



WOLLEGAUNIVERSITY

SCHOOL OF GRADUATE STUDIES

**PRINCIPALS' DECISION MAKING PRACTICES AND TEACHERS JOB
COMMITMENT IN SECONDARY SCHOOLS OF JMMA ZONE.**

MA THESIS

BY

ADUGNA GELETA

JUNE, 2026

NEKMTE –ETHIOPIA



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**THESIS SUBMITTED TO DEPARTMENT OF EDUCATION PARTIAL
FULIFILLEMENT OF THE REQUIREMENT FOR MASTER OF ARTS IN
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APPROVAL SHEET FOR SUBMITTING FINAL THESIS

As members of the Board of Examining of the Final M.A. /MSc. thesis open defense, we certify that we have read and evaluated the thesis proposal prepared by **Adgna Geleta Dibaba** under the title **“Principals’ Decision Making Practices And Teachers Job Commitment In Secondary Schools Of Jmma Zone.”** and recommend that the thesis proposal be accepted as fulfilling the thesis requirement for the **Degree of Master of Arts in Educational Leadership.**

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Certification of the Final Thesis

I hereby certify that all the correction and recommendation suggested by the board of examiners are incorporated into the final thesis entitled **“Principals’ Decision Making Practices And Teachers Job Commitment In Secondary Schools Of Jmma Zone”** by **Adgna Geleta Dibaba**

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STATEMENT OF THE AUTHOR

I Mr. Adgna Geleta hereby declare and affirm that the thesis entitled “The Principals” decision making and Teachers” commitment in Secondary Schools of Zimma Zone, Oromia” is my own work conducted under the supervision of Mr. Dr Olana Dabel . I have followed all the ethical principles of scholarship in the preparation, data collection, data analysis and completion of this thesis. All scholarly matter that is included in the thesis has been given recognition through citation. I have adequately cited and referenced all the original sources. I also declare that I have adhered to all principles of academic honesty and integrity and I have not misrepresented, fabricated, or falsified any idea / data / fact / source in my submission. This thesis is submitted in partial fulfilment of the requirement for a degree from the Post Graduate Studies at Wollega University. I further declare that this thesis has not been submitted to any other institution anywhere for the award of any academic degree, diploma or certificate. I understand that any violation of the above will be cause for disciplinary action by the University and can also evoke penal action from the sources which have thus not been properly cited or from whom proper permission has not been taken when needed. Name: Adgna Geleta Signature: _____ Date: _____ School/Department: Education College: Education and Behavioural Sciences

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Table of Contents

Contents	pages
WALLAGA UNIVERSITY	i
APPROVAL SHEET FOR SUBMITTING FINAL THESIS	i
STATEMENT OF THE AUTHOR	ii
ACKNOWLEDGEMENTS	iii
Abstract	ix
CHAPTER ONE: INTRODUCTION.....	1
1.2 Back ground of the study	1
1.2 statement of the problem	3
1.3. Objectives of the study	5
1.3.1 General objective of the study	5
1.3.2 Specific objective of the study	6
1.4. Significance of the study	6
1.5. Delimitation of the study	6
1.6. Variables of the study	7
1.7. Operational Definition of Terms	7
1.8 Organization of the Study	8
CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	9
2.1 The Concept of Decision-Making in Educational Leadership	9
2.2 Definitions and Theories of Decision-Making.....	10
2.2.1. Theories of Decision-Making:.....	10
2.2. Importance of Decision-Making in School Management	11
2.3. Types of Decision-Making Models.....	14
2.4. Teacher Job Commitment	18
2.5. The Impact of Job Commitment on School Performance:	18
2.6. Relationship between Leadership Practices and Teacher Commitment	20
2.7. Studies Linking Principals' Decision-Making with Teacher Motivation and Retention ...	21
2.8. Role of Participatory Decision-Making in Enhancing Teacher Morale.....	21
2.9. Challenges in School Leadership Affecting Teacher Commitment.....	21
2.10. Impact on Teacher Commitment.....	22
2.11. Empirical Studies on Decision-Making Practices	22

2.11.1. National Empirical Studies on Principals’ Decision-Making Practices and Teacher Job Commitment.....	22
2.11.2 National Empirical Studies on Principals’ Decision-Making Practices and Teacher Commitment.....	22
2.12. Conceptual Framework for study	23
CHAPTER THREE: RSEARCH DESIGN AND METHODOLOGY	24
3.1 Research Paradigm.....	24
3.2. Research Approach	24
3.3. Research Design.....	24
3.4. Source of Data.....	25
3.5. Population of the Study	25
3.6. Sample and Sampling Techniques	25
3.6.1. Sample Size Determination	25
3, 7. Data collection instruments	26
3.7.1, Questionnaires	26
3.7.2. Interview.....	27
3.8. Instrument Validation.....	27
3.8.2 Expert Judgment.....	28
3.8.2.1. Face Validity.....	28
3.8.2.2 Content Validity.....	29
3.9, Data analysis method	29
3.10 Ethical Considerations.....	30
3.11 Data Collection Procedures	30
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION	31
4.1. Demographic characteristics of the Respondents.....	31
4.2 Principals’ decision making process	33
4.3 Teachers commitment	35
4.4 Correlation Between Principal Decision Making Process and Teachers’ Job Commitment	39
CHAPTER FIVE	42
SUMMERY, CONCLUSION AND RECOMMENDATIONS	42
5.1. Summary	42

5.2. Conclusion.....	43
5.3 Recommendation.....	44
REFERENCE.....	45
APPENDIX A.....	48

List of Tables

Table 1 Reliability Study Result	28
Table.2 Summary of research objective, questions and method of data analysis.....	30
Table 3: Demographic Characteristics.....	31
Table 4: Respondents Response on Principal's Decision Making Process	33
Table 5: Respondents Response on Teachers' Commitment.....	35
Table 6: Response on Teachers' Professional Commitment	36
Table 7: Respondent Response on Teachers Commitment to Change	38
Table 9 : Regression Analysis For Principal Decision Making Process On Teachers Job Commitment	40
Table 10 : Regression Analysis ANOVA Result.....	41
Table 11: Regression Coefficient ^A Result	41

List of figure

Fig 1: Conceptual frame of the study,.....	23
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Abstract

The purpose of the study was to investigate principals' decision making practices and teacher's job commitment in secondary schools concurrent mixed research design was employed. Using purposive and simple random sampling techniques, ten secondary schools 248 teachers, and ten school principals were included. Two survey instruments principal decision making question and one-teacher job commitment questionnaire self-made with semi- structured interview were used to collect data, which was entered into SPSS version 24. Both descriptive and inferential statistics were used to analysis data. The finding of the study showed that the decision made by principal were not based on gathering data, analysis data, logical evaluation of alternative which yield positive result, in addition to this, principia's were not involve key stock holders of the school in decision making process($m=2.75, SD;0.70$). As result decision made at secondary schools were lack, evidence based fact and the implementation of the decision were not supported by the whole community of the schools. Regard teachers commitment to school, profession and change was at moderate level ($M: 3.14 SD: 0.25$). this implies that teachers were not have extreme level of commitment to formal task indicate that, there were positive direct relationship between principal decision making and teachers job commitment($R: 0.538, p: 0.00$) It implies when effective of principal decision making process made, directly affect the commitment of teachers in secondary school from the data one concluded that most principals in the study area have skill gap in give decision making process as result teachers job commitment were at low level. Principals recommended that to improve their skill, competence and knowledge of giving decision process, to increase teacher's professional commitment

Key word: principal, decision making, teachers, commitment,

CHAPTER ONE: INTRODUCTION

This section covers varies the study's background, problem statement, fundamental research questions, research objectives, significance, delimitation and operational definitions of key terms, and the structure of the study.

1.2 Back ground of the study

The decision-making practices of school principals are vital as they have a direct impact on the quality of education, the school culture, and the overall learning environment. These practices are essential for several reasons (Stansberry Beard, 2025). Effective decision-making ensures that resources are properly allocated to enhance teaching and learning. Principals are responsible for decisions regarding curriculum selection, teaching strategies, and teacher professional development, all of which influence student performance and educational outcomes. The approach a principal takes in making decisions can promote a positive school culture (Chanaporn & Siththada, 2025). Decisions related to school policies, discipline, and communication with students, staff, and parents help create an environment of trust, respect, and collaboration, which is vital for both academic and personal growth.

