector universities.

1.3 Rationale of the Study

The process of decision making either it is administrative decision making or academic decision making both are considered the heart of the organization (Owens, 2000). Through effective decision making process the organization become able to achieve their goal and objectives. Every organization try their level best to prepare such types of decision which are not taking and not also based on immediate opinions. For effective teaching and learning process the academic decision making play a significant role. Different studies have been carried out about teachers' participation in decision making. These studies elaborated teachers' participation in decision making in relation to different other variables for example a study carried out by Kuku and Taylor (2002) about teachers' participation in decision making process

regarding curriculum besides instruction. Their finding showed that teachers' have a high power to take decisions regarding curriculum and instructional activities within the organization. Mualuko et al. (2009) investigated the extent to which teachers' are involved in decision making process in comparison to their desired extent of participation. They found that teachers' desire greater involvement in decision making. They therefore recommended that by involving lecturers in decision making, the quality of decisions and their morale in their performance of duty can higher. According to Muindi (2011) research there is a strong and positive correlation exist between job satisfaction and participation in decision-making. In the process of teaching job satisfaction play an important role and considered an important element. Omobude (2012) conducted a study and revealed that private teachers' participate more in decision-making than public teachers'. Teachers' in private are given more involvement in the decision-making. Moshet (2013) conducted a research about teacher' participation in school decision-making and job satisfaction as correlates of organizational commitment in senior schools in Botswana and found that allowing teacher participation in decision-making results into a more satisfied teacher with greater commitment to organizational goals. Another researcher named Gemechu Desalegn (2014) conducted a study the title was about the faculty involvement in decision making. According to this research, every single teacher plays a double role within the institution. The first role which he or she plays in the methodology within the classroom as a teacher and second role he or she plays in co-curricular activities. Wainaina (2014) conducted a research about effect of teachers' participation in decision making on the organizational commitment amongst academic staff and found that decisions made in consultation with teachers are more effective. Particularly, those teachers who are involved in decision-making are better equipped to implement such decisions. After going through a case study about teachers' participation in academic decision making no specific topic was done on teachers' participation in academic decision making

among public and private sector universities at higher level especially in Pakistan. So researcher personally observed that there is need to know about the teachers' and their participation in academic decision making in public and private universities. In order to fill this gap, this study was carried out.

1.4 Objectives of the Study

Below mentioned were the main objectives of the study.

1. To compare the teachers' participation in public and private sector universities regarding academic decision making.
2. To explore the difference on the basis of gender of teachers' participation in academic decision making among public and private sector universities.
3. To explore the difference on the basis of age of teachers' participation in academic decision making among public and private sector universities.
4. To explore the difference on the basis of qualification of teachers' participation in academic decision making among public and private sector universities.

1.5 Null Hypotheses

The null hypotheses of this study were:

H01: There is no significant difference between mean score of teachers' participation in academic decision making among public and private sector universities.

H02: There is no significant difference between mean score of teachers' participation in academic decision making among public and private sector universities on the basis of gender.

H03: There is no significant difference between mean score of teachers' participation in academic decision making among public and private sector universities on the basis of age.

H04: There is no significant difference between mean score of teachers' participation in academic decision making among public and private sector universities on the basis of qualification.

1.6 Significance of the Study

Teachers' are considered an important element in teaching and learning process. Enhancing the teachers' participation in education for the purpose of decision is a sign of success. So in the current study the stake holders will be the heads, teachers, the institution and society as well.

It may give some idea to the heads regarding the level of teachers' participation in academic decision making and inhibiting factors of teachers' participation in management works. It may increase awareness among the teachers' and other concerned officials of the existing problems of under-participation of teachers' in administration.

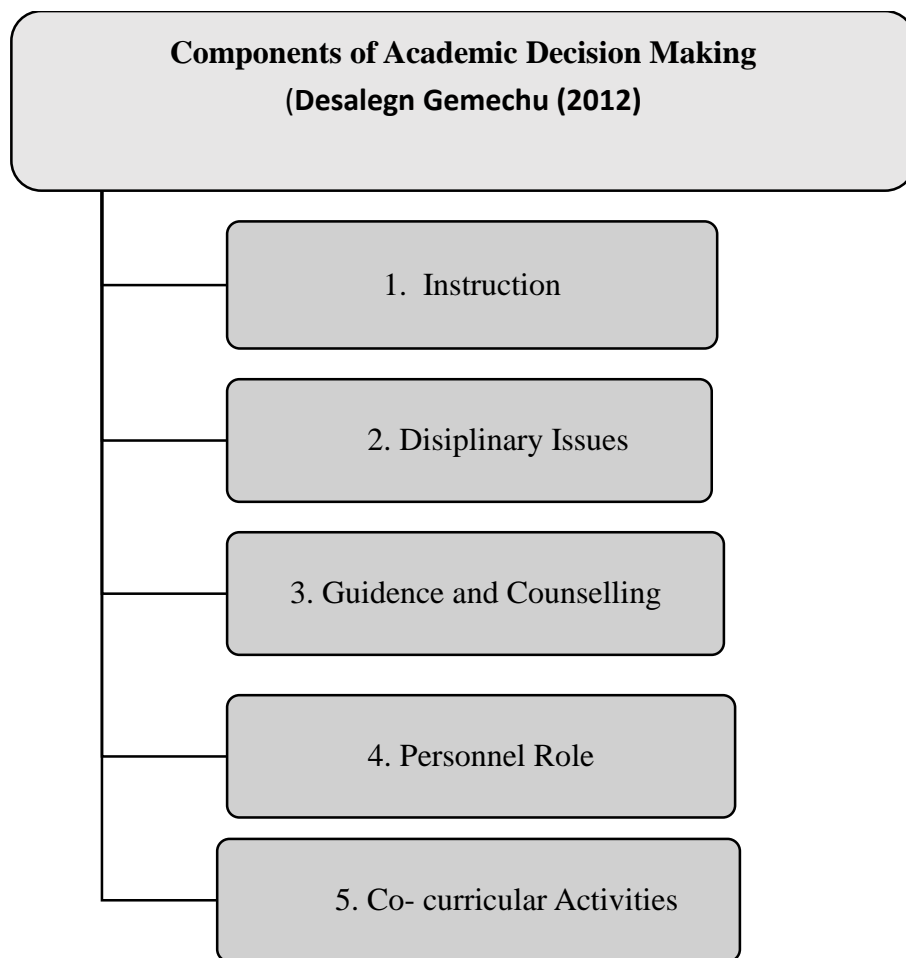
This involvement will also upgrade their motivational level toward teaching and learning, will enhance job satisfaction and will make them more punctual.

It may provide some alternative solutions or recommendations that may help to maximize teachers' participation so that organization performance might be efficient and effective. It may contribute additional information and document base for researchers who want to conduct further study in the area. The institution achieve the goals and objectives though the teachers' when they will provide a chance to the teachers to participate in the academic decision making. This research will help the students to know about the teachers' participation in academic decision making and will know the benefits also.

Society will also get benefit from the teachers' involvement in the decision making like when teachers will enthusiastically involve in the academic decision making automatically the learning of students will improve. Through this learning the society will move towards success and its desires will come true through the students.

1.8 Theoretical Frame Work

The theoretical framework mainly determines the course of the study. The theoretical framework for teachers' participation in academic decision making study is proposed by Desalegn Gemechu (2012). These domains provide a track to the teachers to participate in the academic decision making process and also help them in their professional development. According to his frame work there are mainly five components of teacher participation in academic decision making these components are instruction, disciplinary issues, guidance and counseling, personnel role and co-curricular activities. Instruction is a set of events which helps the learner internal process of learning and it is also connected with the teaching and learning process. Disciplinary issues deals with communicating with the individuals to improve the unacceptable behavior and performances, Guidance and counseling refers to such services where teachers provide information to their students regarding their personal and professional life and counselling is a series of direct contact with the individuals, Personnel role means teachers' involvement in educational institutions in teaching and learning process and other co-curricular activities and co- curricular activities cover all those activities through which a learner explores ones abilities and develop the strength through an informal guidance. According to Desalegn Gemechu (2012) these are important elements of academic decision making and these can help institutions in involving their teachers in processes related to academic decisions.



Theoretical Frame work of the Study

Figure No: 1.1

1.7 Operational Definitions

1.7.1 Academic Decision Making

Academic decision making is a type of decision making where the teachers' in a group or individually participate in the important decisions which are related to teaching and learning. Among various alternatives one best and appropriate options is selected which is suitable and match with the situation.

1.7.2 Participation in Instruction

Instruction is basically the transmission of knowledge from one person to another and it is considered part of a syllabus. Instruction is a coordination of circumstances externally, the students to help the inner procedure of the learning. This process is interconnected with the institution, the students, teaching environment and the outcomes of learning to improve the consequences of learning.

1.7.3 Participation in Disciplinary Issues

Discipline is such a method which prepare the individual to follow the rule and regulations and brings change in the behavior. The word disciplinary issues are related to the discipline of the students with in the institution. In every organization the discipline of students matter a lot. In the institution teachers design discipline rules to maintain peace in their institution.

1.7.4 Participation in Guidance and Counselling

Guidance is such a process where teachers help every single student regarding their personal and professional life. This guidance gives a student clear road map that mirrors the most appropriate ways to boost their abilities and skills and career counselling helps a student in shaping a graceful future.

1.7.5 Participation in Personnel Role

The word personnel role related to the teachers or the faculty members who are part and parcel of the institution. In the organization these teachers play a significant role in teaching and shaping student's career. It is the designing, rewarding, combining and balancing the individuals in order to contribute in institutional, community and individual aims and desires.

1.7.6 Participation in Co- Curricular Activities

Co-curricular activities are such type of activities or actions through which the students discover their skills, boost up their power and overcome their deficiencies. Co- curricular activities are also called outdoor activities or extra-curricular activities. These type of activities are part of learning process where student enjoy the learning and also look after their health.

1.9 Delimitations

This study was delimited because of many reasons which are mentioned below.

1. The study was delimited to those universities where just social sciences and the management science programs are offered.
2. The study was also delimited to the teachers who were only serving their duties in social science and management sciences departments in public and private sector universities in Islamabad.
3. Academic decision making was delimited into five dimensions which were instruction, disciplinary issues, guidance and counselling, personnel role and co- curricular activities.

CHAPTER 2

REVEIEW OF LITERATURE

2.1 Academic Decision Making

In the organization the process of academic decision making is considered the most important element. The academic decision making consists of evaluation, presentation of learner and extracurricular activities. This academic decision making is connected with the methodology. In short words it is said that this academic decision making play a significant role in our educational institution Hussain (2011). A researcher Mukhopadhyay (2005) said about decision making according to these researchers decisions are established on thoughts and ideas and sometimes it is based on reality. The purpose of scientific study is to detect the right ways and choose the most appropriate solution. The decision which is relying on rational is basically fix into two variables. The first two variables are situation and circumstances and the second one is alternatives.

Hussain (2011) study described that the teachers' play a role in achieving the aims and the objectives. The process of academic decision making is the basic duty of the teachers' to provide information to their students and provide expertise and also enhance the content management and learner guidance. The role of academic management within the educational organization is to design, arrange, guide and manage all the activities which are associated with the academic matters of the organization. These academic matters consists of application of content, guidance and presentation of those activities which are part of the curricular and co-curricular activities. The faculties play their role in arranging the academic activities in the institutions. Academic decision making also includes content, methodology, evaluation and co-curricular activities. Another researcher named Shami (2007) said that academic decision

makings are concerned with the academic matters which are related to teaching and learning. These elements are progression and preparation of instruction, managing of the student evaluation, balancing classroom tasks and making the peaceful learning atmosphere to upgrade the worth of the education within the educational institutions.

Govinda (2002) described in his study and said that those faculties who takes decision which are related to academic matters in their institutions are following for example, academic decisions are taken to balance the organizational schemes, learner finance, interact with the learner parents and participation, institutional setup, arranging, analysis, employee's facilities and participation of the organization in the society. Govinda (2002) study also explore that faculties play a vital role in maintaining organizational environment through performing tasks and duties and maintaining a well setup of rules regulation and cooperation with other faculties.

According to Man Fai Lau (2004) research, there are mainly two kinds of decision making process. One is academic decision making and second is related to our administration which is called administrative decision making. Different researcher has given their point of view regarding teachers' participation in decision making like Hava and Miskel (2003) study demonstrated that teachers' participation in academic decision making has a significant influence on the progress of facilities professional abilities. Kazempur et al (2010) study described that there is a strong relation among faculty involvement in the institutional matters, their abilities as well as their progress.

2.2 Decision Making

According to Daft (2003) the word decision making is a systematic process of managing different kinds of things successfully with the help of applying different kind of methods. These steps or methods are elaboration of decisions, identification of conditions, generating different types of ideas, selecting options and assessing. Bashir and Shami (2007) pointed that decision

making contains circumstances, investigation, recognition, and preparation of aims, design a scheme, generating goals, and highlighting schemes and enhance plans. Another researcher whose name was Masch (2004) highlighted four steps of decision making process. These steps are given below.

- 1) Analyzing the issues.
- 2) Knowledge exploration.
- 3) Choosing and assessing alternatives.
- 4) Revision and managing according to the decision making.

Mann (1999) recommended that teachers' also can enhance their decision making through interacting with different people in their surrounding and with the help of their teaching process. There are some factors which challenged the organizational leaders to design and implement the decision making. These factors are the new method in the process of teaching and our community. The teaching method in the class is internal factor while the community is external factor. Institutions can introduce different kind of systems to deal with the difficult circumstances with the collaboration of the teachers and the management. Kim (2002) study said that by applying these academic decision making within the institution the teachers may easily achieve their aims, goals and objectives. The person who has an ability to take a decisions is basically managing the thing in better way and he / she knows the decision making process very well. Another researcher named Ozer (2005) whose study was about the decision making and teachers participation the researcher found some elements which affect the decision making process. These factors are following.

1. Nature of a person who makes decision.
2. Instructional systems.
3. Outside and inside state of decision making.
4. Medium of transformation.

The above mentioned elements are vital elements which can easily effect the process of decision making. These factors are individual or the institutional factors or also named as controllable or uncontrollable factors. Berardi and Black More (2006) also described seven factors in their studies which impact the process of decision making.

1. Participation of faculty either individually or in form of group.
2. Situation in the alternatives.
3. Rule of alternative.
4. Time and person which is suffering from the choices.
5. Ideas.
6. Models.
7. Arts / skills

Stanovich and West (2008) also explored some factors which also affect the decision making process which are gender, number of years involve in the relevant field (experience), individual trust and intellectual approach. Decision making is a fundamental and essential part of an institution and it is an intellectual activity. According to Stanovich and West (2008) the process of decision making is defined as a number of options taking place in front of an individual among these options a best and a good option is selected for the betterment of the institution that is our decision making process. During the selection of the alternatives people use their intellectual process like ideas, judgment and point of view. This process is containing assessing the findings, confine the value from different choices and pick up the best option which is suitable and which works better.

Hoy and Tarter (2010) suggested that each association should acknowledge the significance of the decision making. In the administration cycle the decision making is considered as a fundamental and a main component. The important determinants of decision are following. The first one is outcomes or results, second one is evaluating different variables

and third is selection of relevant direction. The process of decision making within the institution is directed by a special target. These targets fulfill when the plans are prepared. Among various alternatives this is a best way to reach at the goals.

The effect of decision making is now clear that either it is structured or not, with the help of plan of an action the decision making moves towards the progress and it provide a track to the decision creators that what type of decision and what kind of decision should be taken for the betterment of the students, teachers and as well as for the institution. Those decisions which are structured and well planned are considered very high because the objectives and aims are clearly defined and clearly understandable Moorhead and Grif (2004). Govinda (2002) said that the heads of the institution can take various academic decision like institutional plan of action, discuss with organizational groups, responsibilities and teachers issues. The organization and the members are responsible to contemplate and respond to the decision making.

In the educational organization the process of decision making is working like a heart that is why it is considered as a heart of management Owens (2000). In an organization different kind of decisions are made to improve the value of the education system and to enhance the setup of the entire system. A research conducted by Ozdemir and Cemaloglo (2000) their study suggested that when teachers' personally participate in decision making then their motivational level gets increased. Good learning environment is creating through effective decision making process. If we want to bring change in our organization the most important thing is that we should make strong decisions and should implement these decision in our organization with the collaboration of the faculty members. This process is very essential for the development and progress of the organization. Through decision making process institution can achieve their objectives and goals. The appropriate decision making mechanism encouraged all the level of

organization. The literature shows that decision making enhances the job satisfaction of teachers, confidence, and their moral behavior and overcome teachers' absenteeism.

2.3 Importance of Decision Making Process

According to Griffin (2004) study, the decision making process is essential element for both management and academic purpose. Academic decision making is considered an important element for educational institutions and for students learning. Strong academic decision making is a valuable skill in a workplace because it empowers teachers' and leaders to make mindful choices that have the best chance of leading to a favorable outcome. Through the participation of teachers' in decision making the educational organization can achieve their targets and goals easily and generate better ideas for the organization. The teachers' participation provides a positive ideas and thoughts on students learning. If teachers' participate more in academic decision making than the turnover, absenteeism, lack of confidence became reduce. Students learning became upgrade, teamwork generate and the most important thing a strong relationship became develop between the teachers and students. A good and positive environment creates due to teachers' participation in such activities. The process included decisive, reciprocal and informative purpose. The decisive purpose is to prepare a relevant decision making which build the knowledge and which gathered from other people. The reciprocal action shows such association which establishes a connection among the employees, heads and the students. The last purpose included informative action which is about to provide and collect knowledge from different sources and assess that in the institution which type of activities are prepared. The success of an institution rely on the standard of the decision which is prepared inside in the institution and specially prepared the heads Robbins (2009). All the decisions are depend on the heads of the institution who decide that what types of decisions should be taken because the head is responsible of making and involving the teachers' within

the decision making process. Achieving the objectives, accomplishment of job satisfaction, making, and general success this stage is necessary to adjust the information coming from the teachers' sides. Eberlin (2008) described that mostly in the institutions the heads assess the situation through the decision making which they made. The decisions which create a flop situation and the decisions which have far reaching moral virtues and consequences. Therefore it is very much important that the heads must know the decision making level, decision making ideas, decision making procedures, decision making theories and as well as decision making actions.

Reddy (2006) described that faculty can change the behavior, environment, more development, collaboration and the way of effort of other teachers' within the institution. Like Khan in (2002) mentioned in his study and said that guidance training is very necessary for the faculty in the organization but unlucky in Pakistan previous programs such as B.Ed. and M.Ed. courses does not provide such opportunities to the teachers to gain training session from the institutions . The management responsibility is to design, arrange, direct, and announce. For the faculties of the organization the management training is very much important to deal with the management difficulties like organizational staff, learner, and organizing the tasks which are related to the classroom and outside of the classroom. According to Khan (2002) the staff members are answerable of designing, organizing and maintenances of important material. The ability and power in individual are related with each other and come with their duties which they perform in any institution. It is the basic duty of the government to make strategies for the faculty members. By applying these strategies teachers can work with full zeal and zest. Along with these, faculties are required to learn some practical work, skill and knowledge to make decisions for their institutions. The methodology and learner's learning progress consists of using of Av aids and other related materials which are connected to teaching and learning. Government should organize the materials to the teachers in the institution in a proper way.

Teachers' truly are the backbone of society and they are considered main element within the educational institutions in upgrading students' career and holistic development. If teachers' play their role in academic decision making many changes could be possible in their students for example students' hidden charismatic capabilities, confidence, intra and inter personal communication skills, ethics, discipline and acceptance became explored.

The faculty duty is to design the outdoor activities in the organization for the academic year. Through this process a well and proper content can be made. In the classroom the teachers judge their students on the basis of their performance and upgrade these students from lower class to the upper class. Academic activities consists of following elements like school excursion trips, national and Islamic celebrations, different sports and competitions also these faculty help the learner in developing, enhancing and in self-discipline. This procedure grow through providing directions to achieve learning. Shams and Waqar (2007) described their opinion about decision making process. According to their research this process classifying problems, identifying standards, explore change, pick up the best options among different options and evaluating decisions effectiveness. Those issues and their solutions which are connected to the faculty members and learners require a procedure which is decision making. Therefore a proper choices are considered to make a decision.