In addition, principals are often tasked with managing budgets and resources (Chanaporn & Siththada, 2025). Effective decision-making allows them to allocate funds to the areas that need it most, ensuring the efficient use of limited resources like staff, technology, and teaching materials. Principals also play a key role in influencing teacher morale and job satisfaction through their decisions. By making thoughtful, fair, and supportive decisions regarding workload, professional development, and classroom resources, principals can retain talented staff and foster an environment of professional growth (Chanaporn & Siththada, 2025).

Furthermore, principals need to make decisions that engage parents, guardians, and the broader community. Their choices regarding communication strategies, events, and community involvement can strengthen the relationship between the school and its stakeholders, enhancing the support network for students (Anuddin, 2025). In times of crisis, such as natural disasters, security threats, or health emergencies, principals must make swift, effective decisions to ensure the safety and well-being of students and staff. The effectiveness of these decisions can prevent or reduce potential harm. Lastly, school principals are responsible for ensuring their decisions comply with legal and regulatory requirements Effective leadership plays a crucial role in strengthening

teachers' job commitment. Principals and administrators who recognize and appreciate teachers' contributions, foster open communication, and provide clear guidance contribute to creating a positive and motivating work environment (Stevenson & Thompson, 2025). Furthermore, opportunities for continuous professional development and skill enhancement significantly influence teachers' dedication. When teachers feel supported in their growth, they are more likely to remain committed to their roles, as they perceive their careers as progressing and evolving. Conversely, excessive workloads and a lack of time for planning or personal life can undermine teachers' commitment, highlighting the importance of balancing professional demands with personal well-being.

Teachers are more likely to stay committed and motivated in their roles when they have manageable workloads and adequate time for collaboration and preparation (Marlia et al., 2025). Their job commitment is also strengthened when they work with motivated, engaged, and respectful students. On the other hand, disruptive student behavior or lack of student engagement can negatively impact teachers' emotional commitment. Positive relationships with colleagues, along with opportunities for teamwork and collaboration, also enhance job commitment. Supportive peer networks help build a sense of community, reduce burnout, and foster a feeling of belonging (Kim & Cho, 2025).

Principals' decision-making processes can significantly influence teachers' job satisfaction, motivation, and overall commitment to the school. When principals make decisions that foster a positive, supportive, and respectful school climate, teachers feel more valued and are more likely to be committed to their work (Taylor & Marchand, 2025). For example, decisions regarding school policies on collaboration, discipline, and teacher recognition can create an environment in which teachers feel supported. If principals make decisions that improve workplace conditions—such as reducing unnecessary administrative burdens, providing adequate resources, or offering professional development opportunities—teachers are more likely to feel satisfied and committed to their roles. Given that decision-making is one of the most critical responsibilities of school principals, it directly affects teacher performance, motivation, and commitment (Murphy & Samuel, 2025). This is especially crucial in secondary schools, where academic and administrative demands are high, requiring principals to adopt effective decision-making strategies.

Creating a supportive work environment that encourages teacher commitment is crucial for ensuring high-quality education, minimizing teacher turnover, and providing students with the best learning experiences (Kaya et al., 2025). In the Jmma Zone, secondary schools face challenges such as limited resources, staff turnover, and fluctuating teacher morale. These challenges are often tied to the decisions made by school principals concerning resource allocation, teacher evaluation, professional development, and conflict resolution. Thus, understanding the connection between principals' decision-making practices and teachers' job commitment is a key area of research to improve school performance and enhance teacher satisfaction (Jahan et al., 2025).

This study aims to examine how principals' decision-making practices influence teachers' job commitment in secondary schools within the Jmma Zone. By identifying effective decision-making strategies and understanding their impact on teachers' dedication to their roles, the research seeks to offer insights that can improve school leadership and enhance teacher retention (Muhwezi & Kiyingi, 2025).

1.2 statement of the problem

Despite ongoing efforts to improve educational outcomes in secondary schools, teacher job commitment remains a significant challenge in many schools within the Jmma Zone. Teachers often express dissatisfaction with leadership practices, limited participation in decision-making and insufficient support from school management. These issues can result in decreased motivation, increased absenteeism, and even resignation from the profession. While prior studies have emphasized the role of leadership in shaping school environments, there is a lack of empirical evidence specifically examining how principals' decision-making practices affect teachers' job commitment in the context of the Jmma Zone (Teferi et al., 2025).

A study on the effects of principals' decision-making, organizational commitment, and school climate on teacher performance in vocational high schools, based on teacher perceptions (Mailool et al., 2020), utilized quantitative research methods and surveyed 160 vocational school teachers

In North Minahasa Regency, teachers participated in a study using a simple random sampling method. Data were collected through a 25-item Likert scale questionnaire. The analysis employed simple and multiple linear regression methods. The results indicated that the principal's decision-

making, organizational commitment, and school climate had a significant and positive impact on the performance of vocational school teachers, both individually and collectively.

In a study conducted by Apoul (2013) in Botswana, teachers' participation in school decision-making and job satisfaction were examined as factors related to organizational commitment in senior schools. The research used a quantitative design, gathering data from 221 participants who completed a questionnaire. Teachers rated their agreement with statements about decision-making participation, job satisfaction, and organizational commitment on a 5-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree." Demographic information was also collected. Descriptive statistics and canonical correlation analysis were performed using SPSS software.

The findings revealed that teachers generally reported high levels of involvement in decision-making related to student guidance in academic progress and career choices. However, their participation was lower in areas such as school budget development, operations, governance, and personnel issues. Teachers expressed moderate job satisfaction concerning their teaching career, their contributions to student success, and their ability to assist students. Lower satisfaction levels were noted with regard to income, promotion opportunities, and career advancement. Regarding organizational commitment, teachers demonstrated a strong dedication to student success, the teaching profession, continuous professional development, and a willingness to go beyond expectations to support the school.

Desalegn (2014) conducted a study on teacher involvement in decision-making in government secondary schools in Jimma Town, using a descriptive survey method. The study included 202 participants: 157 teachers, 11 principals, 28 PTA members, 3 educational office officials, and 3 teachers' association representatives. Schools, principals, and PTAs were selected using a census approach, while teachers were chosen through systematic random sampling. Educational office officials and teachers' association representatives were also included in the study

Representatives were selected using purposive sampling. The data collection methods included questionnaires, interviews, and observations. Quantitative data obtained from the questionnaires were analyzed using percentages, weighted means, and independent sample t-tests, while qualitative data from interviews and document analysis were analyzed thematically.

The findings revealed that teachers' participation in school decision-making in secondary schools was generally inadequate. Teachers were most involved in addressing student disciplinary matters and least involved in decisions related to school infrastructure. The efforts of school leaders, including principals and PTAs, to encourage teacher involvement in decision-making were considered ineffective. Key barriers to teacher participation included the lack of participatory and democratic leadership, mistrust between teachers and principals, insufficient training and support, and the absence of financial incentives.

The study also emphasized the significant impact of principals' decision-making on school effectiveness. International research has consistently shown a positive correlation between principals' decision-making practices and teachers' job commitment. However, local studies in Jimma Town have primarily concentrated on the decision-making process itself, overlooking the connection between decision-making and teachers' job commitment. This study aims to fill this gap by exploring the relationship between principals' decision-making and teachers' job commitment. To achieve the objective research, the proposed the following research basic research questions

1. What is the current status of principals' decision making practices in secondary schools of Jimma zone?
2. What is the current status of teacher's commitment in secondary schools of Jimma zone?
3. What relationship between principal's decision making and teachers commitment in secondary schools of jimma zone?
4. To what extents of principals' decision making prices predicate teachers' commitment in secondary school of jimma zone?

1.3. Objectives of the study

1.3.1 General objective of the study

The general objective of the study is to assess the principal's decision making practices and teachers' commitment in secondary schools of Jimma zone.

1.3.2 Specific objective of the study

The specific objective of the study includes

1. To examine the current status of principals' decision making process of Jimma zone.
2. To point out the current status of teachers' commitment of Jimma zone
3. To investigate the relationship between principal's decision making and teachers commitment of Jimma zone
4. To examine the extents of principal decision making process predicate teachers commitment of Jimma zone.

1.4. Significance of the study

The study of principals' decision-making practices and teachers' job commitment was crucial for several reasons, particularly in understanding the dynamics of school leadership and its influence on the overall functioning of schools. The key points emphasizing the importance of this study are as follows:

1. The study serves school principals by give awareness about method of decision making process in which positive school environment, teachers work moral and commitment was enhanced.
2. Help teachers by increase their professional commitment due to appropriate decision was made by school principal, constrictive and positive work environment is created
3. Result of the study was help all school community through cultivating supportive work environment
- 4 Finding of study support teachers by give clarity about how and what types principals decision is done at their school level

1.5. Delimitation of the study

Delimitating study very significant due shortage of time, budget constraints, and to complete the study with intended time frame limiting study is very important. The focus of this study was geographically restricted to secondary schools (grades 9-12) located within the Jimma zone of the Oromia regional state. A school from other Oromia zones, including the Addis Abeba special zone, was not be included in this study.

Conceptually, the study was limited to examining the current state of decision-making practices employed by secondary school principals, the job commitment of teachers, and the relationship between principals' decision-making practices and teachers' job commitment. Additionally, the study explored the impact of principals' decision-making processes on teachers' job commitment

1.6. Variables of the study

The independent variables in this study include the decision-making practices of school principals, while the dependent variable focuses on teachers' job commitment, which was given particular emphasis.

1.7. Operational Definition of Terms

Principal: The individual responsible for overseeing the administration, management, and operations of the school.

Secondary School: A type of formal education in Ethiopia, typically lasting four years, consisting of two years of general education (grades 9-10) and two years of specialized education (grades 11-12).

Decision-Making: The process by which school principals choose and implement alternative courses of action to lead the school.

Practices: The activities and behaviors observed in the actions of school principals as they make decisions regarding school matters.

Teachers: Professionals who teach students in government secondary schools.

Commitment: The positive and dedicated attitude an individual demonstrates towards their teaching profession in secondary schools.

1.8 Organization of the Study

The study was structured into five chapters. Chapter one introduces the study, presenting the background, problem statement, significance, scope, operational definitions of terms, study variables, and the organization of the research. Chapter two was review the relevant literature. Chapter three will outline the research design and methodology. Chapter four was cover data collection and interpretation. Chapter five was present the findings, summary, conclusions, and recommendations. The reference listed and appendices, which include the questionnaire, was part of the final document

CHAPTER TWO: REVIEW OF RELATED LITERATURE

This section was cover the following topics: The Concept of Decision-Making in Educational Leadership, Definitions and Theories of Decision-Making, Theories of Decision-Making, The Importance of Decision-Making in School Management, Factors Influencing Job Commitment among Teachers, Types of Decision-Making Models (e.g., participatory, authoritarian, consultative), The Impact of Job Commitment on School Performance, The Relationship Between Leadership Practices and Teacher Commitment, Studies Linking Principals' Decision-Making with Teacher Motivation and Retention, The Role of Participatory Decision-Making in Enhancing Teacher Morale, Empirical Studies on Decision-Making Practices, and a Conceptual Framework for School Principals' Decision-Making Practices and Teacher Job Commitment.

2.1 The Concept of Decision-Making in Educational Leadership

Decision-making is a critical component of educational leadership, directly affecting school effectiveness, the quality of education, and the overall success of students, teachers, and other stakeholders. In the realm of educational leadership, decision-making involves identifying and analyzing issues, selecting appropriate solutions, and implementing strategies to achieve the organization's goals while meeting the needs of various stakeholders (Saeed et al., 2025). Decision-making in education is focused on fulfilling the institution's mission, vision, and objectives. Leaders must ensure that decisions align with long-term goals, such as improving student outcomes, enhancing teacher performance, and creating an inclusive learning environment. Effective educational leaders actively involve teachers, parents, students, and other stakeholders in the decision-making process. This participatory approach ensures diverse perspectives are considered and promotes a sense of ownership and responsibility among all parties involved (Naveed & Ali, 2025).

2.2 Definitions and Theories of Decision-Making

General Definition: Decision-making is the cognitive process of choosing a belief or course of action from a range of alternatives. It involves assessing options based on available information, preferences, and potential outcomes (Elwyn & Miron-Shatz, 2010).

Psychological Definition: Decision-making is the mental process of choosing a belief or course of action among multiple alternatives, evaluating options based on available information, preferences, and expected consequences. This process often takes into account both rational and emotional factors, whether undertaken by individuals or groups (Ajzen, 1996).

Economic Definition

In economics, decision-making is seen as the process of selecting the most optimal choice, typically aimed at maximizing utility or profit, especially in situations where resources are scarce (Simon, 1979).

2.2.1. Theories of Decision-Making:

1. Rational Decision-Making Theory

This theory assumes that decision-makers are completely rational and have access to all necessary information. The goal is to maximize utility by selecting the option that best matches their preferences and objectives. The process involves the following steps: identifying the decision problem, generating alternatives, evaluating the alternatives, choosing the optimal solution, and implementing and monitoring the decision. **Criticism:** The theory assumes ideal conditions and overlooks emotional, cognitive, and situational factors that may influence decision-making (Doyle, 1999).

2. Bounded Rationality (Herbert Simon)

Herbert Simon introduced the concept of bounded rationality, which posits that although individuals strive to make rational decisions, they are constrained by cognitive biases, incomplete information, and time limitations. Instead of seeking the perfect solution, individuals often opt for a satisfactory or "good enough" choice, a process referred to as *satisficing*. This involves selecting an option that meets the minimum requirements rather than seeking the optimal one (Simon, 1972).

3. Vroom-Yetton-Jago Decision-Making Model

This model emphasizes the level of involvement of team members in the decision-making process. It suggests that the most effective decision-making approach depends on the specific situation, taking into account factors such as the importance of the decision, the need for input from others, and the available time

For decision-making, the model classifies decision-making styles on a spectrum from autocratic to participatory (Lührs et al., 2018).

4. Incremental Decision-Making

This theory, largely associated with Charles Lindblom, argues that decisions are typically made in small, gradual steps rather than through sweeping, radical changes. Decision-makers tend to adjust to evolving circumstances incrementally rather than making large-scale decisions all at once (Seefried, 2010).

2.2. Importance of Decision-Making in School Management

Decision-making is pivotal in school management as it has a direct influence on the effectiveness of the educational environment, the success of the institution, and the well-being of students, staff, and the wider school community. Below are several key reasons why decision-making is vital in school management (Chapman, 2013).

1. Setting Direction and Goals

Effective decision-making enables school leaders, such as principals and administrators, to establish the school's mission, vision, and objectives. These decisions provide guidance for all aspects of school operations, including academic performance, resource distribution, extracurricular programs, and student welfare. Purposeful and strong decision-making helps ensure the school remains aligned with educational goals and fosters a positive learning atmosphere (Papadakis et al., 1998).

2. Resource Allocation and Budget Management

Schools often face limited budgets, making the allocation of resources a critical decision-making task. School leaders must carefully decide how to distribute funds for staff salaries, instructional materials, technology, building maintenance, and extracurricular activities. Poor decisions in resource allocation can lead to shortages or inefficiencies, which in turn can negatively impact the quality of education (Sirotnik & Clark, 1988).

3. Curriculum Design and Development

A fundamental aspect of school management is the design and continuous improvement of the curriculum. Decision-making in this area involves selecting appropriate content, choosing effective teaching methods, and adapting the curriculum to meet the diverse needs of students. Administrators must also decide how to incorporate new educational trends, integrate technology, and ensure that the curriculum meets state standards or aligns with educational reforms (Breiter & Light, 2006).

4. Staff Recruitment, Development, and Retentions

Decisions regarding the recruitment, training, and retention of teachers and staff are essential for fostering a high-performing school environment. Effective leadership ensures that the right individuals are hired, offered professional development opportunities, and supported in their roles. Furthermore, decisions related to performance evaluations, promotions, and staffing requirements help maintain a motivated and skilled team of educators and administrative staff (Abebe, 2012).

3. 5. Student Welfare and Discipline

Decision-making in the areas of student welfare and discipline is crucial for maintaining a safe, supportive, and inclusive school environment. School leaders must make decisions regarding behavior policies, addressing bullying, providing emotional support, and implementing interventions for students facing challenges. These decisions are essential for promoting student well-being and ensuring a learning environment conducive to growth and development (Ingersoll, 1996).

6. Fostering a Positive School Culture

The choices made by school leaders have a significant impact on the overall school culture, shaping its values, behaviors, and overall environment. Decisions related to communication, conflict resolution, community-building, and inclusivity play a key role in creating a school atmosphere where both students and staff feel respected, supported, and valued (Lee, 2025).