According to Celik (2009) the management process is model of the whole organization. Both the management and decision making process are very important for education and as well the educational system. The educational organization is a place where the students learn and generate their ideas and a proper formal education is provided to the students. The level of the institution is categorized in to three levels, upper level, middle level and lower level and the lower level perform their responsibilities as per the responsibility assigned to them, but these all levels under the shadow of decision making mechanism and controlled by the body

which assigns responsibilities. Administrator signs a task and sends it to the employees through the ministry.

According to Akgul (2006) the administration has an authority to select or to finalize the related syllabus. He also mentioned in his study that it is not mandatory for the employees to participate in the administration process. Every institution has their own rules and regulations but the teachers' are part of the decision making process because decision making represents the organization and its achievement. Teachers' take decision for the sake of their students, organization and students better future. According to Basyigit (2009) stated that the educational success depends upon those teachers who or the member of that decision making process it is necessary that they should work hard and try to make their institution more successful. Aytac (2000) stated that faculty involvement in decision making have a lots of benefits like when teachers personally involve in decision making their morale behavior become dominant. They feel satisfaction, consider themselves as a part of that organization, accept the change with full energy, they worked with other colleagues and prefer to work within the groups, tussles and obstacles are overcome, well and perfect sense of discipline occurred in the organization, and also enhance a strong, good relation exist between the administration and the other teachers'. Research conducted by Ozdemir and Cemaloglu (2000) according to them when teachers' personally involved in any kind of decision making then their motivational level become increase. Good learning environment is creating through effective decision making process.

Through effective decision making teachers know that how to bring balance in learning and teaching. Toward decision making process it is very important that teachers should show their interest and try to participate them self in this process, Oztug and Bastas (2012). An individual cannot deny that teachers work very hard for their institution and students. Majority of the teachers assume that the decision making is preplanned and it is impossible to bring changes in the decision making and it takes a lot of time. They also think that this authority is also in

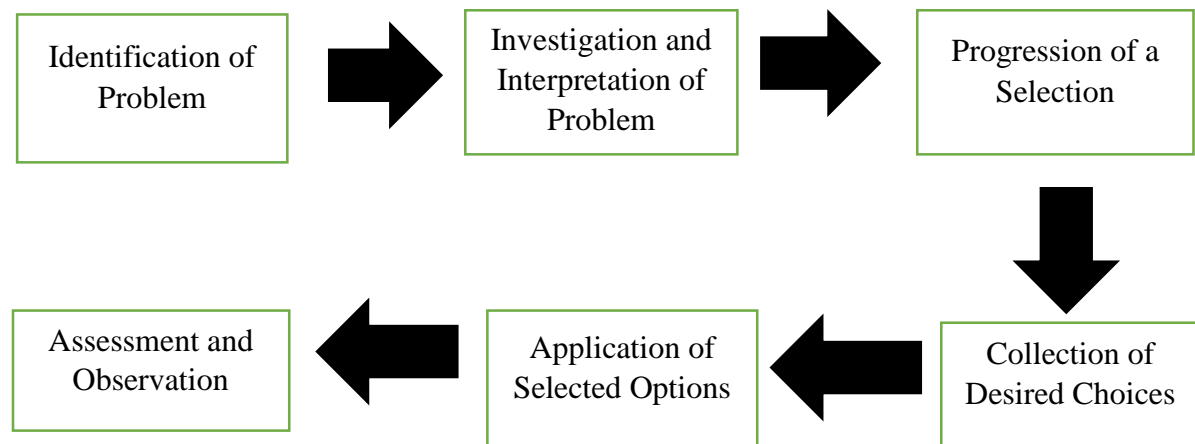
the hand of the head of organizational. Teachers' participation is considered impetus for effective progress and development. Teachers' are sometimes illuminated from different areas of decision making. The purpose behind that most of the institutions heads think that teachers cannot take decision properly they do not have the ability to do something properly.

According to Murphy, David and Brown as cited in Keung (2002) when an organization gives a chance to the teachers' than the teachers feel satisfaction regarding their job and held determined and ambitiously getting involved in decision making process. Teachers' can participate in various domains for decision making. So the institution may provide a platform to the teachers to share their ideas and thoughts. The main thing in the decision making is encouragement of the teacher' this encouragement brings the teachers more near to the organization in their personal capacities.

Keung (2002) was conducted a study and his study described that decision making is not only the name of participating the teachers' in indoor activities but when teachers' participating in both co-curricular and curricular activities then the definition of the decision making seems to be completed. In outdoor activities students professional development, their mental development and their physical development is included. Majority of the teachers' looking for such types of opportunity where they want to participate. They want to become part of such participation and also want to share their thoughts with each other, they think that they can achieve their goals and objectives through this process more easily. Teachers' are very sensitive about their career and profession. They learn from the surrounding and environment very immediately which affect them and as well as their learning. These teachers are part of organization and especially organizational process.

2.4 Process of Decision Making

The procedure of decision making can easily be understood from the below given diagram.



Process of Decision Making. Reference; Adapted from Daft (2003)

Figure 1.2

2.4.1 Identification of Decision

As per Daft (2003) the main stage which is utilized in the cycle is the identification of the issues. In this stage the procedure of decision making begins from the issues identification. For example this stage elaborated that which is the basic issue which require a solution to solve, inappropriate ways of giving the right answer to false questions. In the beginning of every problem or in the initial stage of problem it take a lot of time and struggle but gradually with the passage of time it requires a less time.

2.4.1.1 Examination of the Difficulty

The second stage examination of a difficulty Daft (2003) described that after the identification of the problem the next stage is the analysis of the issues. The matter has been

accurately investigated and associated plans have been smoothed out for the implementation in the post decision phase.

2.1.2 Develop Options

The third stage of the decision making is to develop the options or choices. Daft (2003) said that this is a basic significance to develop options for a decision in a crucial arrangement. This is not relying on a single resource it needs various selections if first option gets failed.

2.1.3 Assess Options

Daft (2003) said that this is a significant that to develop the options for the decision making before making options it is also important that to investigate such options which have a power to achieve the aims and objectives.

2.1.4 Selection of Options

Daft (2003) elaborated that when we want to select the options among different alternatives there is need of selection of best option among various options.

2.4.5 Application of Decision

The fifth stage of the decision making process according to Daft (2003) is that the decision is not clear until it is applied and the desired outcomes are fulfilled. For the purpose of structured transmission between the concerned need to make the decision making process in its natural setting.

2.1.6 Follow up and Check Consequences

Daft (2003) stated that the last stage of decision making process is checking of the results and investigation. The accurate research or investigation can save a decision making from the failures.

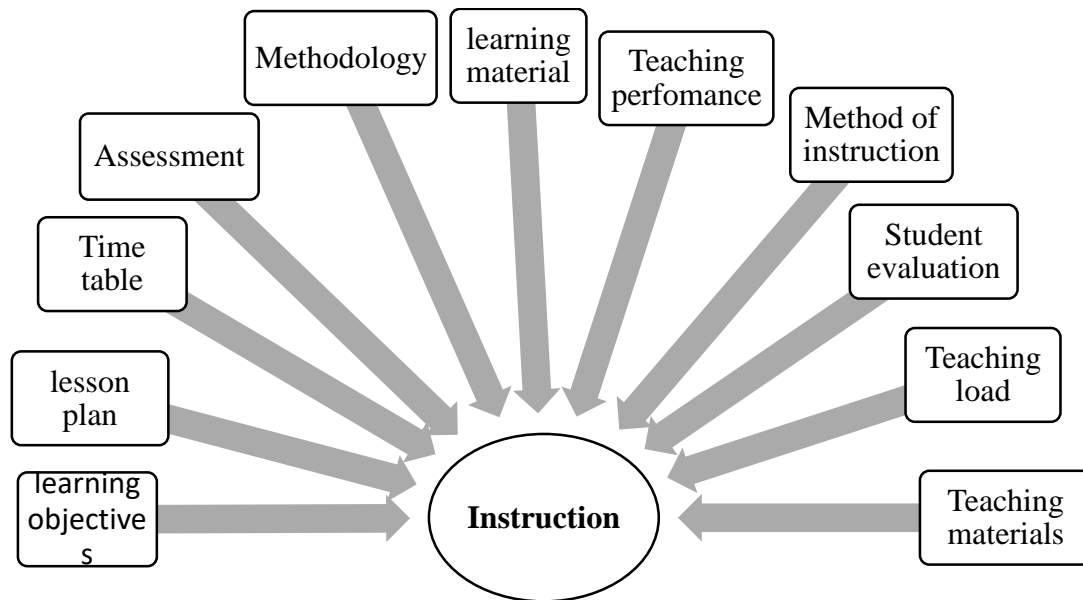
2.5 Components of Teachers' Participation in Academic Decision Making

2.5.1 Instruction

In the past most people's perception regarding the faculty members was that these teachers only can impart the information to their students. They can teach best and make them expert in the field of teaching. It was also thought that a teacher's job is to only transfer the knowledge what he or she knew. Technological digitalization and modernization has completely altered conventional ways of teaching methods and it has also given the teachers an opportunity to participate in the decision making. According to Agawam (1993) study teachers prefer to participate in instruction and designing of curriculum. It is a fact that without participation of teachers in instruction we cannot achieve our objectives. In the institutions the progress of curriculum and enhancement of instructional programs are considered the main element. This plays a significant role at national level and within the educational institutions.

The educational institutions can make the instructional programs more successful and systematic when the teachers of the institution plan it. It is the basic duty of the instructional management to encourage a good association with the staff members regarding all activities. To upgrade the instructional programs along with the teachers the administrative staff also take part in designing, giving recommendations and establish practices and process which may helpful in instruction. The staff members who are participating in the progress of instruction with the collaboration of their leaders as compare other teachers they show more positivity and activeness. The teachers' in their professional experience understand their students much better than others because they spent their most of the time with the students in the classroom and they have known how about their desires. Another researcher name Moore (1995) study explored the staff members' involvement in program selection. According to this study, every single staff members has a different combination of professional experience, information,

teaching abilities and personal characteristics which make them more easy and successful in the programs. Majority of the teachers prefer those methods which were effective and their consequences were successful in the past.



Instruction

Figure No 1.3

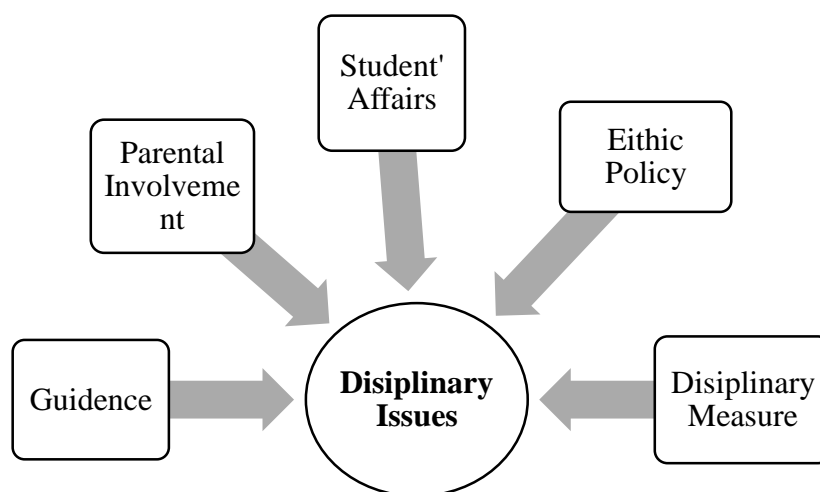
2.5.2 Disciplinary Issues

The second domain of academic decision making is disciplinary issues or discipline of the students in the institution. The basic purpose of establishing an institution is to provide the education to the students and prepare them for a better day.

According to Kimat (2008) study, the successfulness where the process of discipline is proceeding on the basis of a degree which we observe the standard of this particular process and the connection between the groups. From this statement it is clearly revealed that the discipline process must be accepted and balanced in order to achieve the objectives and goals.

According to Thomas (2002) in the educational institutions different age groups students are present. Some of them are studying in primary level, some are in secondary level and some

are in higher secondary level. In every stage these students show some disciplinary issues. These problems not only affect the student's personal life but also damaged their career and influence on their academic journey. So it is important that at every stage the students should be treated equally. Learners demonstrate such issues which are related to the discipline and which guide the learner to learn and the condition of learning. So in this way faculty members can apply various system to balance and introduce a well discipline in their institutions. These teachers can upgrade the learners by giving them a guidance and counselling and also by participating the learner in different extra-curricular activities.



Disciplinary Issues

Figure No 1.4

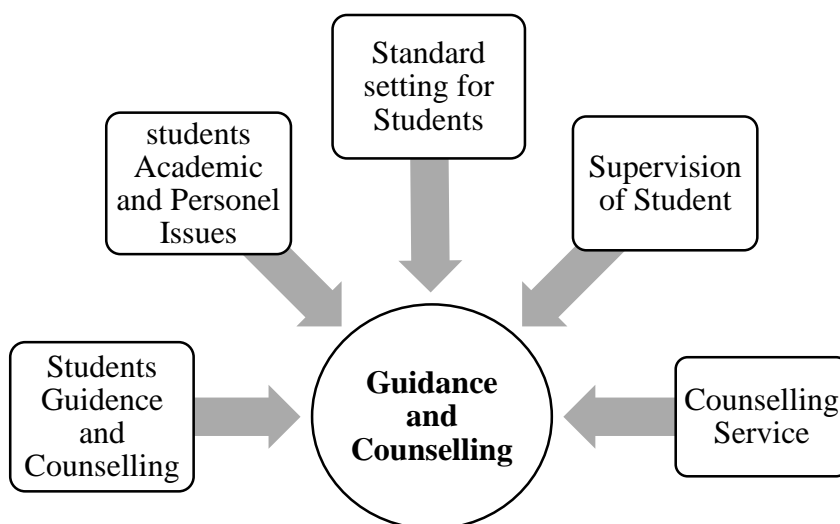
2.5.3 Guidance and Counselling

Guidance is such an institutional function which has nonstop, integrated effect on the students. A researcher Kottoman (1995) described that the process and victory of guidance and counselling services is rely on the condition and comprehension shown by the staff members. In educational institutions the process of guidance and counselling programs are not a personnel domain of every single person who deal it but also it is the main and important duty

of every teacher within the organization. In simple words it is said that the staff members are the main figure in guidance activities because they know their students very well and they have the knowledge and information regarding the process of guidance and counselling programs.

Faculty members play a role in guidance so as a guide the teachers should observe the significance of learner self-reflection and treat all the students equally and make sure to participate in the process of guidance and counselling services. Except the teachers no one can understand and guide the students better. The staff member's duty is to explore such learner who really want guidance and counselling programs.

According to Andesine (1990) recommended that especially those teachers who are teaching their students on regular basis, they should play an energetic role in monitoring and counselling. The reason is that they better understand their learner individually and solve such problems which are personal and educational issues. In addition the faculty members can rapidly enhance a good back ground for monitoring approaches and monitoring duties.

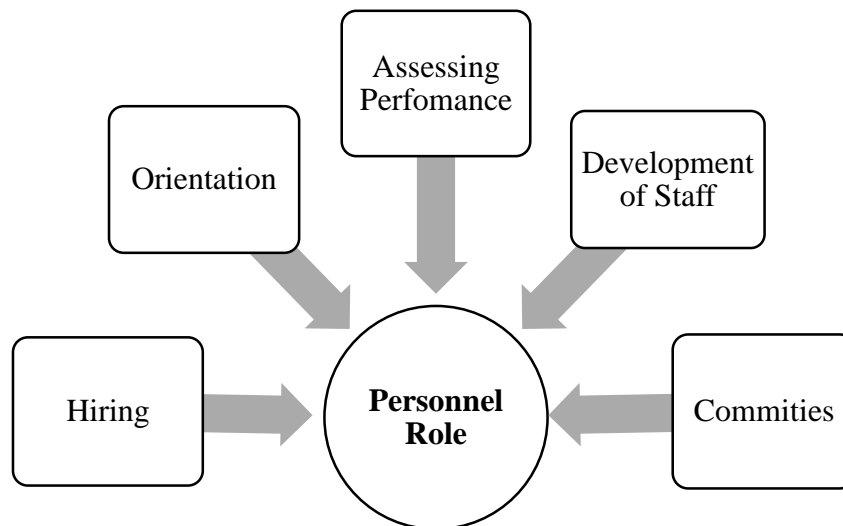


Guidance and Counselling

Figure No 1.5

2.5.4 Personnel Role

Personnel refers to individuals or a group of people who are engaged with an activities in the organization. As per kuku and Taylor (2002) educators assume a critical part in the improvement of the foundations. The personnel role is a part of teaching and learning process which motivate the teacher toward the learning. These faculty members have an experience that what will be productive for the organization when they participate in the personnel role. According to Eberlin (2004) it is a name of organization and help the people in hiring, picking the employs, and progression of human resources.



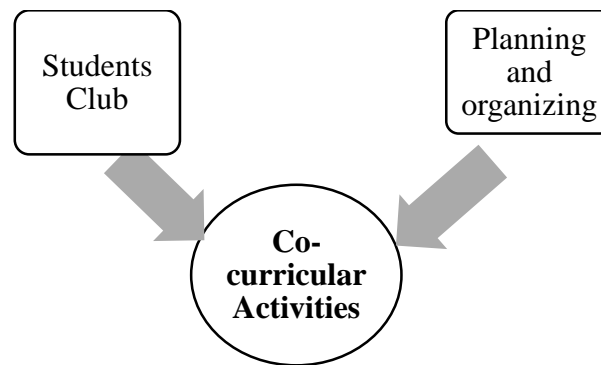
Personnel Role

Figure No 1.6

2.5.5 Co-Curricular Activities

A number of activities which are provided to the learner within the institution to maintain the health. Co- curricular activities are also called extra- curricular activities, extra-class activities in other words called learner activities. These all activities or programs are part of our overall academic process extra- curricular activities are a systematic additions. Along with these extra- class activities, a well-planned syllabus can be taught. Such kind of activities

need the guidance and help of all the faculty members for a successful application of these programs and also need the involvement of teachers. The researcher also recommended that the heads try to participate the faculties to design, arrange, immediate, correlate and check their performance. Another study which is conducted by Waterish (1988) thought that additional class activities may plan to upgrade the curiosity of learner in different fields like in science and technology, humanities, literature and in sports to encourage their expertise and capabilities. In the opinion of this researcher the staff members in the organization included the consequences of these abilities within their methodology and should guide those learners who are accountable of designing of self-tasks.



Co- Curricular Activities

Figure No 1.7

2.6 Education System in Pakistan

In Pakistan the education system is divided into three stages. One is elementary stage second is secondary stage and third is higher secondary stage.

2.6.1 Primary Education

Shami and Hussain (2005) said that in Pakistan the eight years schooling is elementary level. Which has two different steps one is primary and second is middle level. Primary school

begins from grade one to five and mid phase starts from grade six to grade eight. Most of the schools in Pakistan has both the stages.

2.6.2 Secondary Education

After the basic education the second stage of education is secondary education system. According to National Education Policy (1998-2010), this system have also two stages which are ix-x and class (xi-xii).

2.6.3 Higher Secondary Education

A research study of Shami and Hussain (2005) described that in higher education system is where university journey starts. The university offers programs like graduate, under graduate and post graduate. The universities are offering admissions in various fields to their students and some universities provide health, professional education, engineering, and some universities are providing business education to their students. Higher education play a significant role in shaping students holistic development and in professional life. Step by step students learn different and new things in the process of teaching and learning. In 21st century without getting higher education and living in sustaining better positions in modern societies quite become complicated.

2.7 Over View of Teachers' Participation

According to Wadesango (2012) research, in the institution most of the staff members are unaware about the problems and the circumstances that exist in their institution. These teachers spend their time in the classroom and in the process of methodology. The school heads think that only they have a right to make and take the decisions for their institution and they have a power and authority to decide that from when and where the decision should be taken and started. Another researcher name Gordon (2007) explored that the educational institution

conduct a session for their teachers, it is a just session or a meeting for a teacher because only the knowledge and discussion is exchanged from one teacher to another but the staff members are not permitted to make the decisions for their institution. This ignorance affect the faculty members self-esteem, job motivation and also affect the development of the faculty members in the decision making in a representative society. According to Vroom (2000) accepting high level of participatory approaches are the autocratic structure which boost up the power of individual or the group mostly in three ways. These three ways are following

1. It upgrades the information and the ability of an individual by giving a chance to work regarding such issues which are taking place at institutional level and their solution to handle such issues.
2. It up builds the work of the group, which gives a chance to solve the issues which are part of the group.
3. It also boosts up the recognition of the institutional aims for the teachers who has a potential to make those decisions which are considered a significant in the organization.