7.Crisis Management and Problem-Solving

In every school, challenges and crises, such as safety concerns, health issues (e.g., during a pandemic), or unexpected events (e.g. accidents or natural disasters), are inevitable. Strong decision-making is crucial in swiftly addressing these situations, ensuring the safety and well-being of all involved, and managing the aftermath effectively. School leaders must be adept at assessing these situations, making timely decisions, and taking appropriate action (Lee, 2025).

8.Parent and Community Engagement

Effective decision-making also involves engaging with parents, local communities, and other stakeholders. Transparent and open communication channels with families and the wider community are essential for effective school management. Decisions regarding school policies, student progress, fundraising, and school-community partnerships influence the relationships that contribute to the school's overall success (Nazario, 2025).

9.Implementation of Educational Innovations

As education continues to evolve, schools must make decisions about adopting new technologies, teaching methods, and educational tools. This could include integrating digital platforms, adopting new pedagogical approaches (such as blended learning or project-based learning), or implementing updated assessment methods. Deciding when and how to introduce these innovations, while considering their effects on students and staff, is essential for keeping the school relevant and effective (Fathallah, 2025).

10. Data-Driven Decision-Making

Effective school management requires making decisions based on reliable data, such as student performance metrics, attendance records, and survey feedback. Utilizing data-driven decision-making enables administrators to pinpoint areas needing improvement, track progress over time, and make informed choices that enhance educational outcomes. These decisions are particularly valuable in boosting student achievement, addressing performance gaps, and refining teaching methods (Mushtaha, 2025).

11. Compliance and Legal Decisions

Schools must comply with various regulations, laws, and policies at the local, state, and federal levels. Decision-making in this area ensures that the school adheres to educational standards, safety protocols, and other legal requirements. This may involve decisions regarding student rights, special education services, health and safety procedures, and anti-discrimination policies (Więckowski, 2025).

12. Strategic Planning for Long-Term Success

School leaders must make strategic decisions to ensure the long-term success and sustainability of the school. This includes decisions regarding school expansion, curriculum changes, facility improvements, partnerships, and technological advancements. Long-term planning allows the school to adapt to evolving educational needs and prepares future generations for success (Fathallah, 2025).

2.3. Types of Decision-Making Models

The three primary decision-making models—participatory, authoritarian, and consultative—represent different approaches to decision-making within an organization, including schools. These models vary based on the level of involvement and input from various stakeholders. Here’s an overview of each:

1. Participatory Decision-Making

Participatory decision-making involves actively engaging all relevant stakeholders in the decision-making process, including teachers, students, parents, staff, and other community members. The approach emphasizes collaboration, consensus-building, and shared ownership of decisions.

Key Features:

- **Inclusivity:** Everyone impacted by the decision has a chance to voice their opinions.
- **Democratic:** Decision-making is based on group discussions, brainstorming, and feedback. The group works together to identify options and select the best course of action.
- **Empowerment:** Stakeholders are encouraged to contribute their ideas, leading to greater engagement and motivation.
- **Time-Consuming:** While this approach is more democratic, it can be slow since it involves gathering input from multiple people.

Pros:

- Higher engagement and commitment from participants.
- Diverse perspectives lead to more well-rounded decisions.
- Builds trust and collaboration within the school community (Yelick, 2025).

Cons:

- Decision-making can be slow, making it impractical in urgent situations.
- Conflict may arise if a clear consensus is not reached.

Example in School Management

A participatory approach in schools might involve consulting teachers, parents, and students when creating a new school policy, selecting extracurricular activities, or revising the curriculum.

2. Authoritarian Decision-Making

In authoritarian decision-making, the leader or a small group of leaders makes decisions with little to no input from others. These decisions are typically made unilaterally, with those affected expected to comply without much discussion or consultation.

Key Features:

- **Centralized Control:** Decision-making power is concentrated in the hands of one or a few people (e.g., a principal or administrator).
- **Top-Down Approach:** The leader makes decisions and communicates them to others, who are expected to follow without question.
- **Little to No Input:** Stakeholders like teachers, students, or parents have minimal to no influence on the decision-making process (Huang, 2025).

Pros:

- Quick decision-making, particularly in urgent situations where speed is crucial.
- Clear accountability, as one individual or small group holds responsibility for decisions.
- Can be effective when strong leadership is needed, especially in crisis situations.

Cons:

- Can lead to feelings of disempowerment or resentment among staff and stakeholders.
- Lack of diverse input may result in poorly informed decisions.
- Morale may suffer if people feel their perspectives are disregarded.

Example in School Management

An example of authoritarian decision-making in schools is when a principal implements a major school policy change (e.g., introducing new discipline rules or selecting a standardized test) without consulting teachers or parents (Ji, 2025).

3. Consultative Decision-Making

Consultative decision-making lies between participatory and authoritarian decision-making styles. In this model, the leader holds the ultimate decision-making authority but actively seeks input and feedback from relevant stakeholders before making a final decision. The consultation process can be informal, such as through discussions or surveys, or more formal, through meetings or focus groups.

Key Features:

- **Leader-Cantered with Input:** The leader (e.g., a principal or school administrator) makes the final decision but solicits advice, feedback, and suggestions from others.
- **Feedback-Oriented:** Stakeholders are consulted, and their input is seriously considered, though the final decision rests with the leader.
- **Balanced Approach:** This model strikes a balance between the efficiency of authoritarian decision-making and the involvement of others.

Pros:

- It allows for diverse perspectives to be considered without requiring consensus (Karami, 2025).
- Decision quality can be improved by incorporating expert advice or feedback from those affected by the decision.
- Stakeholders feel valued as their opinions are considered, even though they may not have the final say.

Cons:

- Stakeholders may still experience frustration if they feel their input is not adequately reflected in the final decision.
- The process may be slower than an authoritarian approach, though faster than a fully participatory model.
- Leaders may face challenges in making a final decision if significant disagreement exists.

Example in School Management

In a school setting, a principal might consult with department heads and teachers when selecting a new curriculum or making changes to the academic schedule. While input is gathered from teachers and staff, the principal retains the final authority over the decision.

2.4. Teacher Job Commitment

Teacher job commitment refers to the degree of dedication, responsibility, and engagement teachers exhibit toward their profession and their work within the school environment. It encompasses their emotional, cognitive, and behavioural attachment to their job, influencing their teaching effectiveness, job satisfaction, and long-term retention in the profession. High levels of job commitment among teachers are crucial for improving educational outcomes, student performance, and fostering a positive school environment (Ismawan, 2025).

A teacher's overall job satisfaction is strongly linked to their level of commitment. Various factors, such as salary, work-life balance, job security, and recognition, significantly influence a teacher's satisfaction with their role, which, in turn, affects their commitment to the profession. Teachers who feel undervalued or unappreciated may exhibit lower levels of commitment (Drigotas, 1999).

1. Workload and Stress

Excessive workload, stress, and burnout can have a detrimental effect on a teacher's job commitment. Teachers who feel overwhelmed by the demands of their roles—such as managing large classes, handling administrative responsibilities, or addressing student behavior—are more likely to experience a decrease in commitment and may consider leaving the profession (Bakan, 2011).

2. Teacher Autonomy

Teachers who have the freedom to make decisions about how they teach, implement the curriculum, and manage classrooms tend to exhibit higher levels of commitment. When teachers feel empowered to make professional judgments, they are more likely to feel engaged and dedicated to their work.

2.5. The Impact of Job Commitment on School Performance:

1. Teacher Retention

High levels of job commitment are associated with increased teacher retention. Teachers who are emotionally and professionally invested in their roles are more likely to stay in the profession long-term, thus reducing turnover and the associated costs of recruiting and training new teachers (Bakan, 2014).

2.Student Achievement

Committed teachers are generally more effective in their teaching, leading to improved student outcomes. Their passion, perseverance, and creativity in the classroom positively impact student learning and motivation (Abdullah, 2019).

3.School Culture

Teachers who are committed play a key role in fostering a positive school culture. Their engagement with colleagues, participation in school activities, and role-model behavior contribute to a more cohesive and supportive school community (Dongjiao, 2022).

1. Professionalism and Ethical Standards

Teachers with a strong commitment to their profession are more likely to uphold high standards of professionalism and ethics. This includes staying informed about educational trends, adhering to ethical teaching practices, and continually improving their instructional methods (McCuen, 1979).

2. Provide Recognition and Appreciation

Recognizing and celebrating teachers' achievements can significantly boost their job satisfaction and commitment. Simple gestures, such as expressing appreciation, acknowledging their successes, and providing rewards for their hard work, can greatly enhance their emotional connection to their profession (Wayne, 2002).

3. Offer Professional Development

Schools should prioritize continuous professional development programs to help teachers improve their skills, stay informed about the latest educational trends, and feel more confident in their roles. Opportunities for growth and learning motivate teachers to remain dedicated to their careers (Payne, 2018).

6.Promote Work-Life Balance

Teachers often spend considerable time outside the classroom, which can lead to burnout. Promoting a balanced work-life routine, offering mental health support, and encouraging time off when necessary can help teachers sustain their commitment without becoming overwhelmed (Ferreira, 2025).

7.Supportive Leadership

School administrators should foster clear communication, set achievable expectations, and offer assistance during challenging times. A positive, supportive leadership approach helps teachers stay engaged and committed to both their school and their students (Haeckl, 2025).

8.Foster Collaboration

Fostering collaboration among teachers helps cultivate a strong sense of community and shared responsibility. Collaborative efforts such as teacher teams, professional learning communities, and joint planning sessions create valuable opportunities for educators to exchange ideas, resources, and experiences, thereby strengthening their commitment to the school and its students (Liu, 2025).

9.Involve Teachers in Decision-Making:

When teachers are included in decisions regarding school policies, curriculum, and other aspects of school life, they feel more appreciated and engaged. Providing opportunities for teachers to participate in decision-making processes fosters a sense of ownership and belonging (Wenjie, 2025).

2.6. Relationship between Leadership Practices and Teacher Commitment

The relationship between a principal's decision-making practices and teacher commitment is crucial, as leadership decisions have a significant impact on the work environment, teacher satisfaction, and the overall culture of the school. The manner in which a principal makes decisions, engages teachers, communicates their choices, and manages school operations directly influences teachers' levels of motivation, engagement, and dedication to their work (Tope, 2025).

2.7. Studies Linking Principals' Decision-Making with Teacher Motivation and Retention

Research connecting principals' decision-making with teacher motivation and retention highlights the important role of school leadership in shaping the working environment for teachers. The decisions made by principals, from how they involve teachers in the process to the policies they implement, greatly influence teachers' job satisfaction, intrinsic motivation, and long-term commitment to the school. Below is a summary of key studies and findings that underscore this relationship (Arastaman, 2025).

2.8. Role of Participatory Decision-Making in Enhancing Teacher Morale

Participatory decision-making plays a critical role in boosting teacher morale by creating an environment of collaboration, respect, and ownership. When principals engage teachers in the decision-making process, they provide teachers with a voice and the opportunity to influence the direction of the school. This collaborative approach can have a positive impact on teacher morale job satisfaction, motivation, and overall morale. Below is a breakdown of how participatory decision-making influences teacher morale (Nikisi, 2025).

2.9. Challenges in School Leadership Affecting Teacher Commitment

The decision-making practices of school leadership are pivotal in shaping school culture, teacher motivation, and overall effectiveness. However, these practices often present challenges that can negatively impact teacher commitment. Effective decision-making is essential for cultivating a positive school environment that retains teachers and enhances their engagement. Key challenges in school leadership decision-making that can affect teacher commitment include a lack of teacher involvement in decision-making. When principals make decisions without consulting or engaging teachers, it can result in feelings of disempowerment and alienation among the staff. Teachers may perceive that their professional expertise is not valued, leading to a decline in their commitment to the school.

2.10. Impact on Teacher Commitment

Teachers who are excluded from decisions regarding curriculum, classroom management, or school policies may become disconnected from the school's mission. This can result in frustration, low morale, and, ultimately, higher turnover rates (Supendi, 2025).

2.11. Empirical Studies on Decision-Making Practices

2.11.1. National Empirical Studies on Principals' Decision-Making Practices and Teacher Job Commitment

The study titled "Effects of Principal's Decision-Making, Organizational Commitment, and School Climate on Teacher Performance in Vocational High School Based on Teacher Perceptions" (Mailool et al., 2020) utilized quantitative research methods to explore the effects of principals' decision-making, organizational commitment, and school climate on teacher performance in vocational high schools. The research sample included 160 vocational school teachers from North Minahasa Regency, selected via simple random sampling. Data were collected through a Likert-scale questionnaire with 25 statements, and analyzed using simple and multiple linear regression. The findings revealed that principals' decision-making, organizational commitment, and school climate had a positive and significant impact on teacher performance, both individually and collectively.

2.11.2 National Empirical Studies on Principals' Decision-Making Practices and Teacher Commitment

The study "The Practices of Teachers' Involvement in Decision-Making in Government Secondary Schools of Jimma Town" (Gemechu, 2014) aimed to examine the extent to which teachers were involved in decision-making in secondary schools in Jimma Town. A descriptive survey method was employed, involving 202 respondents, including 157 teachers, 11 principals, 28 parent-teacher association (PTA) members, and 6 educational office officials. The schools, principals, and PTAs were selected using a census, while teacher respondents were selected through systematic random sampling. Data were gathered via questionnaires, interviews, and observations, and analyzed using percentages, weighted means, independent sample t-tests, and qualitative analysis. The results indicated that teachers' involvement in decision-making was generally unsatisfactory, with the most participation occurring in student discipline issues and the least involvement in school building decisions.

2.12. Conceptual Framework for study

A conceptual framework for understanding the relationship between school principals' decision-making practices and teachers' job commitment can be structured around key variables and their interrelationships. Independent variables of the study was school principals decision making process which have three sub dimension such as : data informed , logical decision ,and involving stock holders in similar ways. Dependent variables, teachers commitment also have three sub dimension such as :teachers commitment to ward school ,toward their commitment profession and commitment to change both variables have their own data gathering instrument Based on this mental map the study conducted yield result .Here is visual diagram presentation, as follow.

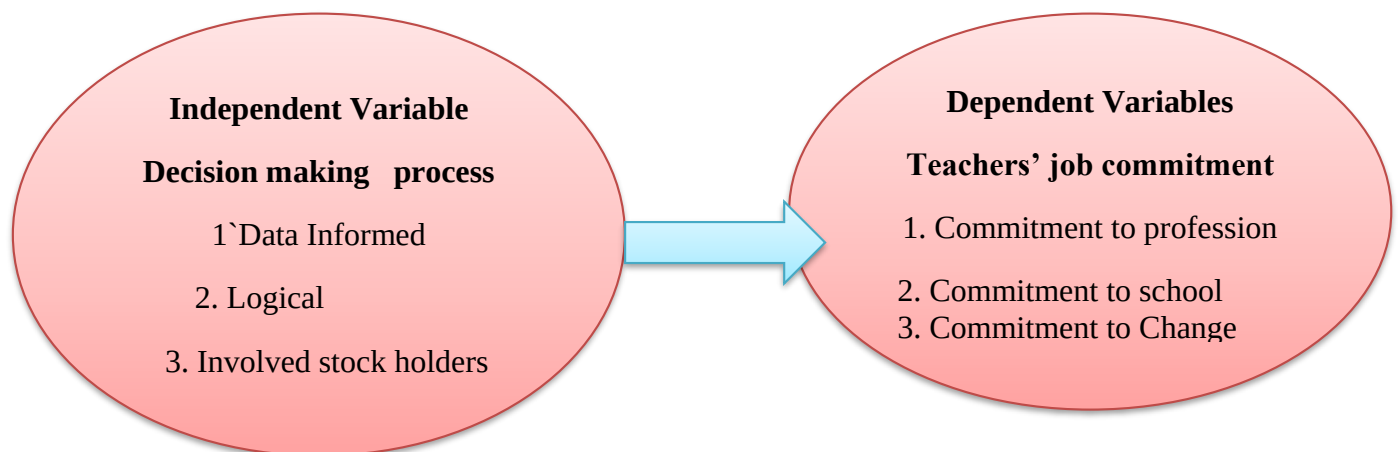


Fig 1: Conceptual frame of the study,

Source: research initiatives

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

This section of the study focuses on the methodological components, including the research paradigm, approach, design, methods, population, sample size determination, sampling techniques, data sources, instruments for data collection, pilot testing, and data analysis methods.

3.1 Research Paradigm

The study follows the positivist research paradigm. This paradigm was a philosophical approach that emphasizes the use of observable, empirical evidence and scientific methods. Positivism was based on the belief that reality is objective and can be understood through observation, experimentation, and quantification. It focused on utilizing scientific techniques, such as surveys, experiments, and statistical analysis, to uncover facts about the world (Yang, 2025).