According to Hoy and Miskel (2012) they described that the self-esteem and zeal of the teachers to participate in the institution is a significant element. The staff members show a positivity towards the work in the organization. When the leaders considered themselves to be the only legitimate and ultimate authority in the process of incorporation and decision making. Certainly, it breeds the sense of underestimation in the teachers resulting in to demotivation, lack of cooperation breach of coordination ultimately yielding poor academic performance and achievements. Another researcher named Aydin (2005) suggested that in the educational institutions a broad involvement must be given to the teachers. The participation of the teachers matter a lot in the decision making process it enhanced when the involvement is made. The study of Taymaz (2003) described that the discussion of choices and outcomes within a group assists make additional beneficial decisions. The involvement in a decision making play a

significant role regarding comprehension, adopting and more successful application of decisions. The decision making with involvement motivate additional impressive, utilization of human resources and enhance the institutional environment.

According to Ho (2010) the faculty has an experienced information and duties to give a suitable learning experience for the students. The leaders should make a sure that decision should be based on students' desires and it requires encouraging involvement in the decision making boost up the institutional change and reach at self-realization, faculty confidence and institutional climate. From the teacher's side it's a common perception that the institutional heads and the assistance of the heads are considered most powerful in the decision making Guclu et al (2015).

The teachers wish is to participate themselves in the decision making but the participation level happens at a small level. According to Can and Seren Celik (2017) said that the teachers of the pre- school are involved in organizational administration but at a very low level. According to Ho (2010) the involvement of the teachers in the process of decision making is a lengthy exploration area. The less involvement of the staff members in institutional have a pessimistic influence.

Demirtas and Alanoglu (2015) found an average level of collaboration exist among the work satisfaction and the involvement in both the academic decision making process and the management decision making. According to Cihangiroglu, Uzuntarala, Ozata (2015) study, there is not a strong link exist among the involvement, affective and standardizing devotion in the process of decision. Ozdogru and Aydin (2012) study explore that there is a strong association is existing among the level of participation of the faculty in decision making and work inspiration in a same way. A researcher name Inandi and Gilic (2016) study explored that

when the decision making become upgrade, the acknowledgment of the change is likewise improved in the organization.

2.8 Level of Teachers' Participation in Decision Making

The idea of initiative styles are dynamic they changed and moves from totalitarian to vote based. When it moves from autocratic to the democratic the participation of faculties in decision making is enhanced. These researchers discussed different parts of the involvement of faculties in decision making which are discussed below.

2.8.1 Announcement of Decision

In this type of decision making the institutional heads prepare the decisions alone and then introduce the decision gradually in the organization and put the decision in front of the teachers. The heads try to make the decision according to the situation. Before making any kinds of decision the heads perform this duty individually within the organization and after that they invite the teachers to participate in the decision making.

2.8.2 Sell of Decision

In the sell of the decision the organizational heads make the decisions. For the implementation of the decision heads share the ideas and try to solve the issues with the help of teachers and develop different kinds of ideas and then gather.

2.8.3 Consultation

In the phase of consultation heads openly share the current problem with the teachers and they create an open environment to discuss the thoughts and make the final decisions.

2.8.4 Joint Decision Making

In the joint decision making cycle additionally the legitimate individual of the foundation talk about the job with their staff individuals, discuss their authority issues and try to solve these problems with the collaboration of the teachers.

2.9 Teachers' Participation and Decision Making

In the institution the faculty can involve in many areas. Kuku and Tylor (2002) elaborate that in the educational decision making teachers can participate in decision making and design a pattern that how to achieve the goals, objectives, making a pattern regarding rules and regulations. Teachers also participate themselves in the spiritual matters, methodology, in co-curricular activities, content, and the enhancement of other colloques and involve in such problems which they face during their teaching period. Some other writers like Asiedu, Akroji (1978); Duodu, (2001); Mankoe, (2002); Ozigi, (1995) has divided the above mention elements they worked on it more and into following parts and named as

1. Content and methodology
2. The learner matter
3. Teachers physical concerns
4. Financial matter
5. Staff members
6. The association of the school and the society

In the content methodology both the teacher and the student learn from each other, for example when the teacher is teaching in the class at the same time the student try to grasp the knowledge and try to understand the situation. This process is ongoing until the learning process is not over. In the institutions the core aim of the curriculum is to deliver the content to the learner with the help of teachers. The teacher can make different kind of decision

regarding curriculum implementation, and curriculum development and also engage themselves into the teaching material which is related to the evaluation Common Wealth Secretariat (CWS) (1993).

Teacher is basically a change agent and play his or her role in their institutional organization. The CWS said that teachers can connect themselves in instruction e.g. they can prepare different kind of decisions regarding curriculum, make relevant outline, about equipment which are used in teaching and learning and in the evaluation process. During the designing of the curriculum the teacher's involvement is ignored. Ghana Education Service (2002) said that in the entire educational setup the heads of senior secondary have very limited authority regarding the up grading, producing, hiring of the teachers, coaching and faculty rules and regulations. Heads of the institution are not much concerned about the holistic development of the teachers.

Ozigi (1995) suggested that to get rid from these kinds of problems the head of the institution should support and encourage the faculties to join the professional seminars, trainings, workshops to boost up and increase in their knowledge. Duodu (2001) elaborated the importance of a leadership and said that the institutional success and growth depends on the valuable leadership. When the leadership become strong then there is a strong, effective and a well-established educational setup build. Hwangbo (1996) found that there is a powerful affiliation exists among teachers and leadership who hired from level of teaching to a leadership position. Such encouragement of teachers from teaching line to a leadership journey may cause difficulties in the institution. He recommended that about faculty upgrading all the information of other teachers should keep confidential. Among the responsibilities of teachers one of the most important duty is to balance the discipline between teachers and to introduce the rules and regulations within the institution.

2.10 Decision Making Models

2.10.1 Bi – Dimensional Models

In the study of Parsons, (1995) it is mentioned that teacher's involvement in the process of decision making is bi – dimensional process. This model is made up of a fundamental or basic activities which are connected to the classroom, methodology and related to the management. By choosing technical or management types of decisions making the faculty can also elaborated it into absolute or relative terms. This problem may be seen as a serious in experts' field where the members of the entire organization may look for a high position of self-governing decision making. This researcher established three conditions on the basis of difference between absolute and relative involvement. These three conditions are mentioned below.

1. Decision equilibrium, the more involved in the decision making process.
2. Decision saturation, participation is as many decision as require.
3. Decision deprivation, means that among many decisions, participate in few ones.

2.10.2 Multi-Dimensional Models

Most of the studies choose the model of multi – dimensional for the purpose of examining the decisions domains where the faculty decision making process appeared in the position of practical or organizational model. The technical model contain two aspects. The first aspect is methodology and the second aspect is teaching equipment. Taylor et al (1992) established an aspect named managerial or technology. These aspect were only connected to the faculty and learner but not connected to those activities which are held in the classroom. Conley (1990) explored eight elements which are related to the decision making. These elements are designing, strategies, course methodology, students, teachers, teacher growth, institution or society and financial administration. According to this study the faculties prefer

to involve themselves in syllabus and those decisions which are classroom activities. Regarding management decisions the teachers are not showing a positivity in this research, it is found that there is a contrast exist between the faculty objectives, goals and the decision aspects. Faculty participation in decision making enhance inspiration.

Smylie (1992) recommended that the faculty should participate in four kinds of decision making processes. The first one staff, second is in methodology, third one is employees and growth and forth one is overall in management process. The participation of faculty encourage the decisions boost up the teachers and along with the level of motivation of the teachers is also increased. The researcher use a method name component analysis. The purpose of using this method is to remove following elements.

1. Technological aspects
2. Aspects of management
3. Methodological aspects
4. Material and basic technological aspects

Perry et al (1994) study described that the genuine and necessary involvement within the decision the teacher's actual and desired aspects are daily based targets or goals, vision, purpose, syllabus, transmission and evaluation of a learner development. This study also said that the actual involvement in decision making is low than the desired involvement and also this actual involvement is different from the position of faculty and the education system. In the second level which is group level. This level consists of such problems which are associated to those activities that does not relate to the methodology and performance and second problem is committee of course. Organization also face problems regarding objectives, financial problems, rules related to admission, staff administration and promotion designing. Among the individual group and organizational level the upper level is individual technical domains Chi

Keung C, (2008). Many literature recommended that faculty should concentrate in classroom activities and technical problems rather than over all school system and management related problems and also the study observed that teachers show activeness regarding to involve in syllabus and methodological decisions.

Slegers conducted a study in (1991) on teacher's participation this study described that teachers desire is to participate in educational plans rather than management policy making. Bacharach et al (1990) this study also has the same findings. The findings show that faculty wants to participate in operational decision making rather than management decision making. The teachers complain their less involvement in organizational rather than individual aspects. According Bacharach et al (1990) the teachers has more power to take and make decisions which control the limits among the institutional and the classroom for example, learner participating equality, assessment rules and regulations and the announcement process. In this area there are two organizational models are discussed. One is tight and second is loose coupling systems and the second one is bureaucratic and cultural linkages. The main purpose of these two models was to give an organizational and structure theory to know the practices which are used in management and effect the involvement of faculty in decision making process.

2.10.3 Tight and Loose Coupling

According to the Fennell (1994) the purpose of coupling theory is to give a track to the institutions regarding conceptualization among the faculties. Ingersoll, (1994); Logan et al (1993) described that this theory also elaborated that the interaction procedure between the heads and the teachers. The concept of loose coupling deals with vulnerable, irregular and minimum connection among different components within a powerful disassociated system. The coupling process enhances the individual self- reliance and prudence within the

educational system. For instance those institutions which are loosely coupled, the heads follow few design which purpose is to effect the work of faculty.

The entire system of organization can be better with the help and by using of tight and loose coupling. The process of coupling has been developed by considering the organization as an institution. There is a difference exist among the definitions of coupling. Logan et al (1993) quoted the word coupling in following words, “it is such a system which interacts the administrative features and also a component which are related to the school community. This process is more difficult than simple loose coupled. According to this study in the organization the process of tight coupling notify about the institutional objectives, tasks, beliefs and basic norms and also encourage the teachers towards the development and success. According to the Chorewyez (1994) research, it is described that the tight coupling motivates shared vision and this shared vision is considered one of the powerful and successful element which connected with the school based management. The concept of linkages sometimes equal to the coupling process which are those systems within the institution which are used to organize the activity of people who are working there. The researcher also found that there are mainly two types of institutional linkages in the educational system which are bureaucratic linkage and cultural linkage. The bureaucratic linkage explain the position and the institutional system to develop and boost up the objectives. The faculty seem as a specialist in those discipline where they can make decisions. Those institutions which are associated with the strong coupled system, has a powerful cultural qualities that tie their employees toward institutional objectives and values both the tight and loose coupling interrelate and become visible together. Teachers’ became experts when they made decisions. The cultural linkage described those policies which are helpful in developing the institutional culture. In the bureaucratic and the cultural scenario the institutions are productive. These two types of linkages provide an effective environment to the organization also perform a good role in the development and also effect faculty but without

effecting learner educational journey directly. The bureaucratic linkage concept is different from the tight coupling process and also cultural linkage is different from the loose coupling process.

Daft (1992) explained the word “linkage” in such a way that “it is the level of communicating with the top level persons or an employee regarding the institutional factors”. He gives some examples which are related to the horizontal linkage. Interchange of such issues which is related to the paper, easily communicable with the employee and work forces. The main purpose of establishing the bureaucratic linkages, is to achieve the objectives and these linkages are known as institutional and hierarchical system. These linkages consists of characters, order, laws, process and power connection which decrease the attitude of faculties or employees. The cultural linkages helps in promoting the culture. This study also recommended that those plans which are used to establish the cultural linkages should inform the faculty about the responsibilities with a hope and should motivate the faculty toward the involvement in decision making process and enhance faculty progress involvement and also to develop the process of teaching and learning within a group.

2.11 Elements which Influence the Participation of Teachers’

There are some factors which effect the teachers’ involvement in the decision making. These elements or factors are habits of a leadership which contains ways of leadership or guidance, group or control, transmission and inspiration.

2.11.1 Items of Leadership

If the leaders in the organization are providing benefits for other staff members. It is significant that they should expand the capacity to lead and attitudes of other members. Basically the institutional achievement is depend on the leader’s motivation and struggle.

Supporter may support their thoughts and these supporters are expected to be well equipped with ideas and theories. Armstrong (1994) mentioned that the word leadership or guidance is an activity of managing and effect the group of peoples work link activities. It is a structure of affecting and directing the attitude to achieve the activity completely. Armstrong (1994) stated that this include group support and dedication in the people to achieve the aims and build the best utilization of competences, abilities and zeal of every single in a group. Therefore, the word leadership is like a credit for the leaders which guide the other staff members about their encouragement in comprehension, promotion and help them to donate the performance of the work. Indeed the productivity and success of any institution mainly rely on the mode and behavior of leaders, which can lead the desired features of a leader to upgrade those activities which are related to human.

2.11.2 Behavior of Leadership

Numerous researchers have done research on leadership practices over a long time. These researchers show that there are at least two key aspect to leadership, for instance Stoner and Freeman (1989) classified the leaders into production centered and faculty centered. Production centered are those leaders who design and work hard for a quality within a systematic way they manage the work and monitor the other staff members as well. The second key is faculty centered leaders, these centered leaders motivated teachers to involved in setting aims and also recommended to participated in other decision making process which are related to their work and which are helpful in polishing their abilities.

In the educational institution the leadership is a difficult work for the heads because in those institutions all teachers are not same by academically, like some teachers qualification is low some has similar degrees some has highest one. Among all these teachers for a leaders it is complex activity that how to deal with academic matters such as individual require friendship

and collaboration and individual emotions from the institution. There is a need of good conversation in the educational institution among teachers, students and even with the heads. They become able to know that they are also part of that institution and they have some kind of relationship that keeps ancestry or a group with each other. Armstrong (1994) stated that a good leader has following qualities for example he or she motivates or helps the other staff members and he has high features of leadership expertise all these qualities come from the comprehension, participation and perception of individual or human association. This type of leaders inspire their colleagues to involve in various activities and to create dedication. He also decided that as a controller how the people should be systematically organized and help in the work of others. About the extent of leadership, Bell (1992) noted that in explaining group interaction in achieving tasks, regarding appropriate way to involve faculty in a group activity the choice is all about the leadership habits.

Balse (2001) study found that the organizational leaders can highly effect the faculty in educational organization. They follow procedure like, faculty promotion, interaction regarding standards, ability sharing, collaboration with teachers and symbolic manipulation to promote oriented relationship. Johnson's in Balse (2001) mentioned that fair division of materials, managerial duty of task, skills, private model and show private interest. These are some of the leader's actions and their habits which affect the faculties. However, some studies have concentrated on the dimensions of principals that negatively impact on the faculty members.

2.12 Theories on Decision Making Process

Different researchers deeply studied the procedure of decision making process as a purpose of as administration with in the educational institution. According to Harding (1987) stated that there are mainly two kinds of approaches to study the institutional decision making process. These two kinds or approaches were descriptive and prescriptive approach. The

Linblom's theory of distortion and ancient / classical decision making theory are paradigm of these descriptive and prescriptive approaches.

2.12.1 Linblom's Theory of Mudding through Model

The linblom's theory the descriptive approach shows that how the authority makes decisions. What strategies they use to follow to make the decision making. Harding (1987) stated that the people who are making the decisions more powerful are the management. On the other hand economical people make the decisions logically and comparatively good and perfect. It may be limited by their insufficient knowledge and other qualification to use the knowledge. The heads make a practical decisions which work for their reason appropriately or visible reason based on the previous experiences and information.

2.12.2 The Classical Decision Making Theory Model

The traditional dynamic model is essentially a prescriptive methodology which disclosed that how to settle on a choice. Once again Harding (1987) described about the classical decision making and said that this is such a theory which invite for logic, intention and structured approach in the procedure of decision making. This model was based on the belief that the community peoples are intelligent, economical and striving for the greatest productivity in an organized and neat way. Each and every pace in this theory is considered necessary and should move with the sequence. This model contains several stages. Marfo – Yiadam (2001) identified some of the following stages. Which are following.

1. Discovery and recognition of the issue.
2. Growth and assessment of choice.
3. Choose the best options among different options.
4. Application.

5. Assessment of outcomes.

According to Daft (2003) there are three models to prepare a decisions. The first one is the ancient model, the second one is management model, and third model political model. The option of the model rely on the principal's mood and his / her preference that either this decision is planned or unplanned. The level in which the decision making process is categorized is danger, unreliability and vagueness.

2.12.3 Classical Model

Regarding the classical model Daft (2003) explored that the classical model is established on such assumption that the leaders must make a rational decisions which is helpful. This model is considered as a standardizing, it described that how the process of decision making should be made. It specially refers to the people who make decisions.

The fundamental hypotheses of this model are mentioned below.

1. The individuals who make decisions are working to achieve the goals which are familiar and agreed upon the issues are clearly articulated.
2. The decision creators struggle for a state of sureness, collect right knowledge. Each choices and the power result of each is calculated.
3. Standards for assessing choices are investigated, then the creators who create a decision or who makes decisions can increase the finance to return to the institution.
4. Decision creators are logical and utilize a rational to allocate values, setting priorities, assigning choices and then make decisions which increase the achievement of the institutional aims.

2.12.4 Administrative Model

The administrative model stated that how the leader make the decisions in a complex circumstances. Like as unplanned decisions, unpredictability and ambiguity. This approach is considered to have an explanatory definition. This model investigate that how the leaders are making decision in a difficult situation instead of actually deciding how they want to make decisions according to ideology. This model also identified the individual and those areas in which a human being are living which influence the level where the heads can pursue the logical decision making process. As stated by this model.

1. The aim of decisions are usually ambiguous, contradictory and less agreement between the heads. In the organization the heads are mostly unaware about the issues or the chances which are present in the institution.
2. The logical processes are mostly not utilized and it is limited to the straight forward view of the issues which does not apprehend the difficulty of the institution.
3. The administrator's pursuit for choices is narrow. The reason is that because of individual's knowledge and funds constraints.
4. In the organization the administrators seek a satisfying relatively than a maximizing solution Daft (2003).

2.12.5 Political Model

The political model of decision making is beneficial for designing unscheduled decisions when the circumstances are unpredictable, knowledge is less and organizer do not agree on what kind of aims should be followed and what kind of curriculum should be selected. This model is near to the surrounding or the environment where the administrators and the decision makers or the developers work together. The decision making process is a difficult task which require many peoples. In this process the knowledge is usually vague, difference of

opinion and quarrel over issues and the solution is normal. The fundamental hypotheses of political model are followings.

1. The educational institution is consisted of people with different aims, beliefs and social values that organization the administrators are not in favor of issues priorities and do not realize or discuss the aims and beliefs of other administrators.
2. Knowledge is vague and not completed. Trying to be a logical is bounded by many worriers.
3. The managers have lake of time finance and the capability to expose all the aspects of issues and appropriate knowledge. They talk with each other to get maximum knowledge and then try to overcome the ambiguity.
4. Moderators move towards the discussion to discuss aims and their options. According to Daft (2003) the decision process is the outcome of discussion and negotiation between the members. Daft (2003) explored six stages in decision making for example acknowledgement of the needs for judgment, identification and investigation of purposes, progression of options, chose of desire options, application of selected options and assessment and reflection.

2.13 Decision Making Styles

The methods of decisions making vary from head to head although these heads try to select such decisions which can be helpful for their institution and which are designed according to the situation and the teachers. There are following styles of decisions which are related to the decision making. These styles of decision making are directive style, consultative style, participative style, and delegative style.