3.2. Research Approach

A research approach defines the overall strategy or plan a researcher follows to conduct a study and address a research question. It detailed the methods used to collect and analyze data, as well as how the findings were interpreted. The approach provides direction for the research process. In the study, a quantitative research approach has been adopted (Alotaibi, 2025). This approach focuses on measuring and quantifying variables, testing hypotheses, and identifying patterns, trends, and generalizable facts. It relies on numerical data and statistical analysis to reach conclusions. The aim is to quantify the problem by generating numerical data or data that can be converted into useful statistics. These numerical results can then be generalized to a larger population and are commonly used for testing hypotheses or examining relationships between variables (Creswell, 2014).

3.3. Research Design

The study employed a correlational research design, utilizing both quantitative and qualitative elements. The quantitative aspect of the study used a correlational research design, which aims to determine whether there was a statistical relationship or association between variables, without manipulating them. Unlike experimental research, which manipulates independent variables to

observe changes in dependent variables, correlational research simply observes and measures the variables as they naturally occur (Gay, Millis and Airason, 2012) tenth edition.

3.4. Source of Data

To examine the decision-making practices of school principals and teachers' job commitment, primary data was utilized. The primary data sources consisted of secondary school teachers and principals from secondary schools in the Jimma Zone.

3.5. Population of the Study

The study was deal on all secondary schools and their teachers. The target population was included all public secondary schools in the Jimma Zone, along with their teaching staff. Thus 103 government secondary schools and 3405 secondary school teachers

3.6. Sample and Sampling Techniques

As stated by Gay, Mills, and Airason (2009), for correlational research design, a sample size of 30 or more was typically considered adequate to ensure that the sample is representative of the population. Therefore, the study was including 10 secondary schools, selected based on simple random from the available schools which were their staff numbers are equal and more than thirty teachers staff members in number in the Jimma Zone, along with their teachers and school principals.

3.6.1. Sample Size Determination

Determining the sample size involved calculating the number of individuals or units to include in the sample to ensure that the results are both valid and generalizable. In this study, the sample size was determined using the formula proposed by Krejcie and Morgan (1970). The Krejcie and Morgan table was commonly used to determine appropriate sample sizes based on the total population and the desired confidence level. It outlines sample sizes for various population sizes and confidence levels, calculated through a specific statistical formula

Here is the formula

$$S = \frac{X^2 \cdot N \cdot P \cdot (1-P)}{E^2 \cdot (N-1) + X^2 \cdot P \cdot (1-P)}$$

Whereas:

S=Required sample size

N=Population size =3405

χ^2 =the table value for the chi square distribution at 1 degree of freedom (for a given confidence level e. g 3.841 for 95% confidence level)

P =Estimated proportion of the population (typically set at 0.5 for maximum variability which given the most conservative sample size estimate

D=Desired margin error (e. g = 0.05 for 5% margin)

Sample size = $S = \frac{Z^2 \cdot N \cdot P \cdot (1-P)}{E^2 \cdot (N-1) + Z^2 \cdot P \cdot (1-P)}$

$S = \frac{3.841^2 \times 3405 \times 0.5(1-0.5)}{0.05^2 \times 0.05(3405-1) + 3.841^2 \times 0.5(1-0.5)}$

S=3405

17.83275

S=345.9

S= 346

3, 7. Data collection instruments

3.7.1, Questionnaires

The study was utilized questionnaires as the primary method of data collection. Questionnaires are preferred due to their straightforward and efficient approach, allowing for the easy gathering of data. The questionnaire item was focus on school principals' decision-making practices and teacher commitment. These was self-developed questions, were done. But for teacher's commitment Arabic version of organizational commitment questionnaires was adopted from Abd-Alazim, M., Looti, M., & Mubdir, M. Q. (2024). Psychometric Properties of the Arabic version of Organizational Commitment Questionnaire-Revised (OCQ-R) in Educational Settings.

Academic International Journal of Social Sciences and Humanities, 2(2), 01-10. <https://doi.org/10.59675/S221> the use of questionnaires was advantageous as it enables the researchers to collect data in a short time while ensuring the respondents' privacy, as they can complete them without being observed.

The questionnaire was including rank order scales and Likert scales. Likert scales was commonly used in survey research because they were effective in gauging respondents' opinions, suggestions, and the frequency of behaviours, while also offering respondents more flexibility in their responses.

3.7.2. Interview

Semi-structured Interviews adopted because it provide deeper insights that were not achievable through questionnaires alone. The interview was used to gather supplementary opinions to support and triangulate the data obtained from the questionnaires. A semi-structured interview guide prepared and translated into Afan Oromo for better clarity of the items. These face-to-face interviews conducted with school principals. The flexibility of the semi-structured format allows participants to express their feelings, perceptions, and concerns related to decision-making practices and teacher commitment.

3.8. Instrument Validation

3.8.1. Pilot Test

A pilot test was carried out to identify any weaknesses in the research instrument (Airsian, 2009). This test was

Conducted at a secondary school in the Jimma zone to validate the instrument. To evaluate the internal consistency of the questionnaire, a reliability test was performed by assessing item-to-item consistency.

To this end, the reliability of instrument was maintained through conducting pilot test on the school before it was used for actual data collection process. The questionnaire were distributed to 29 teachers responded to the questionnaire.

Table 1 Reliability Study Result

SN	Variables	No of Items	Cronbach's Alpha
1	What is the current status of principals' decision making practices in secondary schools of Jimma zone?	10	0.87
2	What is the current status of teacher's commitment in secondary schools of Jimma zone?	25	0.92
3	What relationship between principal's decision making and teachers' commitment in secondary schools of jimma zone?	35	0.93
	Total Reliability Coefficient	38	0.905

The average Cronbach alpha of reliability test was at 0.905 which was in the course acceptable range. Ten items were edited as result of reliability of the instrument.

3.8.2 Expert Judgment

A pre-test conducted with experienced and knowledgeable scholars from the Educational Planning and Management department at Wollega University, including postgraduate teachers and students. The aim is to assess the clarity and comprehensibility of the instrument in addressing the research questions. Expert judgment was used to evaluate the instrument through several methods, such as face validity, content validity, construct validity, and cultural validity.

3.8.2.1. Face Validity

Face validity the first step in evaluating the overall validity of the instrument. It was a straightforward and quick method to assess whether the instrument appears useful at first glance. This study done by checking if the instrument measures what it intended to measure. Face validity focus on reviewing the instrument for vague wording, grammar, consistency in style, and clarity of ideas (Gay, Mills & Airasian, 2009).

3.8.2.2 Content Validity

Content validity refers to the degree to which the tool fully captures all aspects of the topic it was meant to measure. This ensures that the instrument evaluates all relevant behaviors associated with the subject. High content validity means the tool comprehensively covers the intended topic. The content validity of the instrument was calculated using the validity coefficient through computer software. Faculty members from the College of Education and Behavioral Sciences at Jimma University, including experts in educational leadership, invited to assess the content validity of the instrument (Gay, Mills & Airasian, 2009).

3.9, Data analysis method

A sequential explanatory mixed-method design used in this study the data analysis process was begun with quantitative data analysis, followed by coding and organizing the qualitative data. The qualitative codes will be assigned numbers, and the frequency of these codes was recorded as numerical data. Quantitative data analysed descriptively to determine the frequency of occurrences. The qualitative analysis used to further explain or elaborate on the quantitative findings (Gay, Mills & Airasian, 2012, 10th edition).

For quantitative data, both descriptive and inferential statistics was used. Descriptive statistics such as frequency distributions, means, standard deviations, and percentages was employed. The mean was used to indicate differences in average values, while the standard deviation will show variations between respondents. Percentages were illustrated proportions among respondents. Inferential statistics, including descriptive statics, correlation, regression, and the Statistical Package for Social Sciences (SPSS version 21), will also be applied.

The relationship between the independent and dependent variables (principals' decision-making practices and teachers' job commitment) assessed through correlation analysis. If the correlation coefficient (R) falls between 0.00–0.35, it indicated a weak relationship; 0.36–0.65 was indicated a moderate relationship; and 0.66–1.00 was suggested a strong relationship. Regression analysis performed if the correlation analysis meets the necessary criteria, and it demonstrated the impact of the independent variable on the dependent variable. The regression value was the square of the R value, representing the proportion of variation explained (Creswell, J.W., 2009).

Table.2 Summary of research objective, questions and method of data analysis

No	Research objectives	Research Question	Data Analysis
1	To examine the current status of principals' decision making process	What is the current status of principals' decision making practices in secondary	Descriptive statistics
2	To point out the current status of teachers' commitment	What is the current status of teacher's commitment in secondary schools	Descriptive statistics
3	To investigate the relationship between principal's decision making and teachers commitment	What relationship between principal's decision making and teachers commitment in secondary schools	Correlation coefficient
4	To examine the extents of principal decision making process predicate teachers commitment	To what extents of principals' decision making prices predicate teachers' commitment in secondary school	Regression analysis

3.10 Ethical Considerations

The researcher explained the study's objectives to the respondents and relevant authorities before conducting the research. Permission obtained from the selected secondary schools in the Jimma zone. Consent sought from participants before distributing the questionnaires. The research findings stored securely in a password-protected computer and used for academic purposes (Gay, Mills & Airasian, 2009)

3.11 Data Collection Procedures

To address the research questions, the researcher followed a series of data collection procedures. Relevant data will be gathered using questionnaires. The researcher visited the selected secondary schools and, after obtaining consent from the participants, introduced the objectives and purpose of the study. The questionnaire was distributed to the selected teachers.

The researcher was ensured that enough time is given for the teachers to complete the questionnaires. Key persons at each school were designated to assist with clarifying any issues and collecting the completed questionnaires.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This part of the thesis deals with presentation, analysis, and interpretation of the data. By making use of the data gathered from ten government secondary school teachers, and principals. This chapter has two major parts. The first part deals with characteristics of respondents' whereas the second data presentation analysis, and interpretation of data.

4.1. Demographic characteristics of the Respondents

The purpose of this part was to provide some basic background information pertaining to sample population with the assumption that it might have some kind of relationship with the issue under consideration. Background information of the respondent was gathered through instruments designed for this purpose.

The total numbers of 248 questionnaires were distributed to teachers 248 to teachers. Interview was conducted to ten principals. Out of this all (100%), of teachers, 10 (100%) of principals. were returned. So the total of 248 questionnaires were successfully retrieved without error and used for the study to answer the basic questions. Semi- structured interview guide was conducted to ten school principals with face to face manner.

Table 3: Demographic Characteristics

N o	Background of Respondent	Respondent group				Total	
		Principal		Teachers			%
		Freq	%	freq	%		
1	Sex	-	-			-	
	Male	8	80%	198	80%	206	59.195%
	Female	2	20%	50	20%	52	14.94%
	Total	10	100%	248	100%	258	7.41%
2	Age						
	20-25			-	-	-	
	26-30	2	20%	126	51%	128	36.78%
	31-35	5	50%	32	13%	37	10.63%
	36-40	2	20%	40	16%	42	12.06%
	41 and above	1	10%	23	20.16%	24	6.89%
	Total	10	100%	248	100%	100%	

3	Service years						
	1-5	-	-	-	-	-	
	6-10	2	20%	57	23%	59	16.95%
	11-15	5	50%	32	13%	37	10.63%
	16-20	2	20%	37	15%	39	11.2%
	21and above	1	10%	119	48%	120	34.48%
	Total	10	100%	248	100%	100%	
4	Qualification						
	First degree	8	80%	223	90%	231	66.37%
	Second degree	2	20%	25	10%	27	7.75%
	Total	10	100%	248	100%	100%	100

Table .3; demographic characteristics of respondents in terms of, sex age, Qualification and service year and four demographic categories analyzed. The demographic characteristics of respondents are organized in the table three as it can be seen from table 206(59.19%) of respondents were male the rest 52(14.94%) were female. This revealed that majority of primary school of the study area is male dominated teachers.

With the regard to the respondents age on item 2 table 3 above shown that majority,128(36.78%) of respondents were in the age range 26-30 and above years old. This indicates that they were adult enough to improve school operational plan implementation practices

Regarding, Service years of respondents, 120(36.78%) of respondents have 21 and above years' service year. This indicate most of respondents were resource full to change improve school planning competence.

Regarding educational qualification of respondents, 231(66.37%) of principals were first degree holder and 27(7.75%) of were respondents hold secondary degree holders. This indicates that majority of respondents hold first educational qualification.

4.2 Principals' decision making process

Table 4: Respondents Response on Principal's Decision Making Process

No	Items	No	Mean	SD
1	Information Gathering and Analysis I gather all relevant information and analysis it before making a decision.	248	2.4	0.33
2	I depend on evidence-based fact when solving school-related issues.	248	2.34	0.23
3	I frequently consult data on student academic performance to guide my decisions.	248	2.5	0.11
	Logical Evaluation I weigh the pros and cons of every option before making a choice.	248	2.45	0.33
5	I consider all possible outcomes and their implications before making a decision.	248	2.45	0.12
6	I use structured models or frameworks (e.g., SWOT analysis) to guide my decision-making process.	248	3.4	0.11
7	Involvement of Stakeholders, I involve teachers, parents, and students in discussions to make informed decisions	248	3.2	0.33
8	I actively seek feedback from staff before implementing new policies.	248	2.4	0.12
9	Decision-Making Confidence I feel confident that my decisions are supported by solid reasoning and facts.	248	3.4	0.23
10	Total	248	2.72	0.2

Source: Researcher field work 2026

Key ≤ 1.20 = Very Low, 1.21 – 2.10=Low, 2.11 – 3.49 =Moderate,3.5 – 4.49=High, ≥ 4.5 = Very High.

Table 4: respondents asked their school principals' decision making process they responded that School principal decision making process were frequently consult data and report from student performance, attendance record to guide the decision ($M=2.5, SD=0.11$). This implies that school principals' decision were based on recorded data. Similarly teachers respondents were their school principal gather all relevant information before making decision ($M= 2.4, SD=0.33$). This indicate that decision made by principal were not based on relevant information.. Teachers also replied that principal relies on evidence based practices when solving school related issue ($m=2.34, SD=0.23$). This implies principal decided with evidence. Teachers relied that their school principals were not frequently consult data to give decision ($M=2.5, SD=0.11$). This indicate there is no sufficient school data stored.

In similar ways, table four, teachers respondent principal logical thing and calculating pros and cons of every option before making a choice rated ($M=2.45, SD=0.33$). This showed that principal randomly give decision before correctly analysis the effect of result. In addition to this teachers responded that principal were not actively seek feedback from staff before implementing new policy ($m=2.4, SD=0.12$). This result repealed that principal have not hear to teachers feedback their work. Also, the decision supported were not supported by solid reasoning and facts ($M=2.75, SD=0.2$).

Interview result obtained

Majority of school principals said that:

‘Most of the time our decision cannot all ways be based on data , mostly driven by emotion, it has it own weakness and strength in the life. But other four school principal said that:

‘Our decision not the time align to rule, regulation policy, strategies of education sector as whole system we can decided with evidence .’

From this finding all source of data weather questionnaires' or interview indicate that principals were not fully based on data to give evidence with engaging stock holder .They randomly give decision. Without analyzing the existing decision weakness and strength effectively

Claiming this find Participatory decision-making involves actively engaging all relevant stakeholders in the decision-making process, including teachers, students, parents, staff, and other

community members. The approach emphasizes collaboration, consensus-building, and shared ownership of decisions. Everyone impacted by the decision has a chance to voice their opinions. Decision-making is based on group discussions, brainstorming, and feedback. The group works together to identify options and select the best course of action. Stakeholders are encouraged to contribute their ideas, leading to greater engagement and motivation. Higher engagement and commitment from participants. Diverse perspectives lead to more well-rounded decisions. Builds trust and collaboration within the school community (Yelick, 2025).

4.3 Teachers commitment

Table 5: Respondents Response on Teachers' Commitment

No	Items	No	Mean	SD
1	Commitment to school I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful.	248	2,3	0.21
2	I talk up this organization to my friends as a great organization to work for	248	2.4	0.34
3	I feel very little loyalty to this organization	248	2.5	0.3
4	I would accept almost any type of job assignment in order to keep working for this organization.	248	2.9	0.11
5	I find that my values and the organization's values are very similar	248	3.0	0.32
6	I am proud to tell others that I am part of this organization.	248	2.3	0.33
7	I could just as well be working for a different organization as long as the type of work was similar	248	3.1	0.13
8	This organization really inspires the very best in me in the way of job performance.	248	3.2	0.12
9	It would take very little change in my present circumstances to cause me to leave this organization	248	3.4	0.11
10	Grand mean	248	3.08	0.20

Source: Researcher field work 2026

Key ≤ 1.20 = Very Low, 1.21 – 2.10=Low, 2.11 – 3.49 =Moderate, 3.5 – 4.49=High, ≥ 4.5 = Very High.