2.13.1 Directive Style

The directive approach of decision making is a type of independent decision making. In this style of decision making only the heads have an authority to control his employees or the group of the peoples. According to O Hair, et al (2000), the employees have not much a chance to involve themselves in the decision making and also not have an opportunity to prepare or give feed back to their heads weather they are in a team and or in a group. The heads only prepare the decision and decide that who will done it and where it should be done. One of the characteristic of this style is that except the heads the teachers are not allowed to get involved in the decision making process.

2.13.2 Consultative Style

Spillane (2005) concentrated on the association among the heads and their employees. This is considered a key accelerator in making the change to happen, employees and heads are committed to each other regarding the consultation process. Leithwood and Colleagues (2004) elaborated and explained that the impact of change leadership in institution develops the framework which is about the involvement in decision making. In an effort to promote the cooperation and mobilization of ongoing research in methodology and learning process, change the heads to seek to contribute to the formation of a good institutional environment and helps in institutional progress Fullan (2002). Even within a cooperative environment there is always a good cultural exist. The heads struggle and motivation of the faculty to participate in the process of teaching and learning. According to Sebring and Bryk (2000) the heads who are called interchangeable leaders, always welcome the teaching roles and use it to conjunction with the faculty. They exercise united shape of guidance.

2.13.3 Participative Style

This style of decision making is a representative kind of decision making which enforced by the teachers and the management. According to O Hair (2000), in the participative style of decision making the heads give a chance to their staff members to participate in the process of decision making. These heads not only upgrade the teacher's job satisfaction but also guide them to enhance their expertise. The group members than try their best to get involved in the decision making and work hard not for any financial rewards. Heads all time in touch with the teachers than inform them about all the matters which influence on their duties and then exchange the duties among the teachers. The participative style of decision making also collect the knowledge from the teachers in the beginning of the decision making. The elected leadership can make maximum amount of task with its quality and also quantity task in the long run. The teachers when receive a trust they respond accordingly and answer with collaboration and high morale.

2.13.4 Delegative Style

The decisions are part of life. These includes such characters who have a knowledge and logical thinking capability. According to MacDonald's (2007) research found that the slowest modification in performance is associated with a true high rate, which show unprofitable behavior of teachers. Qualified and professional group members make things profoundly successful and ensure the goal achievement but such kind of leaderships appear when the heads do not exercise enough power. They do not accept the chance to utilize their expertise in decision making. It is a challenging task for the heads to work in the organization. Because the leaders of the institutions are sometimes busy in the institutional work and they have a limited time that is why he cannot effectively fulfill or achieve the school goals. So far the effectively accomplishing of school activities and participation of teachers is important.

If these leaders delegated the activities of the facilities then the work gets easily completed, they do not face any problem this process gives them a plenty of time to think forward and prepare a decision and monitor the activities of the school. These representatives make the institution to reap the full benefits from teachers to achieve the goals. It is stated that the facility of the institution enhances the attitude that the teachers are profitable for the extent of the instruction to motivate them toward as much as possible. Despite the significance of delegacy some managers defeat to delegate because they prefer a steady flattery of the members and yet other defeat to ligate because they think that the faculties are permit to grow professionally.

This commission does not also express that the leader avoid the secession making. Once they have assigned principal should not continue to oversee delegate and also make sure that there are no mistakes rather they required accountable freedom to successfully exercise the powers until they make some mistakes. The capacity to represent is one of the most significant competency in which the administrator could select the delegates which are based in specific skills and capacity. The faculty members are very significant in increasing the involvement either it is individually or in a group. Hence, the head of institution should delegate and must preach carefully that the faculty will adopt an effective attitude regarding their field and gladly participate in the activities of the institution. In the process of delegation the head of the institution gives full chance to the teachers to share their thoughts about decision making and invite them to participate his or her self in the decision making. If the decision making is strong and unique then both teachers and the institution get leverage from it. The first benefit is that due to the participation in decision making faculties level of satisfaction is enhanced they feel they are also part of the institution. The second benefit is that in the institution teachers complain that their institution does not give a chance to the faculty members to participate in the decision making. If the organization provides a chance to the teachers to involve in making

decisions the issues and tussles are getting solved automatically. The third benefit is that faculty knowledge, skill and learning gets boosted up.

2.14 Teachers Demographic Characteristic and Their Involvement in Decision Making

The majority of the writing have connected the staff segment attributes for instance, sexual orientation, quantities of year, instructive capacity, quantities of years in educating, assignment and number of years' administration in the foundation with the decision making association in certain spaces of dynamics. According to Kuku and Taylor (2002) research explored that there is no proof that elements like gender, number of years and total number of years of assistance are significantly linked with the level teacher involvement in decision making on the gender issues Brown (1996) described the same feelings.

Trotter (1996) also narrated that the faculty members who have a less years of service (less than 5 years) in a same institution does not show higher level of participation in decision making as compared to those staff members who have more years of services or give their service to the institution. Regarding the problem of age Owens (cited in Mankoe 2002) found that junior staff members are more involved in institutional rules and regulations, instruction, teaching, assessment of students and also in the content while the senior teachers are participating in those types of decisions which influence the institution as also participate in the institutional cultural preservation.

Another variable is the faculty educational degree. According to Kuku and Tylor (2002) study the faculties who have a fourteen years of education are participating more in the decision making than those teachers who has a master degree. According to Hwangbo (1996) research, faculty members with a high academic qualification are more involved in the decision making as compare those teachers who has a less academic qualification. According to Owens (cited

in Mankoe 2002) explored such problems which are associated with the age of the teachers in the institution. The study explored that the junior faculty members show positivity in the school and want to get involved in the educational policies, regulations and instructions. Teaching in the student assessment on the other hand in the same organization the senior faculty members want to participate in such types of decisions which influence the school policies.

According to Owens (cited in Mankoe 2002) in the field of the methodology process in high school the professional and unprofessional staff members have dissimilar vision about a particular decision making field for instance Kuku and Taylor (2002) described that the teachers with around 10-20 year of experience in the field of teaching are participating in the subject, methodology and the staff progressions as compared to the other staff members who have less years in teaching. According to Rush and Perry (1999) for a good leadership the experience of the teachers is considered an important element. Sometimes the particular along with extended assistance information can become systematic and flexible.

2.15 Nature of Decision Making

Within the educational management the idea of decision is considered the central part of that organization. Different authors considered that decision making process as a heart of the management. It plays a role in planning, organizing, staffing, directing, and reporting. The authoritative person within the organization takes decision before starting the work or activity Newcombe and McCormick (2001). It is not necessary that the process of decision making should be applied for specific work or activity or daily basis targets it is the name of continuous process and daily use activity. In decision making there are three important concepts which are related to the nature of decision making. These concepts are the structure of that organization which is considered by the nature of its decision making process. The second concept is that within the organization every individual is hired for different position or work which is directly

related to the control exert over the making decisions method. The last concept is the effectiveness of the organizational administration which is proportionally related to the employees. Every individual has right to make decisions and share with others employees. It is necessary that the decision making should provide clearly within the organization and should highlight that through which strategies it become more effective and become more useful.

Different writers explained this process in different ways. Like Newstrom and Pierce, (1990) focused on the participation of teachers while in decision making process. Other authors named Hoy and Misker (1991) explained those problems which are solved during the process of decision making. Another author named Irwin, (1996) his goal was to focus on the actors who participate in the decision making. Okumbe (1998) explained the word decision making process in such a way that according to this researcher, "it is such a process in which a person selects the appropriate way to solve the problem from different options". From this definition it is clear that a number of alternatives can work at the right time to solve the particular issue. Basically decision making is composed with following components which are our traditions, facts and our assumptions. Decision making process is a continuous process and not one-time activity or temporary activity. Every successful and strong organization must make good decisions before their work or activity to achieve their desired goals and objectives. According to Alikin (1992) decisions are made on the daily basis for the betterment of an organization like how to conduct a work, distribution of the task, etc. Decision making plays a significant and vital role in any organization we can say that in the organization it is the heart of management. Everywhere we need a help of decision to value, charm our work, effective and make our work strong. Sometimes in our short term goals we also need a strong decision.

2.16 Kinds of Decision Making

Many experts have developed a way and make a group of this process on the basis of its nature and aims. According to Chiffith (cited in Assefa 1995) divided the decision making in to following categories.

- 1). Individual versus group decisions.
- 2). Personal and organizational decisions.
- 3). Rational and non- rational decisions.

Like a researcher such as Okumbe (1998) also divided the decision making into programmed and non- programmed decisions. Programmed decisions are named as routine decisions and on the other hand non- programmed decisions which are named as novel, unstructured, and new problem or issue.

2.16.1 Individuals versus Group Decision Making

In individual decision making process not only a group is involved but an individual share his/her ideas with a group of people or with the organization but in group decision making process more than one person is involved. The group of people share their thoughts with each other which proves to be helpful in achieving and delivering decisions.

Group decision is named as participative decision making, plural management McEwan (1997). Basically in group decision making more than two participants share their thoughts. According to Agrawal (1993) stated that within a large and complex organization the decisions are made by the higher authority rather than individual because if we want rapid change within our organization, decision making should be strong and designed in such a way that it could be achieved in short span of time but now a days this concept is changed that the decisions should

be taken by the group of people rather than individuals. Every institution or organization prefers group decision making process as compared to individual decision making. According to chanda (cited in Legesse 2008) his point of view was about group decision making and said that this group can be suitable for those decisions which are un programmed. He thought that these decisions are more complex to understand and also few individuals understand its meaning and nature.

2.16.2 Programmed Versus Non- Programmed Decisions

According to Zubair A (2015) in the process of decision making there are mainly two kinds of decision making involved. The first one is programmatic decision making and second one is un-programmatic decision making. The programmatic decision makings are such kinds of decisions which appear on a daily base in the institution, than the decision creator decided that how to deal with such types of decisions, while un programmatic decisions are such decisions which are appeared on a daily basis in the institution and the decision maker not described the process that how to deal with such decisions. The programmatic and un-programmatic types of decisions are quite similar but both decisions are close to each other. Differentiate the programmatic decision from the non-programmatic decision making it is divided into various types to accept these two kinds of decision making. The figure given below sums up the quality of these two decisions. The difference between Programmed decisions and un programmed decisions is that those decisions which are papered on daily basis on different issues and problems are programmed decisions. On the other side un- programmed decisions are such type of decisions which are unstructured and poorly defined. The programmed decisions are used daily within the organization. This type of decision is easy for the organizational head to make further decisions. Tripath and Readdy (2002) concluded that the educational heads can easily make the programmed decisions within the organization. It's not time taking and it is simple too.

<u>Qualities Decisions</u>	<u>Programmatic Decisions</u>	<u>Un Programmatic</u>
Kinds of issues	Organized	UN organized
Administration grade	Lower ranking	Upper ranking
Numbers	Repeated	Latest
Knowledge	Easily assessable	Insufficient
Aims	Precise, transparent	Unclear
Period of time	Brief	Lengthy
Results depend on imagination	Process, law strategies	Discernment and

Programmatic Contrasts with UN programmatic Origin: Robbins et al (2009).

Robbins et al (2009) illustrated that the programmatic decisions are precise and rely on the earlier solution. The issues are systematic, to the point, similar and easy to elaborate. In the organization there are mostly three kinds of programmatic decisions to handle the systematic issues process, laws and strategies. A process indicated a chance of interconnected stages which a decision creator can apply to answer a systematic issues. The last one is strategies which indicated to instructions which introduce overall framework for a decision creator decided that what should be done and not. Obviously, when the institution faces unforeseen difficulties then the decision creators resolve un-programmatic decisions with the imagination. Every decision rely on the kinds of difficulties programmatic decision making is suitable to organized difficulties although un programmatic decisions is suitable for un organized difficulties no matter the decision creator apply programmatic or un-programmatic decision making then the way he / she makes decisions.

2.17 Participation of Teachers' in Decision Making

Researcher Arnold and Feldman (Cited in Keung 2008) highlighted the division of the decision making process in their studies and the position of decision making these researcher divided the position into three levels.

1).The first level is individual level. This is directly related to the individual teachers performance within the classroom e.g. methodology, equipment, and student evaluation.

2).The second level is group level which is related to the group of teachers. Such as outdoor activities is example of group level.

3).Third level is organizational level. This level of decision is concerned with the whole education system or the institution e.g. organization mission, visions, goals, rules, regulation and admission criteria.

2.18 Factors Effect Teachers Involvement in Decision Making.

Fundamentally the worth of dynamic in various organizations is influenced by various variables. As indicated by an analyst Gorton (1987) those components which influence the cycle of dynamic are.

1. The time during that we made decisions.
2. Resources availability for the implementation of decision making.
3. Knowledge which is required to make and take decisions.
4. The problems which are faced during decision making.

In every organization the heads play a major part in the success and development. Lawler (1992) said that to develop the institution the involvement of educators in decision making procedure is mandatory for this purpose the heads should convey message to the whole

organization clearly. The people who make decisions for others they must communicate with each other and try to find the way to achieve the goals more quickly.

According to Udo and Akpa (2007) when teachers personally contribute in the decision making process within an organization between faculty and faculty, teachers and other employees it ties personnel of the organization to cling to a certain interest. This strong relation gives a lot of benefits to the organization like the obstacles, issues, problems and other related factors can easily be solved.

Glew et al (1995) study described that the word decision making is a name of system. In the organization the decision making is made by the higher authority of the organization to achieve their desired goals and objectives. These decisions move to the lower position of the employees gradually but in a systematic way.

Another study conducted by Udo and Akpa (2007) and described that the teachers are not given participation in the decision making then they do not contribute well in the teaching and learning process properly and do not share their ideas properly. If a chance is provided to the teachers they start to perform their duties with more diligence, they contribute actively and work punctually. Okoye (1991) recommended that teachers should be involved in the decision making process. This method improves the organizational environment and brings uniqueness in the organization. Effective, learning and collaborative environment gets established. To enhance the skills of teachers there should be a strong motivation and power in extrinsic and intrinsic abilities Wilson and Coolican (1996).

The extrinsic ability includes involvement of teachers in making decision and the information about learning and other related aspect. While intrinsic ability includes behavior, confidence in the relevant field and self-actualization. The benefits of faculty involvement in this process is that it motivate the teachers towards the decision making like how the decisions

are made, design and plan. If they know the procedure of the decision making they become motivated to implement and designed these rules in the organization Smylie and Tuermer (1992). By involving teachers in decision making is a mandatory element for effectiveness of the organization, but in most areas the teachers of the organization do not include in process of decision making Muindi (2011).

Njideka (2011) study was regarding the involvement of teacher in decision making. The study recommended that in the institution the atmosphere of decision making and teachers' participation should be increased. Through this process faculties become able to know all the steps of learning including teaching very well and understand that in the education system what is going on and how to make the teaching environment more effective. Wadesango (2012) recommended that it is a duty of the institution to fulfill the needs, desires and goals of the teachers and try to give them an opportunity in the institution to involve in decisions. Effective decisions are seen always in the shape of groups either in a team work. It not only improves satisfaction but also a sense of belongingness. It is such a method where the faculties can easily share concepts and information with other teachers and the staff members.

2.19 Critical Analysis of Related Researches

Making effective decision making in the organization is a sign of success. Every organizations try their best to make good decisions and then try to implement in their organization for a rapid change.

According to the study of Hava and Miskel (2003) teachers' participation in academic decision making have a significant influence on the progress of facilities professional abilities. If the teachers of the organization participated in academic decision making their absenteeism and turnover is overcome. So this participation directly influence on teachers jobs and there career also. Teachers' participation and their career are interrelated with each other's.

Ozdemir and Cemaloglo (2000), Kazempul et al (2010), study explored the teachers' participation and its influence. Their study described that there is a strong relation among faculty involvement in the institutional matters, their abilities as well as in their progress. If teachers personally participate in decision making then their motivational level gets increased. Good learning environment is creating through effective decision making process.

A researcher named Aytac (2000) stated that faculty involvement in decision making have a lots of benefits like when teachers personally involved in decision making their morale behavior become dominant. They feel satisfaction, consider themselves as a part of that organization, accept the change with full energy, they worked with other colleagues and prefer to work within the groups, tussles and obstacles are overcome, well and perfect sense of discipline occurred in the organization, and also enhance a strong, good relationship become exist between the management and the other teachers. According to study of Moshet (2013) the participation of teachers in decision making outcomes allows teachers more satisfied with more commitment to organizational goals. Another study conducted by Wainaina (2014) and said that discussion with the teachers is more effective particularly those facilities who participate in decision making are better equipped to apply such decisions.

Muindi (2011) study explored that involving teachers in decision making is a significant element for effectiveness of the organization, but in most areas the teachers of the organization do not include in process of decision making. The organization think that only heads and selected members can take better decisions so they try to involve such teachers which are already selected. The teachers show passiveness in academic decision making which influence not only the process of learning but also effect the objectives and aims of the organization.

2.20 Concluding Paragraph

According to Shami (2007) academic decision makings are concerned with the academic matters which are related to teaching and learning. These elements are progression and preparation of instruction, managing of the student evaluation, balancing classroom tasks and making the peaceful learning atmosphere to upgrade the worth of the education within the educational institutions and it is considered as heart of management Ownes (2000). Academic decision making play an important role in the institutions. The involvement of teachers in academic decision making creates a healthy environment of learning and teaching. Organizations can easily achieves there aim and goals through the academic decision making. According to Ozdemir and Cemaloglo (2000), Aytac (2000), Keung (2002) and their findings showed that when teachers involved in the decision making their motivational level, job satisfaction, confidence, absentees and discouragement, become decrease. If these elements became overcome than the objectives are easier to achieve. For learning and teaching development the process of academic decision making is considered a major element. When teachers personally participate in such kinds of activities than a flexibility create in the learning process. It is important to provide such opportunities to the teachers to participate in academic decision making. According to Vroom (2000) accepting high level of participatory approaches are the autocratic structure which boost up the power of individual or the group mostly in three ways. These three ways are following. It upgrades the information and the ability of an individual by giving a chance to work on such issues which are taking place at institutional level. It up builds the work of the groups, which gives a chance to solve the issues which are part of the group. It also boosts up the recognition of the institutional aims for the teachers who has a potential to make those decisions which are considered a significant in the organization. According to Hoy and Miskel (2012), Taymaz (2003), they described that the self-esteem and zeal of the teachers to participate in the institution is a significant element. The involvement in

a decision making play a significant role regarding comprehension, adopting and more successful application of decisions. The decision making and the involvement motivate additional impressive, utilization of human resources and enhance the institutional environment.

CHAPTER 3

RESEARCH METHODOLOGY AND PROCEDURE

This chapter aims at providing details of research approach, research design and method and all other research procedure adopted to conduct this study. This chapter provides details of population, sampling technique, sample size, validation, tool construction, pilot study, correlation, reliability, collection of data its analysis.

3.1 Research Approach

To conduct this research quantitative approach was used. This approach include numerical data for the interpretation of results. On the basis of research objectives and hypotheses a quantitative research approach was used because it is more appropriate for analysis of data.

3.2 Research Design

Descriptive comparative survey method was used in this study. This research consisted of four key goals to compare teachers' participation in public and private sector universities regarding academic decision making and to explore the difference on the basis of gender, age, and qualification of teachers participation in academic decision making among public and private sector universities. The objectives were related to the analysis and according to the current situation of the education. Basically descriptive comparative survey method deals with the issues and problems. Current study is about teachers participation in academic decision making fall in the field of education so it comes under the category of descriptive research design.

3.3 Research Population

Teachers of public and private sector universities in Islamabad from social sciences and management sciences were the population of the study. Total number of teachers in public and private sector universities from social sciences and management sciences were 1636 which included 916 male teachers and 720 female teachers. In public sector universities total male teachers were 768 and female teachers 598. Private sector universities included 148 male teachers and 122 female teachers.

Table 3.1 described the total number of teachers in public and private sector universities from social sciences and management sciences department.

Table 3.1

Number of Teachers in Public and Private Sector Universities.

NO	Sector	Number of Teachers
1	Public	1366
2	Private	270
	Total	1636

3.4 Sampling Technique

For the selection of sample size disproportionate stratified sampling technique was used. The reason behind selecting this sampling technique was that the sample size was divided in two strata of public and private sector. In each strata the sample size was different. Population are not given an equal chance to included in the sample. So disproportionate sampling technique is such a process in which the size of sample from each stratum is not in proportion to the size of that stratum or level in the total population.

3.5 Sample Size

In this study total 1636 teachers were selected as a sample. From social sciences and management sciences departments of public sector universities total 500 teachers were selected. 265 were male teachers and 235 were female teachers and from social sciences and management sciences department of private sector universities total 192 teachers were selected. 108 were male teachers and 84 were female teachers.

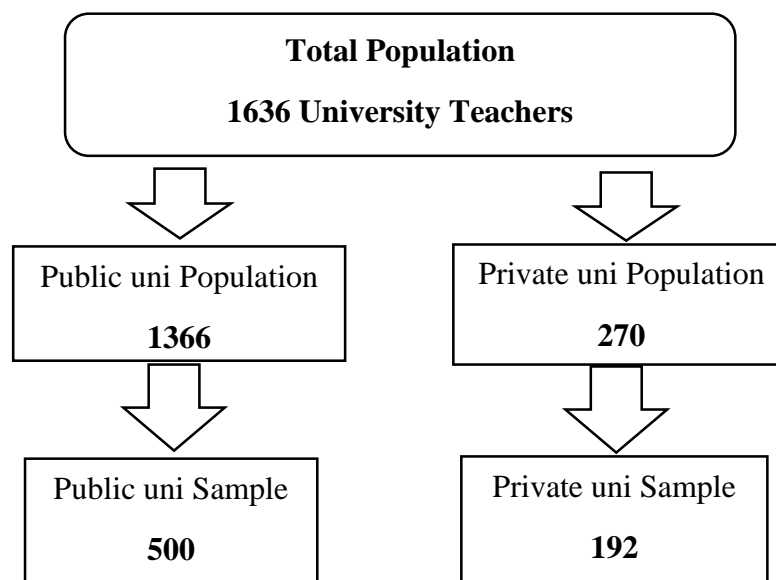


Figure No 1.7 Sample size of the study

3.6 Research Instrument

For the research instrument, researcher used one adapted questionnaire which contained two parts. Part 1 included demographic information which contained department, sector, gender, age, and qualification and part 2 was adapted questionnaire which had total 28 items. The questionnaire about teachers' participation in academic decision making was developed by Desalegn Gemechu (2012). Total components of teachers' participation in academic decision making were instruction, disciplinary issues, guidance and counselling, personnel role and co- curricular activities. To check the content and construct validity of a questionnaire two

field experts were consulted. According to their suggestion and recommendations the instrument was rectified and also finalized.

Table 3.2

Total number of items according to variables and sub variables

Variable	Sub variables	Items
Academic Decision Making		28
	Instruction	11
	Disciplinary Issues	05
	Guidance and Counselling	05
	Personnel Role	05
	Co-Curricular Activities	02

3.7 Validation of Instrument

Before starting the actual study it is mandatory to check the content and construct validity. So for this purpose to check the content and construct validity of the questionnaire two experts were consulted. Validity of the instrument was recommended and confirmed by the field experts. The experts found and declared that the questionnaire is suitable to collect the data. Certificate of the validity was attached as appendices IV.

3.8 Pilot Testing

Before collecting the data it is considered important to conducting the process of a pilot testing. The aim of conducting the pilot testing is either we included any variables or either we

excluded any variables. For pilot testing the questionnaire was divided among fifty teachers. Twenty five teachers were from public sector universities of Islamabad of social sciences and management science and twenty five were from private sector of social science and management sciences.

3.9 Reliability

Researcher adapted a questionnaire in this research which was developed by Desalegn Gemechu (2012). The questionnaire was validated by two field experts for validation. For assessing reliability of questionnaire, after having been pilot-tested on 50 teachers, the researcher used Cronbach Alpha. Cronbach Alpha reliability values was 0.849.

3.10 Reliability of Instrument

Table 3.3

Instrument Reliability (N=28)

Scale	Items	Alpha Coefficient
Instruction	11	.730
Disciplinary Issues	05	.789
Guidance and Counselling	05	.867
Personnel Role	05	.711
Co- curricular Activities	02	.657
Total Reliability of Cronbach's Alpha		.849

The table no 3.3 displayed that the overall reliability of teachers' participation in academic decision making was .849 while the reliability of the scales like instruction .730, disciplinary issues .789, guidance and counselling .867, personnel role .711 and co-curricular activities

.657. On the basis of suggestion of one of the experts, two items were deleted from adapted questionnaire.

3.9.2 Correlation Scale of Academic Decision Making

Table 3.4

Results of Inter Scale Correlation

	Total	Total	Total	Total	Total
	Instruction	Disciplinary	Guidance	Personnel	Co-
		Issues	and Counselling	Role	curricular
					Activities
Instruction	1	.722	.867	.734	.854
Disciplinary Issues		1	.659	.798	.798
Guidance and Counselling			1	.790	.864
Personnel Role				1	.714
Co- curricular Activities					1

The results of inter scale correlation indicated the correlation coefficient between the items and the results was computed through SPSS version 20. The above table showed the scale correlation of five components and was computed to check the constructs validity and the

relationship between the variables. The results show that the five subscales which were instruction, disciplinary issues, guidance and counseling, personnel role and co- curricular activities have a strong positive correlation with each other. The highest correlation was existed among disciplinary issues and guidance and counseling which was 0.864. So the researchers concluded that there is a strong positive correlation exists among disciplinary issues and guidance and counseling.

3.9.3 Total items Correlation of Academic Decision Making (N=30)

Table 3.5

Total items Correlation (N=30)

No	Correlation	No	Correlation
1	.663**	16	.823**
2	.521**	17	.602**
3	.671**	18	.913**
4	.793**	19	.817**
5	.796**	20	.696**
6	.558**	21	.758**
7	.632**	22	.844**
8	.718**	23	.776**
9	.698**	24	.765**
10	.728**	25	.514**
11	.667**	26	.654**
12	.253*	27	.742**
13	.738**	28	.233*
14	.584**	29	.709**

15

.510**

30

.759**

Correlation is significant at the 0.01 level (2-tailed). **”

Correlation is significant at the 0.05 level (2-tailed).*”

Table no 3.5 described the overall relationship among the items. Most of the statements were considerably associated with each other's but some items scored weak correlation. The items which was declared low reliability were excluded from the tool because to whom the researcher consulted for validity to lessen the items of tool. The items no **12 (.253*)** and **28 (.233*)** with low correlation were excluded. On the basis of suggestion of one of the experts, two items were deleted from adapted questionnaire.

3.11 Data Collection

Data collection is a significant part of research. The data was gathered through an adapted questionnaire which consisted of two sections. Section one was about demographic information the purpose of mentioning the demographic information was to collect the personal information of the teachers. Second section contained the question about teachers' participation in academic decision making theory and the section was consisted of 28 items. Five points like scale was used to record the responses. Validity of the instrument was ensure by two field experts. Certificate of the validity are attached as Annexure 1.for checking reliability of the tool pilot testing was done. Total 50 respondents were chosen from both public and private sector universities. 25 male teachers and 25 female teachers were selected from public sector universities and also same procedure was used in private sector. The respondents of pilot study were excluded from the sample. The data was analyzed through SPSS version 20. Data collection is a significant part of research. For this purpose the researcher used an adapted questionnaire to collect the data. It was a challenging task for a researcher to collect the data because during the Covid 19 pandemic all the educational institutions including universities were suddenly closed. Before the pandemic researcher personally visited in the public and

private sector universities in Islamabad territory and collected 50% of data. To collect the remaining data researcher converted the questionnaire in to Google form and sent the questionnaire via email. Rest of the data was received through online and the target was completed.

3.12 Data Analysis

The process of a data analysis is an organized implementation of statistical techniques to elaborate the data. So in the process of data analysis statistical technique of percentage, independent t test and ANOVA were used. The gathered data was scanned and scrutinized with the help of SPSS version 20. In first objective independent sample t test was used to compare teachers participation in public and private sector universities regarding academic decision making and in the second objective independent sample t test was used to explore the difference on the basis of gender of teachers participation in academic decision making among public and private sector universities. While ANOVA was applied in third and fourth objectives to explore the difference on the basis of age and qualification of teachers participation in academic decision making among public and private sector universities. The equation of independent sample t and ANOVA was fit to test the hypotheses. In this study independent t test was used to explore the difference on the basis gender of teachers participation in academic decision making among public and private sector universities. Independent sample t test is a statistical technique which is used to compare the mean score of two groups. Which asses that whether the mean of two groups are statistically different from one other. Hence, to comparison the mean difference of two groups independent sample t test was used. These two groups were male and female.

3.11.1 Alignment Table of Objectives, Hypotheses and test

Table no 3.6

Objectives	Hypotheses	Test
To compare teachers participation in public and private sector universities regarding academic decision making.	There is no significant difference between mean score of teachers' participation in academic decision making among public and private sector universities.	Independent t test
To explore the difference on the basis of gender of teachers and their participation in academic decision making among public and private sector universities.	There is no significant difference between mean score of teachers' participation in academic decision making among public and private sector universities on the basis of gender.	Independent t test
To explore the difference on the basis of age of teachers and their participation in academic decision making among public and private sector universities.	There is no significant difference between mean score of teachers' participation in academic decision making among public and private sector universities on the basis of age.	ANOVA
To explore the difference on the basis of qualification of teachers and their participation in academic decision making among public and private sector universities.	There is no significant difference between mean score of teachers' participation in academic decision making among public and private sector universities on the basis of qualification.	ANOVA

CHAPTER 4

ANALYSIS AND INTERPREATION OF THE DATA

This section included the data analysis and its explanation. The data was analyzed by using SPSS version 20. The procedure through which the data was analyzed has been discussed in this chapter. Reliability coefficients were computed to check the scale internal consistency. To analyze the data descriptive statistic was utilized and the data were analyzed with the help of percentage, independent sample t test and ANOVA. It has been divided in to different sections.

Section I

Section 1 deals with the demographic information which includes gender, age, qualification, sector and department.

Section II

Section II is based on first objective which includes public and private sector comparison of teachers participation regarding academic decision making.

Section III

Section III deals with second, third and fourth objectives. Explore the difference on the basis of gender, age and qualification of teachers participation in public and private sector regarding academic decision making.

Section 1

Demographic Information

Demographic information of the current research was divided into following sections which were gender, age, qualification, sector and programs.

Table 4.1.

Gender wise distribution of teachers in public and private sector sample (N= 692).

Demographic Information	Group	N	Percentage%
Gender	Male	357	51.6
	Female	335	48.4
	Total	692	100

Table 4.1 Showed the over-all population of the research. The study comprised the teachers of public and private sector universities in Islamabad region. In above mentioned table it is shown that total population was 692. Male sample was 357 which make 51.6% and female sample was 335 which make 48.4%.

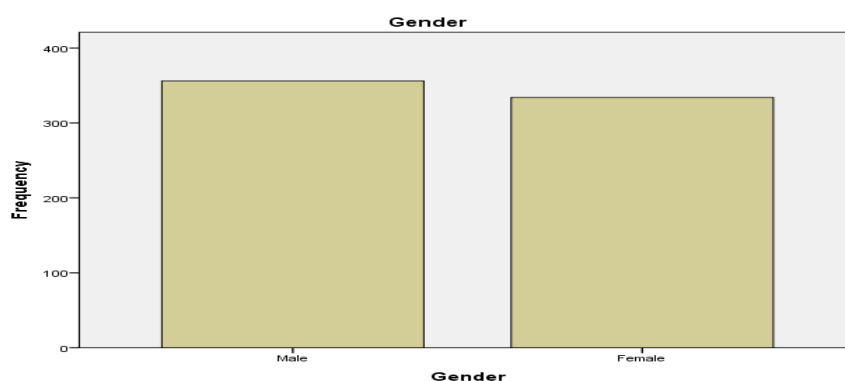


Figure No: 4.1 Distribution of teachers on the basis of gender wise (N=692)

Table 4.2.

Age wise distribution of teachers in public and private sector sample (N= 692).

Demographic Information	Group	N	Percentage%
Age	25-35 years	56	8.1
	35-45 years	345	50.0
	45-55 years	246	35.5
	Above 55 years	45	6.4
	Total	692	100

Table 4.2. Show that total 692 teachers were included from both public and private sector in Islamabad region. 8.1% of the faculty members from both public and private sector were included in a sample and their age range was between 25-35 years, 50% of the teachers were included in a sample in which their age range was between 35-45 years, 35.5% teachers were participated so their age range was between 45-55 years and only 6.4% teachers from public and private sector were above 55 years.

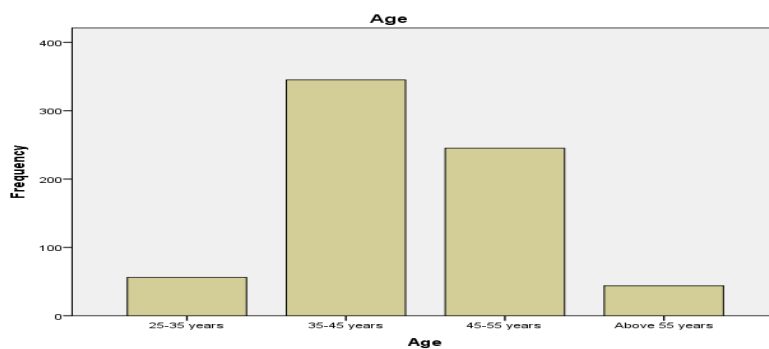


Figure No: 4.2. Distribution of teachers on the basis of age wise (N=692)

Table 4.3

Qualification wise distribution of teachers in public and private sector sample (N= 692)

Demographic Information	Group	N	Percentage%
Qualification	Masters	93	13.4
	M Phil/ MS	160	23.3
	Doctorate	392	56.4
	Post Doctorate	47	6.8
	Total	692	100

Table 4.3 demonstrates the qualification of the teachers from public and private sector universities. 13.4% (N=92) had a masters degree, 23.3% (N=160) had M Phil or MS degree, 56.4% (N=392) were doctorate and only 6.8% which make sample size (N=47) were post doctorate.

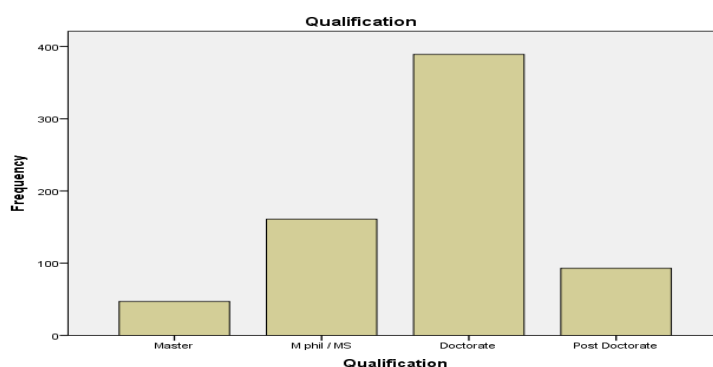


Figure No: 4.3 Distribution of teachers in public and private sector on the basis of qualification sample (N= 692)

Table 4.4

Sector wise distribution of teachers in public and private sector sample (N=692)

Demographic Information	Group	N	Percentage%
Sector	Public	500	72.3
	Private	192	27.7
	Total	692	100

Table no 4.4 revealed that in public sector total number of respondents were 500 which makes 72.3% of the sample and in private sector total number of teachers were 192 which makes 27.7% of the sample.

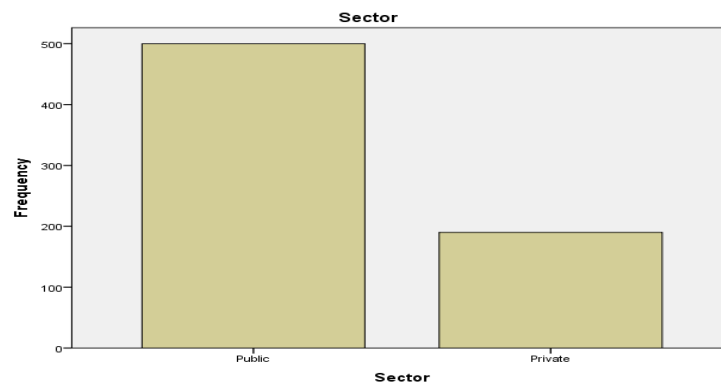


Figure No: 4.4 Sector wise distribution of teachers sample (N=692)

Table 4.5

Departmental wise distribution of teachers in public and private sector sample size (N=692).

Demographic Information	Group	N	Percentage%
Social Sciences	Public	349	50.7%
Management Sciences	private	343	49.3%
	Total	692	100%

Table 4.5 revealed the distribution of social sciences teachers and management sciences teachers in public and private sector. Total 349 teachers were in social sciences which makes 50.7% and 343 teachers were in management sciences which makes 49.3% hence the over-all sample size was 692.

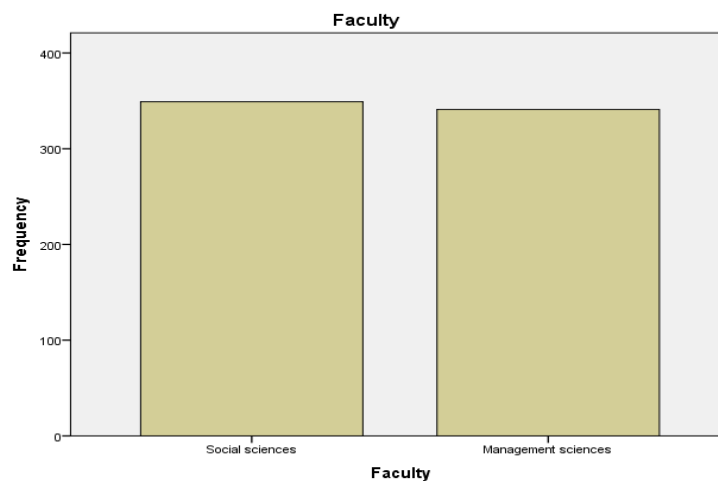


Figure No: 4.5 Departmental wise distribution of teachers in public and private sector sample (N=692).

4.3 Teachers Participation in Academic Decision Making

Objective No. 1 To compare teachers' participation in public and private sector universities regarding academic decision making.

Table 4.6

Teachers Participation in Academic Decision Making

Components	Mean
Instruction	4.1
Disciplinary Issues	4.0
Guidance and Counseling	2.0
Personnel Role	2.1
Co-curricular Activities	2.0

Table 4.6 described teachers' participation in academic decision making which was assessed through mean. The mean score of instruction was (4.1) which showed that teachers' were more participating in instruction like, selection of learning objectives for the classroom, lesson plan, evaluation method for the students and teaching performance. Mean of disciplinary issues was (4.0) which indicated that majority of teachers' were also involving in solving students discipline problems, students affairs, give them a proper guidance and ethic policies. Mean of guidance and counseling was (2.0) which elaborated that few teachers' were participating in students' academic and personnel role, supervision and evaluation services. Mean of personnel role was (2.1) which described that most of teachers' were not much participating in hiring of other staff members, in giving orientation for new teachers, in assessing the performance of

the teachers, in development of staff and on assigning teachers to different committees. Mean of co-curricular activities (2) showed that teachers' were not much involving in students in planning and organizing of co-curricular activities and application of co- curricular activities.

Section 11

4.4 Public and Private Sectors Comparison of Teachers Regarding Academic Decision Making

Objective No. 1 To compare the teachers' participation in public and private sector universities regarding academic decision making.

H₀₁ (a): There is no significant difference between mean score teachers' participation in instruction among public and private sector universities.

Table 4.7

Public and private sector comparison of teachers participation in Instruction (N=692)

Sub Domain	Sector	N	Mean	t	df	Sig	Cohen's D
Instruction	Public	500	4.30	-1.477	690	.140	0.17
	Private	192	4.10				

In table no 4.7 the independent t test was run to compare the public and private sector universities responses regarding teacher's participation in instruction. The independent t test table indicated that mean of public sector was (M= 4.30) and mean of private sector was (M= 4.10). The t value was (t= -1.477) and Cohen's D value (0.17) which indicated small effect size. The null hypothesis H₀₁ (a) was accepted. Hence no difference was found regarding participation of teachers in instruction among public and private sector universities.

Objective No. 1 To compare teacher's participation in public and private sector universities regarding academic decision making.

Ho1 (b): There is no significant difference between mean score of teachers' participation in disciplinary issues among public and private sector universities.

Table 4.8

Public and private sector comparison of teachers' participation in in disciplinary issues (N=692)

Sub Domain	Sector	N	Mean	t	df	Sig	Cohen's D
Disciplinary Issues	Public	500	4.28	.227	690	.220	0.19
	Private	192	4.17				

The above mentioned table responses of public and private sector teachers ideas regarding their participation in disciplinary issues which indicated that there is insignificant difference exists among the scores of teachers in both sectors. The mean of public sector was (M= 4.28) and mean of private sector was (4.17). So the mean value of public area was more prominent than mean value of private area. The Cohen's D values (0.19) which indicated small size effect. The significance value is 0.05. So the null hypothesis Ho1 (b) was accepted and no difference was reported regarding teachers participation in disciplinary issues in both public and private sector.

Objective No. 1 To compare teachers' participation in public and private sector universities regarding academic decision making.

Ho1 (c): There is no significant difference between mean score of teachers' participation in guidance and counselling among public and private sector universities.

Table 4.9

Public and private sector comparison of teachers' participation in guidance and counseling (N=692)

Sub Domain	Sector	N	Mean	t	df	Sig	Cohen's D
Guidance and	Public	500	4.48	1.439	690	.001	1.12
Counseling	Private	192	4.22				

Table 4.9 indicated that the value of t ($t= 1.439$) and not significant at .001 which is less than 0.05 level of significance. The mean value of public area was (4.48) and mean value of private area was (4.22). Public sector mean value was greater than mean of private sector. A higher difference exists among the mean of public and mean of private the cohen's D value (1.12) which showed that the effect was high. Hence null hypothesis Ho1 (c) was rejected. Which illustrated that there is a difference in teachers and their involvement in guidance and counseling.

Objective No.1 To compare teachers' participation in public and private sector universities regarding academic decision making.

Ho1 (d): There is no significant difference between mean score of teachers' participation in personnel role among public and private sector universities.

Table 4.10

Public and private sector comparison of teachers' participation in personnel role (N=692)

Sub Domain	Sector	N	Mean	t	df	Sig	Cohen's D
Personnel Role	Public	500	4.25	4.858	690	.000	1.15
	Private	192	4.07				

The table 4.10 described that the mean value of public sector was (4.25) and mean of private sector regarding teachers participation in personnel role was (4.07). Here in both sector mean value there is a difference was existed. The t value was ($t= 4.858$) which indicated and the Cohen's D value was (1.15) which considered a high size effect. Hence, there is a difference exist among both sector mean values. The sig value was .000 which was less than 0.05. So null hypothesis Ho1 (d) was rejected.

Objective No. 1 To compare teachers' participation in public and private sector universities regarding academic decision making.

Ho1 (e): There is no significant difference between mean score of teachers' participation in co-curricular among public and private sector universities.

Table 4.11

Public and private sector comparison of teachers' participation in co-curricular activities (N=692)

Sub Domain	Sector	N	Mean	t	df	Sig	Cohen's D
Co-curricular Activities	public	500	3.19	4.0973	690	.000	1.10
	private	192	3.08				

The results of table no 4.11 illustrated that public sector mean value was (3.19) and mean value of private area was (3.08). So there is a difference in mean public and private sector and value of public was higher than private area which shows that public sector teachers more connected with co-curricular activities as compare than private sector teachers. The sig value was .000 which was less than value 0.05. The D value was 1.10 which described that size effect was high. Hence the null hypothesis Ho1 (e) there is no significant difference regarding participation of teachers in co-curricular activities among public and private sector universities was rejected.

Section III Gender (A)

4.5 Explore the Difference on the Basis of Gender, Age and Qualification.

Objective No. 2 To explore the difference on the basis of gender of teachers participation in academic decision making among public and private sector universities.

Ho2 (a): There is no significant difference between mean score of teachers' participation in instruction among public and private sector universities.

Table 4.12

Gender wise comparison of teachers' participation in instruction (N= 692)

Sub Domain	Gender	N	Mean	t	df	Sig
Instruction	Male	357	41.99	.760	690	.348
	Female	335	42.33			

The above mentioned table no 4.12 illustrated that the sub domain which was instruction statistically insignificant at the p value which was (.384) and was greater than the level of significance which is 0.05. Hence the null hypothesis Ho2 (a) was accepted. Which described that there is no such difference in teachers' involvement in academic decision making regarding instruction based on the basis of genders among public and private universities.

Objective No. 2 To explore the difference on the basis of gender of teachers' participation in academic decision making among public and private sector universities.

Ho2 (b): There is no significant difference between mean score of teachers' participation in disciplinary issues among public and private sector universities.

Table 4.13

Gender wise comparison of teachers' participation in disciplinary issues (N= 692)

Sub Domain	Gender	N	Mean	t	df	Sig
Disciplinary issues	Male	357	23.35	.316	690	.574
	Female	335	23.20			

Table no 4.2.13 illustrated that the t value ($t = .316$) was insignificant at (.574). Which was greater than value 0.05. Hence the null hypothesis Ho2 (b) was accepted. It is interpreted that there is no significant difference in teachers' participation in disciplinary issues on the basis of gender in public sector and private sector universities.

Objective No. 2 To explore the difference on the basis of gender of teachers' participation in academic decision making among public and private sector universities.

Ho2 (c): There is no significant difference between mean score of teachers' participation in guidance and counselling among public and private sector universities.

Table 4.14

Gender wise comparison of teachers' participation in guidance and counseling (N= 692)

Sub Domain	Gender	N	Mean	t	df	Sig
Guidance and	Male	357	19.61	1.105	690	.294
Counselling	Female	335	19.37			

Table 4.14 indicated that the value of t (1.105) was insignificant (.294). The null hypothesis Ho2 (c) was accepted. Thus it is illustrated that both the educators of public area and private area universities results shows no distinction with respect to their participation in guidance and counseling based on gender.

Objective No. 2 To explore the difference on the basis of gender of teachers' participation in academic decision making among public and private sector universities.

Ho2 (d): There is no significant difference between mean score of teachers' participation in personnel role among public and private sector universities.

Table 4.15

Gender wise comparison of teachers' participation in personnel role (N= 692)

Sub Domain	Gender	N	Mean	t	df	Sig
Personnel Role	Male	357	10.34	.043	690	.835
	Female	335	10.28			

Table 4.15 described that the value of t ($t = .043$) was not significant at (.835) which is considered greater than the value 0.05 level of significance. It is interpreted that the null hypothesis Ho2 (d) was accepted. Hence there is no significant difference in teacher's participation in personnel role on the basis of gender between the faculties in government sector and semi government sector universities.

Objective No. 2 To explore the difference on the basis of gender of teachers participation in academic decision making among public and private sector universities.

Ho2 (e): There is no significant difference between mean score of teachers' participation co- curricular activities among public and private sector universities.

Table 4.16

Gender wise comparison of teachers' participation in co-curricular activities (N=692)

Sub Domain	Gender	N	Mean	t	df	Sig
Co-curricular Activities	Male	357	11.58	.792	690	.379
	Female	335	11.48			

Table 4.16 reflected that t (.792) was insignificant at (.379) which was greater than level of significance (0.05). Thus null hypothesis Ho2 (e) was accepted. It shows that there is no significant difference exists regarding teachers participation in co-curricular activities among public and private universities on the base of gender.

(B) Age

Objective No. 3 To explore the difference on the basis of age of teachers' participation in academic decision making among public and private sector universities.

Ho2 (a): There is no significant difference between mean score of teachers' participation in instruction among public and private sector universities on the basis of age.

Table 4.17

Age wise comparison of teachers' participation in instruction (N=692)

Age Ranges	N	Mean	df	F	Sig
25-35 years	56	38.66	3	10.267	.000
35-45 years	346	42.27			
45-55 years	246	42.74			
Above 55 years	44	42.45			
Total	692	42.16			

Table 4.17 results described that the f value (f= 10.267) as the value of p was found less than 0.05 level of significance. Keeping in mind the null hypothesis Ho3 (a) was failed to accept which indicated that there is a difference existed in university teachers and their participation in instruction on the basis of age. To explore the difference post- Hoc Bonferroni was applied to find out the difference in age groups.

Table 4.18

Age wise multiple comparison of teachers' participation in instruction (N=692)

(1)Age Range	(J) Age Range	Mean Difference (1-J)	Sig
25-35 years	35-45 years	-3.605*	.000
	45-55 years	-4.083*	.000
	Above 55 years	-3.794*	.001
35-45 years	25-35 years	3.605*	.000
	45-55 years	-.478	1.000
	Above 55 years	-.189	1.000
45-55 years	25-35 years	4.083*	.000
	35-45 years	.478	1.000
	Above 55 year	.289	1.000
Above 55 years	25-35 years	3.794*	.001
	35-45 years	.189	1.000
	Above 55 years	-.289	1.000

The above table no 4.18 indicated that the difference in age group regarding participation of teachers in instruction existed among 25-35 years to above 55 years, in 35-45 years the difference was existed in 25-35 years, 45-55 years to 25-45 years and in above 55 years the difference was existed in 25-35 years respectively.

Objective No. 3 To explore the difference on the basis of age of teachers' participation in academic decision making among public and private sector universities.

Ho2 (b): There is no significant difference between mean score of teachers' participation in disciplinary issues among public and private sector universities on the basis of age.

Table 4.19

Age wise comparison of teachers' participation in disciplinary issues (N=692)

Age Ranges	N	Mean	df	F	Sig
25-35 years	56	21.79	3	12.77	.000
35-45 years	346	22.85			
45-55 years	246	24.24			
Above 55 years	44	23.20			
Total	692	23.28			

Table 4.19 results demonstrate that the f value ($f= 12.77$) as the value of p was found less than 0.05 level of significance. Keeping in mind the null hypothesis Ho3 (b) was failed to accept which indicated that there is a difference existed in university teachers and their participation in disciplinary issues on the basis of age. A significant difference exists among age groups of university teachers and their participation in disciplinary issues was found. To explore the difference post- Hoc Bonferroni was applied to find out the difference in age group.

Table 4.20

Age wise multiple comparison of teachers' participation in disciplinary issues (N=692)

(1)Age Range	(J) Age Range	Mean Difference (1-J)	Sig
25-35 years	35-45 years	-1.061	.153
	45-55 years	-2.450*	.000
	Above 55 years	-1.419	.196
35-45 years	25-35 years	1.661	.153
	45-55 years	-1.389*	.000
	Above 55 years	-.358	1.000
45-55 years	25-35 years	2.450*	.000
	35-45 years	1.387*	.000
	Above 55 year	1.031	.336
Above 55 years	25-35 years	1.419	.196
	35-45 years	.389	1.000
	Above 55 years	-1.031	.336

Table no 4.20 illustrated that in the age group the difference regarding disciplinary issues existed among 25-35 years to 45-55 years, 35- 45 to 45-55 years and 45-55 years to 25-35 years, 35-45 years respectively.

Objective No.3 To explore the difference on the basis of age of teachers' participation in academic decision making among public and private sector universities.

Ho2 (c): There is no significant difference between mean score of teachers' participation in guidance and counseling among public and private sector universities on the basis of age.

Table 4.21

Age wise comparison of teachers participation in guidance and counseling (N=692)

Age Ranges	N	Mean	df	F	Sig
25-35 years	56	18.21	3	9.21	.000
35-45 years	346	19.81			
45-55 years	246	20.15			
Above 55 years	44	19.93			
Total	692	19.50			

Table 4.21 results described that the f value ($f=9.21$) as the value of p was found less than 0.05 level of significance. Hence the null hypothesis Ho3 (c) was failed to accept which indicated that there is a difference existed in university teachers and their participation in guidance and counseling on the basis of age. A significant difference exists among age groups of university teachers and their participation guidance and counseling was found. To explore the difference post- Hoc Bonferroni was applied to find out the difference in age group.

Table 4.22

Age wise multiple comparison of teachers' participation in guidance and counselling (N=692)

(1)Age Range	(J) Age Range	Mean Difference (1-J)	Sig
25-35 years	35-45 years	-.968	.139
	45-55 years	-1.940*	.000
	Above 55 years	-1.718*	.024
35-45 years	25-35 years	.968	.139
	45-55 years	-.972*	.001
	Above 55 years	-.750	.679
45-55 years	25-35 years	1.940*	.000
	35-45 years	.972*	.001
	Above 55 year	.223	1.000
Above 55 years	25-35 years	1.718*	.024
	35-45 years	.750	.679
	Above 55 years	-.223	1.000

The above mentioned table no 4.22 illustrated the difference in age groups about guidance and counseling. The difference existed among 25-35 years to 45- 55 years and in above 55 years, 35-45 years to 45- 55 years, 45- 55 years to 25-35 years and 35-45 years and in above 55 years the difference was among 25-35 years respectively.

Objective No. 3 To explore the difference on the basis of age of teachers' participation in academic decision making among public and private sector universities.

Ho2 (d): There is no significant difference between mean score of teachers' participation in personnel role among public and private sector universities on the basis of age.

Table no 4.23

Age wise comparison of teachers participation in personnel role (N=692)

Age Ranges	N	Mean	df	F	Sig
25-35 years	56	10.30	3	3.49	.000
35-45 years	346	10.08			
45-55 years	246	10.61			
Above 55 years	44	10.52			
Total	692	10.31			

Table 4.23 results described that the f value ($f= 3.49$) was found significant (.000). Ho3 (d) was failed to accept in this regard. Which means that difference exists in teachers of different age and group for personnel role. To explore the difference post- Hoc Bonferroni was applied to find out the difference in age group.

Table 4.24

Age wise multiple comparison of teachers' participation in personnel role (N=692)

(1)Age Range	(J) Age Range	Mean Difference (1-J)	Sig
25-35 years	35-45 years	.228	1.000
	45-55 years	-.302	1.000
	Above 55 years	-.219	1.000
35-45 years	25-35 years	-.228*	.000
	45-55 years	-.531	.331
	Above 55 years	-.448	1.000
45-55 years	25-35 years	.302	1.000
	35-45 years	.531	.331
	Above 55 year	.083*	.000
Above 55 years	25-35 years	.219	1.000
	35-45 years	.448	1.000
	Above 55 years	-.083*	.000

The table 4.24 showed that the difference in the age group about personnel issues existed among in 35-45 years, the difference was lies in 25-35, in 45-55 years difference was lies in above 55 years, and in above 55 years the difference was existed in above 55 years.

Objective No. 3 To explore the difference on the basis of age of teachers' participation in academic decision making among public and private sector universities.

Ho2 (e): There is no significant difference between mean score teachers' participation in co-curricular activities among public and private sector universities on the basis of age.

Table 4.25

Age wise comparison of teachers participation in Co- curricular activities (N=692)

Age Ranges	N	Mean	df	F	Sig
25-35 years	56	10.70	3	4.93	.000
35-45 years	346	11.36			
45-55 years	246	11.83			
Above 55 years	44	11.86			
Total	692	11.51			

Table 4.25 results represented that the f value ($f=4.93$) as the value of p was found less than 0.05 level of significance. Keeping in mind the null hypothesis Ho3 (e) was rejected which indicated that there is a difference existed in university teachers and their participation in co – curricular activities on the basis of age. A significant difference exists among age groups of university teachers. To explore the difference post- Hoc Bonferroni was applied to find out the difference in age group.

Table 4.26

Age wise multiple comparison of teachers' participation in co-curricular activities (N=692)

(1)Age Range	(J) Age Range	Mean Difference (1-J)	Sig
25-35 years	35-45 years	-.668	.233
	45-55 years	-1.129*	.004
	Above 55 years	-1.167	.059
35-45 years	25-35 years	.668	.233
	45-55 years	-.461	.083
	Above 55 years	-.499	.984
45-55 years	25-35 years	1.129*	.004
	35-45 years	.461	.083
	Above 55 year	-.038	1.000
Above 55 years	25-35 years	1.167	.059
	35-45 years	.499	.984
	Above 55 years	.038	1.000

Table no 4.26 described the difference in age group regarding participation in co-curricular activities difference was existed among 25-35 years to 45-55 years and 45-55 years to 25-35 years respectively.

Qualification (C)

Objective No 4. To explore the difference on the basis of qualification of teachers' participation in academic decision making among public and private sector universities.

Ho2 (a): There is no significant difference between mean score of teachers' participation in instruction among public and private sector universities on the basis of qualification.

Table 4.27

Qualification wise comparison of teachers' participation in instruction (N=692)

Qualification	N	Mean	df	F	Sig
Masters	47	37.79	3	44.031	.000
M Phil / MS	161	39.60			
Doctorate	390	43.33			
Post Doctorate	94	43.85			
Total	692	42.16			

Table 4.27 was based on qualification wise comparison of teachers' participation in instruction. The above mentioned table illustrated that there was a statistical difference as the value of f (f=44.031) was found to be significant (.000). So the null hypothesis Ho 4 (a) was fail to accept. Furthermore post –Hoc Bonferroni was applied to find the differences.

Table 4.28

Qualification wise multiple comparison of teachers participation in instruction (N=692)

(1) Qualification	(J) Qualification	Mean Difference (1-J)	Sig
Masters	M Phil / MS	-1.815	.125
	Doctorate	-5.541*	.000
	Post Doctorate	-6.064*	.000
M Phil / MS	Masters	1.815	.125
	Doctorate	-3.726*	.000
	Post Doctorate	-4.249*	.000
Doctorate	Masters	5.541*	.000
	M Phil / MS	3.726*	.000
	Post Doctorate	-.523	1.000
Post Doctorate	Masters	6.064*	.000
	M Phil / MS	4.249*	.000
	Doctorate	.523	1.000

Table no 4.28 demonstrated that there is a significant difference exist among teachers participation in instruction. The difference was existed in Masters Level, MPhil or MS level, Doctorate level and Post Doctorate level respectively.

Objective No 4. To explore the difference on the basis of qualification of teachers' participation in academic decision making among public and private sector universities.

Ho2 (b): There is no significant difference between mean score of teachers' participation in disciplinary issues among public and private sector universities on the basis of qualification.

Table 4.29

Qualification wise comparison of teachers participation in disciplinary issues (N=692)

Qualification	N	Mean	df	F	Sig
Masters	47	20.96	3	30.55	.000
M Phil / MS	161	21.70			
Doctorate	390	24.04			
Post Doctorate	94	23.99			
Total	692	23.28			

Table 4.29 was based on qualification wise comparison of teachers' participation in disciplinary issues. The above mentioned table illustrated that there was a statistical difference as the value of f (f= 30.55) was found to be significant (.000). So the null hypothesis Ho4 (b) was fail to accept. There is a difference in teacher's participation in disciplinary issues on the basis of age. Hence post –Hoc Bonferroni was applied to find the differences in qualification.

Table 4.30

Qualification wise multiple comparison of teachers' participation in disciplinary issues
(N=692)

(1) Qualification	(J) Qualification	Mean Difference (1-J)	Sig
Masters	M Phil / MS	-.744	.974
	Doctorate	-3.078*	.000
	Post Doctorate	-3.032*	.000
M Phil / MS	Masters	.744	.974
	Doctorate	-2.334*	.000
	Post Doctorate	-2.287*	.000
Doctorate	Masters	3.078	1.000
	M Phil / MS	2.334*	.000
	Post Doctorate	0.47	1.000
Post Doctorate	Masters	3.032*	.000
	M Phil / MS	2.287*	.000
	Doctorate	-0.47	1.000

Table 4.30 described that the difference in qualification about teachers' participation in disciplinary issues the difference was existed among Masters, M Phil / MS, Doctorate and Post Doctorate respectively.

Objective No 4. To explore the difference on the basis of qualification of teachers' participation in academic decision making among public and private sector universities.

Ho2 (c): There is no significant difference between mean score teachers' participation in guidance and counseling among public and private sector universities on the basis of qualification.

Table 4.31

Qualification wise comparison of teachers participation in guidance and counseling (N=692)

Qualification	N	Mean	df	F	Sig
Masters	47	17.51	3	38.97	.000
M Phil / MS	161	17.84			
Doctorate	390	20.31			
Post Doctorate	94	19.95			
Total	692	19.50			

Table 4.2.31 illustrated that the value f (F= 38.97) found to be significant (.000) and this value was less than 0.05 level of significance so the Ho4 (c) was rejected. Which means that there is a difference existed among teachers in the public and private universities with respect to their participation in guidance and counseling based on qualification. To explore the difference the post Hoc test Bonferroni was applied.

Table 4.32

Qualification wise multiple comparison of teachers' participation in Guidance and Counselling (N=692)

(1) Qualification	(J) Qualification	Mean Difference (1-J)	Sig
Masters	M Phil / MS	-.328*	.000
	Doctorate	-2.802	1.000
	Post Doctorate	-2.436	1.000
M Phil / MS	Masters	.328	1.000
	Doctorate	-2.474	1.000
	Post Doctorate	-2.108*	.000
Doctorate	Masters	2.802*	.000
	M Phil / MS	2.474*	.000
	Post Doctorate	.366	1.000
Post Doctorate	Masters	2.436	1.000
	M Phil / MS	2.108	1.000
	Doctorate	-.366	1.000

Table 4.32 described that the difference in qualification about teachers' participation in guidance and counseling the difference was existed among Masters, M Phil / MS and Doctorate respectively.

Objective No 4. To explore the difference on the basis of qualification of teachers' participation in academic decision making among public and private sector universities.

Ho2 (d): There is no significant difference between mean score teachers' participation in personnel role among public and private sector universities on the basis of qualification.

Table 4.33

Qualification wise comparison of teachers participation in personnel role (N=692)

Qualification	N	Mean	df	F	Sig
Masters	47	10.70	3	27.14	.000
M Phil / MS	161	10.71			
Doctorate	390	10.25			
Post Doctorate	94	9.60			
Total	692	10.31			

Table 4.33 was based on qualification wise comparison of teachers' participation in instruction. The above mentioned table illustrated that there was a statistical difference as the value of f (f=27.14) was found to be significant (.000). So the null hypothesis Ho4 (d) was rejected. Which mean that there is a difference existed among university teachers and their participation in personnel role. Furthermore post –Hoc Bonferroni was applied to find the differences.

Table 4. 34

Qualification wise multiple comparison of teachers' participation in personnel role (N=692)

(1) Qualification	(J) Qualification	Mean Difference (1-J)	Sig
Masters	M Phil / MS	-.056	1.000
	Doctorate	.451	1.000
	Post Doctorate	1.106*	.000
M Phil / MS	Masters	.056	1.000
	Doctorate	.067*	.000
	Post Doctorate	1.162*	.041
Doctorate	Masters	-.451	1.000
	M Phil / MS	-.506	1.000
	Post Doctorate	.656	1.000
Post Doctorate	Masters	-1.162	.1000
	M Phil / MS	-1.162*	.000
	Doctorate	-.656	.1000

In table no 4.34 it is illustrated that the difference in qualification about teachers' participation in personnel role was existed among in Masters, M Phil / MS, and Post Doctorate respectively.

Objective No 4. To explore the difference on the basis of qualification of teachers' participation in academic decision making among public and private sector universities.

Ho2 (e): There is no significant difference between mean score of teachers' participation in co-curricular activities among public and private sector universities on the basis of qualification.

Table 4.35

Qualification wise comparison of teachers participation in co-curricular activities (N=692)

Qualification	N	Mean	df	F	Sig
Masters	47	10.04	3	29.12	.000
M Phil / MS	161	10.48			
Doctorate	390	12.07			
Post Doctorate	94	11.65			
Total	692	11.51			

Table 4.35 was based on qualification wise comparison of teachers' participation in instruction. The above mentioned table illustrated that there was a statistical difference as the value of f (f= 29.12) was found to be significant (.000). It showed the difference in teachers participation in instruction on the basis of qualification. So the null hypothesis Ho4 (e) was fail to accept. Furthermore post –Hoc Bonferroni was applied to find the differences.

Table 4.36

Qualification wise multiple comparison of teachers participation in co-curricular activities
(N=692)

(1) Qualification	(J) Qualification	Mean Difference (1-J)	Sig
Masters	M Phil / MS	-.436	1.000
	Doctorate	-2.029	1.000
	Post Doctorate	-1.606	1.000
M Phil / MS	Masters	.436	1.000
	Doctorate	-1.594*	.000
	Post Doctorate	-1.171*	.000
Doctorate	Masters	2.029*	.000
	M Phil / MS	1.594*	.000
	Post Doctorate	.423	.509
Post Doctorate	Masters	1.606*	.000
	M Phil / MS	1.171*	.000
	Doctorate	-.423	.568

Table 4.36 illustrated that the difference in qualification about teachers' participation in co-curricular activities was existed among in M Phil / MS, and Post Doctorate respectively.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter contains summary of the study, findings, conclusion and recommendations was drawn. The basic purpose of adding recommendations is to provide a track for upcoming researchers regarding teachers' participation in academic decision making.

1.1 Summary

This research was quantitative in nature and was descriptive research. The main reason of conducting this research was to compare the teachers participation in public and private sector universities regarding academic decision making. Here teacher participation in academic decision making was dependent variable while gender, age and qualification were independent variables. Four objectives were used in this study. First objective was about to compare the participation of teachers in academic decision making among public and private sector universities and second objective was about to explore the difference on the basis of gender, age and qualification of teachers participation in academic decision making among public and private sector universities. This study was delimited to Islamabad region because of time and lack of resources. Questionnaire was adapted and was divided in two sections. Section one was regarding demographic information which included gender, age qualification, sector and department. Section two was about domains of teacher's participation in academic decision making questionnaire. Before the process of pilot testing the questionnaire was checked by two field experts. Researcher was rectified the errors and again showed it to the experts. The experts finalized it and declared that now it is suitable for pilot testing. This process was done after checking the reliability. So researcher finalized 28 items which were added in the questionnaire. Overall 05 constructs were designed in each constructs further following

statements were included in instruction total items were 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11 in disciplinary issues 01, 02, 03, 04, 05 guidance and counseling included total items 01, 02, 03, 04, 05 in personnel role 01, 02, 03, 04, 05 items were included and last was co-curricular activities total items were 01, 02. For the process of pilot testing total 50 teachers were selected from public and private sector. 25 were from public area and 25 from private sector universities. From public sector 12 were male teachers and 13 were female teachers and same strategy was applied in private sector to select the respondents. Total 10 universities were in Islamabad territory which were offering social sciences and management sciences departments seven of them were public sector universities and three of them were private sector universities. Total teachers in both sectors were 1636. In public sector 1366 teachers were serving their duties and male were teachers (768) and female teachers were (598) while in private sector total 270 teachers were included male teachers were (148) and female teachers were (122). In the current research work disstratified proportionate sampling technique was used to carry out the research. The data was analyzed and interpreted through SPSS version 20. Two tests were applied in the current study. One was independent sample t test and second was ANOVA. Independent t test was used to compare the participation of teachers' in academic decision making process among public and private sector universities. ANOVA was used to explore the difference on the basis of age and qualification of teachers' participation in academic decision making among public and private sector universities. Based on findings conclusions were created and furthermore the suggestions were designed.

5.2 Findings

Here in this section findings of the research are addressed which are mention below. In the current research all out 20 null hypotheses were tested with the help of independent t test and ANOVA. The below mentioned hypotheses were regarding teachers participation in academic decision making was dependent variable and age, gender and qualification of teachers were considered independent variables. This part was divided in to two sections. Section (I) was regarding demographic variables and section (II) was about the components of teachers' participation in academic decision making.

Section (I)

5.2.1 Demographic variables related to findings.

Followings findings were drawn on the basis of demographic information of respondents.

1. Total teachers from public and private sector universities were 1636.
2. From public sector universities total male and female teachers were 488 and from private sector total male and female teachers were 204.
3. Total 72.3% male teachers were in public sector universities and 27.7 % female teachers were in private sector universities.
4. 8.1% teachers were working in public and private sector universities had 25-35 year of age. While 50% teachers from both sectors age was between 35-45 years. 35.5% teacher's age were range between 45-55 years and 6.4% teachers in public and private sector age was above 55 years.
5. The qualification of teachers who had master's degree in public and private sector universities were 13.4 %, M Phil / MS degree holders were 23.3%, doctorate degree holders were 56.4% and post doctorate.

Section (II)

5.2.2 Objective no 01.

“To compare the teachers’ participation in public and private sector universities regarding academic decision making.”

1. After analyzing and interpretation of the data the value of p was ($p = .140$) and this value was greater than 0.05 level of significance. So it is interpreted that there is no such difference was reported in teachers’ participation in instruction among public and private sector universities. So null hypothesis was accepted. (See table no 4.07).
2. Table no (4.8) the results demonstrated that the p value (.220) was greater than 0.05 level of significance. So after assessing the consequences it is finalized that the null hypothesis was accepted. Hence there is no significant difference in teacher’s participation in disciplinary issues among public and private sector. (See table no 4.08)
3. Table no (4.09) revealed that there was a significant difference was found among the teachers of public and private sector universities and their participation in guidance and counselling. The p value was (0.01) which was under 0.05 level of significance so the null hypothesis was rejected which means that there is a significant difference existed. (See table no 4.09).
4. Table no (4.10) displayed that there was statistically a significant difference was found among teachers of public and private sector about their involvement in personnel role. The value of p was (.000) which was considered less than level of significance. So H_0 (4) was rejected in this regards. Hence, there is a significant difference in teacher’s participation in personnel role among public and private sector. (See table no 4.10).
5. Table no 4.11 showed that there was statistically a significant difference was reported among teachers regarding their participation in co- curricular activities. The p value

was (.000) which was considered less than significant level (0.05). The null hypothesis was rejected in this regards.

5.2.3 Objective 02

“To explore the difference on the basis of gender of teachers’ participation in academic decision making among public and private sector universities.”

6. Table no 4.12 showed that the value of $p= (.384)$ and level of significance was 0.05 and which was greater than (.000). So null hypothesis was accepted in this regards. There is no any difference was reported in teacher’s participation in instruction based on gender in public and private universities. (See table no 4.12).
7. Table no 4.13 displayed that there was statistically no difference was reported teacher participation in disciplinary issues on the basis of gender the value of p was (.574) which was greater than level of significance 0.05. Therefore the null hypothesis was accepted in this regards. (See table no 4.13).
8. Table no 4.14 showed that there was statistically no significant difference was reported among teachers regarding their participation in academic decision making on the basis of gender. The p value was (.294) which was considered greater than significant level (0.05). So the null hypothesis was accepted in this regards. (See table no 4.14).
9. Table no 4.15 revealed that there was no significant difference was existed among teachers participation in personnel role on the basis of gender. The value of $p= (.835)$ and significant value was 0.05 which was higher than 0.05. Hence null hypothesis was accepted in this regard. There is no any difference was reported in teacher’s participation in personnel role based on gender in public and private sector universities. (See table no 4.15).
10. Table no 4.16 showed that there was statistically no significant difference was reported among teachers regarding their participation in co- curricular activities on the basis of

gender. The p value was (.3799) which was considered greater than significant level (0.05). So the null hypothesis was accepted in this regards. (See table no 4.16).

5.2.4 Objective 03

“To explore the difference on the basis of age of teachers’ participation in academic decision making among public and private sector universities”.

11. Table no 4.17 showed that there was statistically a significant difference was reported among teachers regarding their participation in instruction on the basis of age. The p value was (.000) which was considered less than significant level (0.05). So the null hypothesis was rejected in this regards. (See table no 4.17). To investigate the distinction post Hoc test Bonferroni was applied. In 25-35 years the difference showed in instruction was from 35-45 years, 45-55 years and above 55 years. In 35 -45 years to the difference was existed in 25-35 years, in 45-55 years difference was existed 25-35 years and in above 55 years the difference was existed in 25-35 years. (See table no 4.18).
12. Table no 4.19 displayed that there was statistically a significant difference was reported among teachers regarding their participation in disciplinary issues on the basis of age. The p value was (.000) which was considered less than significant level (0.05). So the null hypothesis was rejected in this regards. There is a difference in teachers participation in disciplinary issues based on age in public and private sector universities. (See table no 4.19). To investigate the distinction post Hoc test Bonferroni was applied. The difference was showed in disciplinary issues in 25-35 years was among 45-55 years, in 35-45 years the difference was in 45-55 years and in 45-55 years difference was in 35-45 years. (See table no 20).
13. Table no 4.21 showed that there was statistically a significant difference was reported among teachers regarding their participation in guidance and counselling on the basis

of age. The p value was (.000) which was considered less than significant level (0.05). So the null hypothesis was rejected in this regards. So there is a difference in faculty involvement in guidance and counseling based on age in public and private sector universities. (Table no 4.21). To explore the difference post Hoc test Bonferroni was applied. The difference was showed in guidance and counselling in 25-35 years this difference was among 45-55 years, in 35-45 years the difference was in 45-55 years and in 45-55 years difference was in 25-35 years and in above 55 years difference lie in 25-35 years. (See table no 22).

14. Table no 4.23 displayed that there was statistically a significant difference was reported among teachers regarding their participation in personnel role on the basis of age. The p value was (.000) which was considered less than significant level (0.05). So the null hypothesis was rejected in this regards. Hence there was a difference existed in teachers' participation in personnel role based on age in public and private sector universities. (See table 4.23). To explore the difference post Hoc test Bonferroni was applied. Difference was showed in personnel role in 35-45 years the difference was 25-35 years, in 45-55 years difference was in above 55 years and in above 55 years difference existed in 55 years. (see table no 4.24)
15. Table no 4.25 showed that there was statistically a significant difference was reported among teachers regarding their participation in co- curricular activities on the basis of age. The p value was (.000) which was considered less than significant level (0.05). So the null hypothesis was rejected in this regards (See table no 4.25). To explore the difference post Hoc test Bonferroni was applied. The difference was existed in co-curricular activities was in 25-35 years the difference was in 45-55 years, and in 45-55 years difference was 25-35 years. (see table no 4.26).

5.2.5 Objective no 04

“To explore the difference on the basis of qualification of teachers’ participation in academic decision making among public and private sector universities”.

16. Table no 4.27 showed that there was statistically a significant difference was reported among teachers regarding their participation in instruction on the basis on qualification. The p value was (.000) which was considered less than significant level (0.05). So the null hypothesis was rejected in this regards so there is a significant difference in teachers’ involvement in instruction based on qualification in the public and private area universities. (See table no 4.27). To investigate the difference post Hoc test Bonferroni was applied. The difference was shown in Masters Level in Doctorate and Post Doctorate level, in M Phil / MS level the difference was showed in also in Doctorate and Post Doctorate level, in Doctorate and in Post Doctorate level difference was existed in Masters and M Phil / MS (see table no 4.28)
17. Table no 4.29 showed that there was statistically a significant difference was reported among teachers regarding their participation in disciplinary issues on the basis of qualification. The p value was (.000) which was considered less than significant level (0.05). So the null hypothesis was rejected in this regards hence there was a significant difference in teachers' involvement in disciplinary issues based on qualification in the public and private area universities. (See table no 4.29). To explore the difference in qualification post Hoc test Bonferroni was applied. The difference was shown in Masters Level, M Phil/ MS, Doctorate and Post Doctorate. (See table no 30).
18. Table no 4.31 showed that there was statistically a significant difference was reported among teachers regarding their participation in guidance and counselling on the basis of qualification. The p value was (.000) which was considered less than significant level (0.05). Therefore the H02 (18) was rejected in this regards. There is a significant

difference in teachers' involvement in guidance and counseling based on qualification in the public and private area universities (See table no 4.31). To explore difference post Hoc test Bonferroni was applied. The difference was shown in The difference was showed in Masters Level, M Phil/ MS, Doctorate (see table no 4.32)

19. Table no 4.33 showed that there was statistically a significant difference was reported among teachers regarding their participation in personnel role on the basis of qualification. The p value was (.000) which was considered less than significant level (0.05). Therefore the H02 (19) was rejected in this regards. There is a significant difference in teachers' participation in personnel role based on qualification in the public and private area universities (See table no 4.33). To explore the difference in qualification post Hoc test Bonferroni was applied. The difference was shown in Masters Level, M Phil/ MS, and Post Doctorate. (See table no 34).

20. Table no 4.35 showed that there was statistically a significant difference was reported among teachers regarding their participation in co-curricular activities on the basis of qualification. The p value was (.000) which was considered less than significant level (0.05). Hence the H02 (20) was rejected in this regards. There is a significant difference in teachers' involvement in co- curricular activities based on qualification in the public and private area universities. (See table no 4.35). To explore the difference post Hoc test Bonferroni was applied. The difference was shown in the difference was existed among, M Phil/ MS, Doctorate and Post Doctorate level (see table no 4.36).

5.3 Discussion

In our educational institutions the teachers play a significant role in up gradation and improvement of students learning by using the latest technology and through applying the innovative teaching methods. Role of the teachers within the classroom is like a superior person because he/ she is responsible for learner's learning, teaching performance and attitudes of

students as well. The process of academic decision making is considered the most important element. The academic decision making consists of evaluation, presentation of learner and extracurricular interests. The decision making is also connected with the methodology. In clear words we can say that academic decision making play a significant role in our educational institution. Mukhopadhyay (2005) illustrated that decisions are established on thoughts and ideas and sometimes it based on realities. The purpose of scientific study is to detect the right ways and choose the most appropriate solution. The decision which relies on rationality is basically fixed in to two variables. The first variable is situation and circumstances and the second one is alternatives. Ahmed, Malik and Ahmed (2019) narrated that academic decision making practices in educational institutions deal with planning, coordinating, leading and controlling the resources of an institution in order to achieve some pre-determined goals.

This discussion was created in keeping view with the issues which were mentioned in the research work, objectives, procedures, findings and conclusions. In this research work there were mainly two main objectives. The first objective was to compare the teachers participation in academic decision making among public and private sector universities and second objectives was regarding to explore the difference on the basis of gender, age and qualification of teachers participation in academic decision making among public and private sector universities. Based on the above mentioned objectives total four research hypotheses were formulated. The data was analyzed through SPSS version 20th edition. Total 05 constructs were designed in the study which were about the components of teachers participation in academic decision making. The main aim of this research was to compare the teacher's participation among public and private sector universities regarding academic decision making. To achieve objective no 01, independent sample t test was applied to compare the teachers participation in public and private sector regarding academic decision making. The first finding of the research work was that there is no difference was reported in regards to the participation of teachers in

instruction among public and private areas. This finding was supported by Kuku (2002), research which was regarding teacher's participation in decision making. The research work was found that teachers are involved in instructional decision making. They make teaching documents and setting such kinds of materials which are used in methodology. It means that teachers have a great participation in instruction. The research elaborated that there is no significant difference regarding participation of teachers in disciplinary issues. The results of this research work remained consistent with the previous researches they found no difference regarding participation of teachers in disciplinary issues of students Wadesango's (2010). According to this research work teachers are more connected with the student's disciplinary issues. Wadesango's study was at secondary level and the current study was at higher level but both researches admit that there is no difference was found teachers participation in disciplinary issues among public and private sector universities. Here the findings of Omobude (2012) contradicting with this study the finding revealed that private teachers participate more in decision-making than public teachers. Teachers in private are given more involvement in the decision-making. Another study of Shabbir (2014) was contradicting with this study as he conducted a similar study and his findings indicated that private teachers are more committed to their work and spend more time in teaching activities whereas in public sector absenteeism and lateness trends are found in teachers. Private teachers plan and practice more teaching activities such as lesson planning, usage of instruction materials, homework routine, regular assessment, arrangement of class tests and reviews as compared to public teachers.

ANOVA was applied on objective no 02 which was about to explore the difference on the basis of age and qualification of teacher participation in academic decision making. Regarding the gender and their participation in decision making past studies were supported, for instance, the study of Kuku and Taylor (2002) their research described that there is no significant contrast in male and female participation in academic decision making. According to National

Department of Public Information (2006) male teachers more participated in decision making than female teachers. The female teachers show less concentration than male teachers. Another study conducted by Najjar (2008) and found that teachers in private sector more participated in decision making than public sector universities.

Regarding age, study of Akgul's (2006) explored that the element within the participation of teachers did not had a significant difference which reported a different results here and the results are contradicting with this study. The results of objective 02 was about to explore the difference on the basis of qualification teachers' participation indicated that there is a significant distinction in qualification and educators involvement in academic decision making. The results of past studies are contradicting with this study.

As indicated by Uyar (2007), Basyigit (2009) and Takmaz & Yavuz (2010) results showed that there is no significant difference based on qualification of teachers' participation in decision making. This is in contrast with findings of Kiumi et al., (2014) who were of the view that higher qualified had been involved much in academic decision making as compared to low qualified.

5.4 Conclusion

1. The first objective was to compare teachers' participation in academic decision making.

It was concluded that participation of public sector university teachers was high in academic decision making as compare to private sector university teachers' participation in academic decision making. There was no significant difference was found between public sector university teachers and private sector university teachers' participation in academic decision making regarding instruction and disciplinary issues. There was significant difference found in academic decision making regarding

guidance and counselling. Difference was in favour of public university teachers. There was significant difference found in academic decision making regarding personnel role. Difference was in favour of public university teachers. There was significant difference found in academic decision making regarding in co-curricular activities. Difference was in favour of public university teachers.

2. The second objective focused on to explore the difference on the basis of gender of teachers' participation in academic decision making. It was concluded that there was no gender difference found in both public and private sector university teachers and their participation in academic decision making in all components of academic decision making regarding instruction, disciplinary issues, personnel role, guidance and counselling, co-curricular activities.
3. The third objective focused on to explore the difference on the basis of age of teachers and their participation in academic decision making. Findings showed that in public and private sector universities, there was a difference was existed among teachers participation in academic decision making on the basis of age so it is also concluded that high mean score was reported in older university teachers as compare youngers teachers' in all components of academic decision making in instruction, disciplinary issues, guidance and counselling, personnel role and co-curricular activities.
4. The fourth objective focused on to explore the difference on the basis of qualification of teachers and their participation in academic decision making. On the basis of findings it was concluded that a significant difference was existed among teachers participation in academic decision making on the basis of their qualification. Teachers holding post doctorate and doctorate degrees had much participation and involvement as compared to teachers having masters and M.Phil./MS degrees in all components

instruction, disciplinary issues, guidance and counselling, personnel role and co-curricular activities.

5.5 Recommendations

On the basis of findings and conclusion following recommendations were drawn.

1. It is recommended that private sector universities may provide a chance to their teachers to participate more in academic decision making. Private universities may explore the reason behind teachers less participation in academic decision making through seminars and meetings.
2. It is recommended that both public and private sector universities may provide a platform to fresh teachers to participate in the academic decision making. Through this involvement teachers may encouraged and motivated.
3. It is recommended that public and private sector universities also may arrange seminars on importance of academic decision making which may help young teachers to participate in academic decision making and may help in their learning process.

5.6 Recommendations for Future Researchers

There are some recommendations which will helpful for future researcher. These recommendations are given below.

1. In the present research the researcher focused on five domains of teachers' participation in academic decision making. Future researcher may work on other different areas of teachers' participation in academic decision making.
2. This study was conducted only in Islamabad territory among public and private sector universities only, future researcher may also explore the academic decision making in other provinces of Pakistan also.

3. The future researchers may also investigate the reason behind the less participation of teachers in private sector universities.

5.6 Limitations

The limitations of the study were

1. The study was limited to social sciences and management sciences university teachers. The sample was only taken from public and private sector universities in Islamabad territory.
2. The current study was analyzed through quantitative approach, researcher may use other different approaches like mixed and qualitative approach.
3. Due to Covid-19 pandemic, all institutions were closed. So it was a challenging task for a researcher to collect the data through Google form. The instrument was sent through Google form.

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APPENDIX I**Cover Letter for Questionnaire****A Comparative Study of Teachers' Participation in Public and Private Sector Universities Regarding Academic Decision Making.**

Dear respondent

I am an M.Phil scholar (education) working on my research project on the above mention topic. The questionnaire in your hand has been adapting for exploring “**A comparative study of teachers' participation in public and private sector universities regarding academic decision making**”.

You are requested to fill the questionnaire attached along with the covering letter. You are requested to give you response against the options ranging from **SD, D, N, A, SA** indicating your preference of responses. **Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree.**

It is assured that your response will be kept confidential and will not be disclosed to any person or authority. The questionnaire is adapted to collect data for my M.Phil research work only.

Chaman Zareen

M.Phil Scholar

Department Education

National University of Modern Languages Islamabad

Questionnaire for Teachers'
DEMOGRAPHIC INFORMATION

Section (1)

Department:	1	2
	Social Sciences	Management Sciences

Gender:	1	2
	Male	Female

Qualification:	1	2	3	4
	Masters	M Phil / MS	Doctorate	Post Doctorate

Age	1	2	3	4
	25-35 years	35-45 years	45-55 years	Above 55 years

University	1	2
	Public	Private

Section (2)

Teachers' Participation in Academic Decision Making Scale

Direction: The below items are related to teachers participation in academic decision making. Please indicate your answer by putting a tick (✓) mark in the box given across each statement. **Key:** = 1 Strongly Dis Agree= 2 Dis Agree= 3 Neutral = 4 Agree= 5 Strongly Agree

No.	Items	SDA	D	N	A	SA
(1)	Instruction					
1	I am involved in setting the classroom learning objectives.	1	2	3	4	5
2	I am involved in deciding the teaching documents.	1	2	3	4	5

3	I am involved in making a time table for my classroom.	1	2	3	4	5
4	I am involved in a procedure of students assessing achievements.	1	2	3	4	5
5	I am involved in developing teaching methodologies.	1	2	3	4	5
6	I am involved in the planning of instructional programs and activities.	1	2	3	4	5
7	I am involved in the evaluation of teaching performance.	1	2	3	4	5
8	I am involved in determining methods of instruction.	1	2	3	4	5
9	I am involved in making students evaluation method.	1	2	3	4	5
10	I am involved on determining teaching load.	1	2	3	4	5
11	I am involved in selection of teaching and learning materials.	1	2	3	4	5
No.	Items	SDA	D	N	A	SA
(2)	Disciplinary issues					
12	I am involved in the students disciplinary problems and give them a proper guidance.	1	2	3	4	5
13	I am involved in the solving students problems with their parents.	1	2	3	4	5
14	I am involved in the rules which are designs regarding students affairs and disciplinary issues.	1	2	3	4	5
15	I am involved in making student behavior codes and ethics policy.	1	2	3	4	5
16	I am involved in determining disciplinary measures on students with misconduct.	1	2	3	4	5
(3)	Items	SDA	D	N	A	SA
	Guidance and Counseling					
17	I am involved in determining the objectives of students counseling and guidance.	1	2	3	4	5
18	I am involved in resolution of students' academic and personal issues.	1	2	3	4	5
19	I am involved in setting standard for students conduct.	1	2	3	4	5

20	I am involved in the supervision of students.	1	2	3	4	5
21	I am involved on assigning teachers to different committees.	1	2	3	4	5
(4)	Items	SDA	D	N	A	SA
	Personnel Role					
22	I am involved in hiring of staff members.	1	2	3	4	5
23	I am involved in giving orientation for new teachers.	1	2	3	4	5
24	I am involved in assessing the performance of the teachers.	1	2	3	4	5
25	I am involved in the development of staff.	1	2	3	4	5
26	I am involved on assigning teachers to different committees.	1	2	3	4	5
(5)	Items	SDA	D	N	A	SA
	Co- Curricular Activities					
27	I am involved in planning and organizing of co-curricular activities.	1	2	3	4	5
28	I am involved in application of co- curricular activities.	1	2	3	4	5

APPENDIX II**Certificate of Validity****A Comparative Study of Teachers' Participation in Public and Private Sector Universities Regarding Academic Decision Making.****By Ms Chaman Zareen**

M.Phil Scholar, Faculty of Social Sciences, National University of Modern Languages, H-9,
Islamabad, Pakistan.

This is to clarify that the questionnaire adapted by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately about A comparative study of teachers' participation in public and private sector universities regarding academic decision making. The questionnaire has been organized in two major parts exploring respondent's demographic data and five domains of teachers' participation in academic decision making. Responses thus collected will aid treatment of the subject in a scientific matter.

It is considered that the research instrument, adapted for the research above titled is according to the objectives and hypothesis of the research and can be used for data collection by the researcher with fair amount of confidence.

Name _____

Designation _____

Institute _____

Signature _____

APPENDIX III

Certificate of Validity



**A COMPARATIVE STUDY OF TEACHERS' PARTICIPATION IN PUBLIC AND
PRIVATE SECTOR UNIVERSITIES REGARDING ACADEMIC DECISION
MAKING**

By Miss Chaman Zareen

**M Phil Scholar, Faculty of Social Sciences, National University of Modern Languages
Islamabad, Pakistan**

It is to clarify that the questionnaire is adapted by the scholar toward her thesis has been assessed by me and I find it to have been designed adequately to explore **A Comparative Study of Teachers' Participation in Public and Private Sector Universities Regarding Academic Decision Making.**

It is considered that the researcher instrument, adapted for the research above titled is according to the objectives and hypothesis of the research and can be used for data collection by the research with fear amount of confidence.

Name: Dr. Imran

Designation: A.P

Institute:

Signature:

Dr. M. Imran Yousuf
Associate Professor
PIR MEHR ALI SHAH
Arid Agriculture University
RAWALPIND

APPENDIX IV

Certificate of Validity



**A COMPARATIVE STUDY OF TEACHERS' PARTICIPATION IN PUBLIC AND
PRIVATE SECTOR UNIVERSITIES REGARDING ACADEMIC DECISION
MAKING**

By Miss Chaman Zareen


**M Phil Scholar, Faculty of Social Sciences, National University of Modern Languages
Islamabad, Pakistan**

It is to clarify that the questionnaire adapted by the scholar toward her thesis has been assessed by me and I find it to have been designed adequately to explore **A Comparative Study of Teachers' Participation in Public and Private Sector Universities Regarding Academic Decision Making.**

It is considered that the researcher instrument, adapted for the research above titled is according to the objectives and hypothesis of the research and can be used for data collection by the research^{er} with fair amount of confidence.

Name: *Dr. Shazia Zamir*
 Designation: *Assistant Professor*
 Institute: *NUML*
 Signature: *Shazia*
4/3/21

APPENDIX V


NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATION

ML-1-4/2020/Edu Dated: 20-01-2020

To: **Chaman Zareen,**
1494-MPhil/Edu/S18

Subject: **APPROVAL OF MPhil THESIS TOPIC AND SUPERVISOR**

1. Reference to Minute Sheet No. ML.1-2/2020-Edu dated 02-1 -2020, the Higher Authority has approved your topic and supervisor/s on the recommendation of Faculty Board of Studies vide its meeting held on 15th Oct 2019.

a. **Supervisor's Name & Designation**
Dr. Hukam Dad Malik,
Head / Associate Professor, Department of Education
NUML, Islamabad.

b. **Co-Supervisor's Name & Designation**
Ms. Uzma Mazhar
Lecturer, Department of Education
NUML, Islamabad.

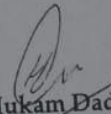
c. **Topic of Thesis**
A Comparative study of Teachers' Participation in Public and Private Sector Universities regarding Academic Decision Making

2. You may carry out research on the given topic under the guidance of your Supervisor/s and submit the thesis for further evaluation within the stipulated time. It is to inform you that your thesis should be submitted within the prescribed period by **31st Jan 2021** positively for further necessary action please.

3. As per policy of NUML, all MPhil/PhD theses are to be run through Turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis prior run by any other individual.

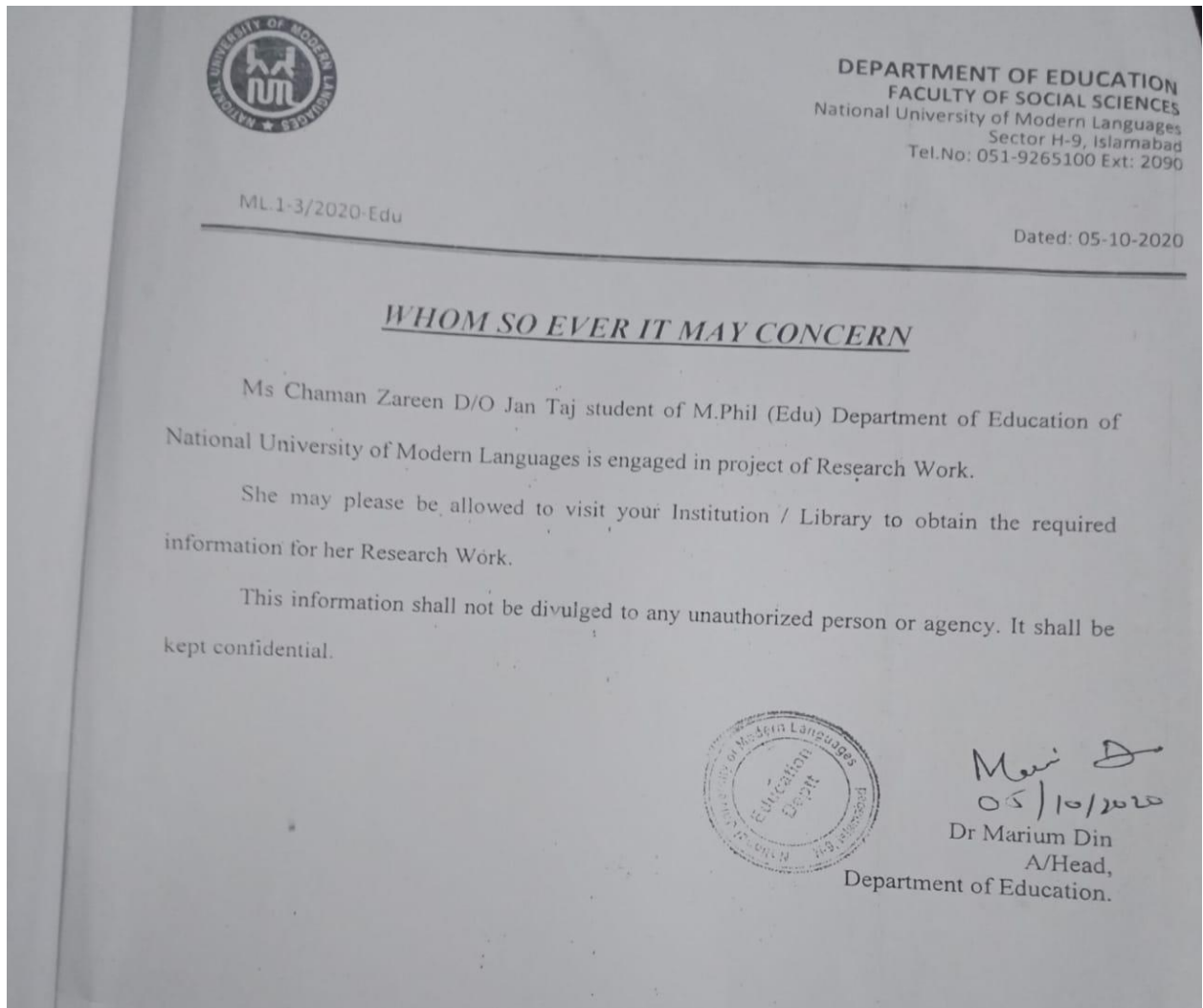
4. Thesis is to be prepared strictly on NUML's format that can be taken from the MPhil & PhD Coordinator, Department of Education.

Telephone No: 051-9265100-110 Ext: 2090
E-mail: mdin@numl.edu.pk

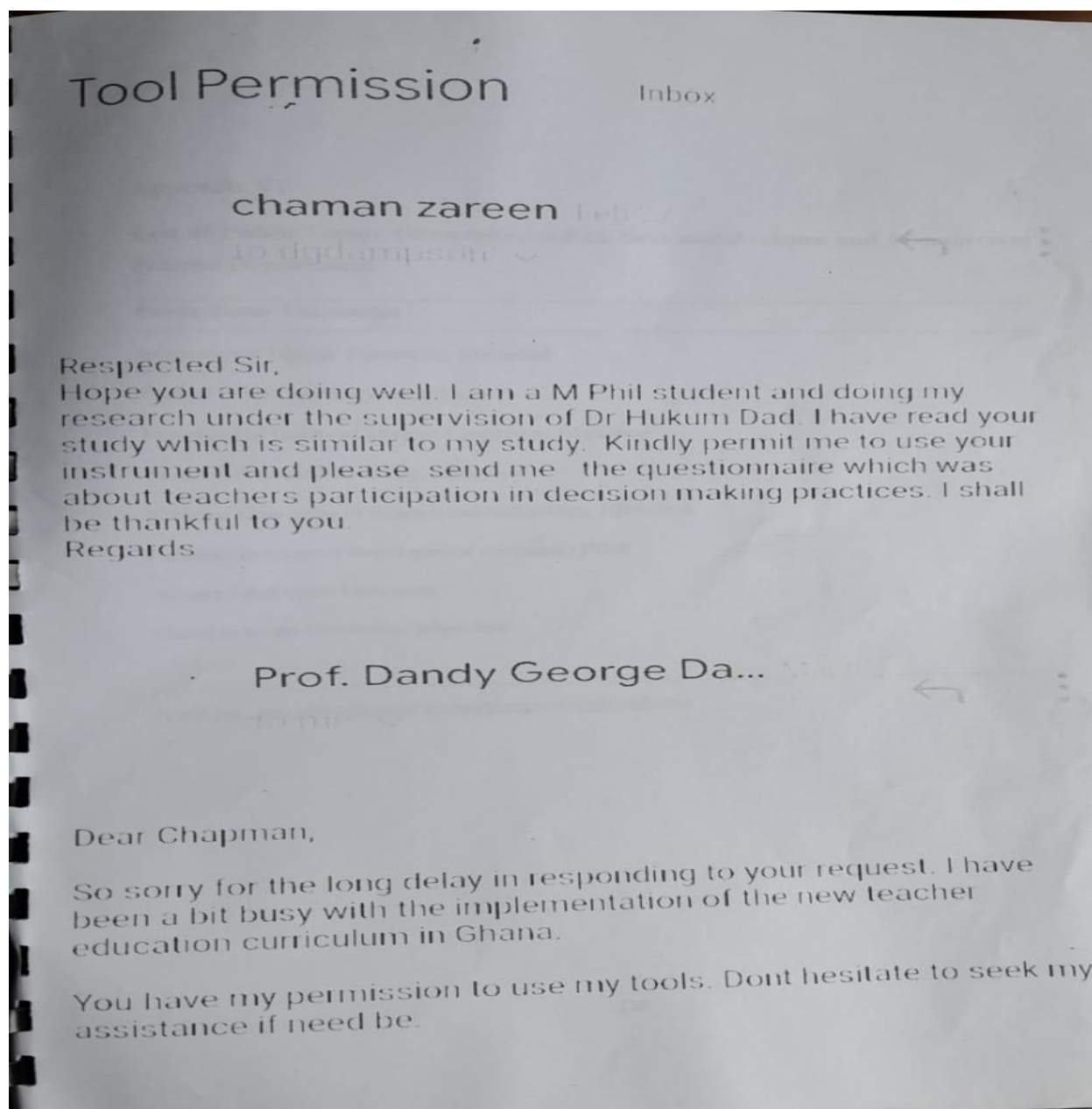

Dr. Hukam Dad Malik
 Head,
 Department of Education

Cc to: Dr. Hukam Dad Malik
Ms. Uzma Mazhar

APPENDIX VI



APPENDIX VII



APPENDIX VIII**List of Public Sector Universities which have Social Sciences and Management Sciences Departments.**

Public Sector Universities

International Islamic University, Islamabad

Federal Urdu University, Islamabad

National University of Modern Languages, Islamabad

National Defense University, Islamabad

National University of Science and technology, Islamabad

Pakistan Institute of Development economics PIDE

Allama Iqbal Open University

Quaid-i- Azam University, Islamabad

www.hec.gov.pk/english/university/page/recognised.com

APPENDIX IX**List of Private Sector Universities which have Social Sciences and Management Sciences Departments.**

Private Sector Universities

Ripah University Islamabad

Foundation University Islamabad

Capital University of Science and Technology
Islamabad