Table five regarding teachers commitment to ward their formal tasks respondent responded that teachers were not will to put great deal effort to beyond normally expected in order to help this organization be successful (M=2.3, SD= 0.21). This implies that teachers commitment was at

moderate level .In addition to this teachers were not committed to do for organization to work (m=2.4,SD=0.34).This implies that most teachers were not deal to organization success. Teachers in the study area were not loyal to their organization life. This implies they save their effort and time than performing their daily life tasks. . The result of the study shown that teacher was not proud to tell other that I am part of this school.

Most school principal responded that:

“Teachers’ job commitment level was not as expected level. They have problem of professional commitment.

Very few principals replied that our teachers were highly committed to their formal tasks but student were not voluntary to take support from their school teachers.”

In general, commitment level of teachers were not extreme level, As result student academic achievement were very low.

Table 6: Response on Teachers’ Professional Commitment

No	Items	No	Mean	SD
B	Commitment to professional I am extremely glad that I chose this teaching profession to work for over than others	248	3.2	0.11
1	There’s not too much to be gained by sticking with this profession indefinitely.	248	2.4	0.33
2	Often. I find it difficult to agree with this teaching profession ’s ethics on important matters relating to its employees	248	2,6	0.11
3	I really care about the fate of my teaching profession.	248	3.5	0.22
4	For me this is the best of all possible professions for which to work.	248	3.6	0.11
5	I Deciding to work this profession was a definite mistake on my part	248	2.4	0.9
6	I am willing to put in a great deal of effort beyond that normally expected in order to improve my occupation be successful	248	3.2	0.4
7	I talk up this profession to my friends as a great teaching profession to work for	248	2.4	0.12
8	I would accept almost any type of job assignment in order to keep working for my self	248	3.2	0.22
9	I find that my values and the professional values are similar	248	2.5	0.21
10	Grand mean		3.14	0.27

Source: Researcher field work 2026

Key ≤ 1.20 = Very Low, 1.21 – 2.10=Low, 2.11 – 3.49 =Moderate,3.5 – 4.49=High, ≥ 4.5 = Very High.

In table six respondent asked that teachers professional commitment indicate teachers sticking with this profession independently ($M = 2.4$, $SD = 0.33$). This implies that teachers were not perform all teaching profession. In addition to this teacher face difficult to perform professions ethics ($M = 2.6$, $SD = 0.11$). In similar table teachers decided to work this profession was definite mistake on my part ($M = 2.4$, $SD = 0.9$). This implies that teachers weren't happy to be teachers in the school

In table six, teachers responded replied that they talked to their profession to their fail a great teaching profession to work for ($m = 2.4$, $SD = 0.12$). This indicate that teacher were not interest tube a teachers.

In line 19, teachers replied that their values and professional value are similar ($M = 2.5$, $SD = 0.21$) This implies that teachers benefit and organization benefit go side to side. From teen principal interview on teachers job commitment most principal replied that the level of teachers commitment to worda their profession were very low. They did not exert extra effort to ward their profession. They are weak in performing their profession.

From the school principal interviewed most principal replied that:

‘ ‘The level of teacher’s commitment to word their profession was very low. They did not extra effort to ward their profession they are e=weak in performing their profession. ’In other ways very few number of principal were replied that our staff member highly committed to their profession. They devote extra effort in teaching profession they prepare worksheet support Student give tutorial class.

In sum up, the level of teacher’s job commitment were not similar from school to school few school member were highly committed other wore less committed.

Table 7: Respondent Response on Teachers Commitment to Change

No	Items	No	Mean	SD
1	Commitment to Change I am proud to tell others that I am part of this organization	248	3.1	0.13
2	This organization really inspires the very best in me in the way of job performance so I will change myself in it.	248	2.3	0.32
3	I am extremely glad that I chose this organization to work for over others I was considering at the time I joined to improve the my self.	248	2,9	0.12
4	I really care about the fate of this performance of the organization in which I work it	248	3.4	0.21

In table seven, teachers were asked that their commitment change toward their organization. They relied my school principals weren't influence me to improving my professional task ($m=2.3$ $SD=0.32$). This implies that school were motivate followers to do at extreme level .

Table line three indicate that teachers were not choice implies that teaching profession were education sector to do in ($m=2.9$, $SD=-0.12$). This implies that teaching profession were not choice those teachers As result they are no motivation

Interview result indicate that :

“ large numbers of teachers were not committed to doing new things in the school. They resist change in the school. they are not progress their school from time to time.

Very few numbers of principal replied that teachers have high motive to improve their school but here were financial gsp in which they work from time to time.’’

Strengthen this finding, Teacher job commitment refers to the degree of dedication, responsibility, and engagement teachers exhibit toward their profession and their work within the school environment. It encompasses their emotional, cognitive, and behavioural attachment to their job, influencing their teaching effectiveness, job satisfaction, and long-term retention in the profession. High levels of job commitment among teachers are crucial for improving educational outcomes, student performance, and fostering a positive school environment (Ismawan, 2025).

4.4 Correlation Between Principal Decision Making Process and Teachers' Job Commitment

Table 8 Correlation Analysis Of Principal Decision Making Process And Teachers' Job Commitment Result

		Correlations (D.M)			(Decision making process)				
Teachers' Commitment (TC)		Commitment to profession	Commitment to school	Commitment to change	Data informed	logical	Involving stock holder	Principals, decision making process	Teachers commitment
Commitment to professional	Pearson Correlation	1							
	Sig. (2-tailed)								
Commitment to school;	Pearson Correlation	.685**	1						
	Sig. (2-tailed)	.000							
Commitment to change	Pearson Correlation	.683**	.745**	1					
	Sig. (2-tailed)	.000	.000						
Data informed	Pearson Correlation	.691**	.773**	.808**	1				
	Sig. (2-tailed)	.000	.000	.000					
Logical	Pearson Correlation	-.318*	-.331*	-.286*	-.660**	1			
	Sig. (2-tailed)	.022	.017	.040	.000				
Involvement of stock holder	Pearson Correlation	-.373**	-.270	-.340*	-.690**	.841**	1		
	Sig. (2-tailed)	.006	.053	.014	.000	.000			
Principal decision making process	Pearson Correlation	.827**	.901**	.902**	.931**	-.486**	-.543**	1	
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		
Teachers job commitment	Pearson Correlation	-.363**	-.309*	-.329*	-.703**	.949**	.969**	.538*	1
	Sig. (2-tailed)	.008	.026	.017	.000	.000	.000	.000	

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

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

The principal decision making process and teachers job commitment have positive significant moderate relationship to each other ($r=0.538$, $P.000$). This implies that principal decision making process is improve by one unit teachers commitments also improve together Interview guide conducted for principal also support this , that decision making quality of principal and teachers job commitments were direct relationship.

Supporting this finding, The relationship between a principal's decision-making practices and teacher commitment is crucial, as leadership decisions have a significant impact on the work environment, teacher satisfaction, and the overall culture of the school. The manner in which a principal makes decisions, engages teachers, communicates their choices, and manages school operations directly influences teachers' levels of motivation, engagement, and dedication to their work (Tope, 2025).

4.5 Regression analysis for principal decision making process and teachers job commitment

Table 9 : Regression Analysis For Principal Decision Making Process On Teachers Job Commitment

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.538 ^a	.289 ^a	.274	9.10284	.289	18.718	1	46	.000

a. Predictors: (Constant), principal decision making process

Table 10 : Regression Analysis ANOVA Result**ANOVA^a**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1551.027	1	1551.027	18.718	.000 ^b
Residual	3811.640	46	82.862		
Total	5362.667	47			

a. Dependent Variable: teachers commitment

b. Predictors: (Constant), principals decision making process

Table 11: Regression Coefficient ^A Result**Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	75.541	10.531		7.173	.000
Principals' decision making process	-.681	.157	-.538	-4.326	.000

a. Dependent Variable: teachers job commitment

In table nine regression analysis for principal decision making and teachers commitments was($r=0.289$, $F=18,718$, $df,1,46$, $p=0.000$). This indicate that 28.9 % of teachers job committeemen were affected by decision making process school principals when decided correctly teachers commitments were also go at right side. In interview obtained from school principal were also support , the finding , decision quality effectiveness related to teacher commitments of teachers.

Supporting this finding Participatory decision-making plays a critical role in boosting teacher morale by creating an environment of collaboration, respect, and ownership. When principals engage teachers in the decision-making process, they provide teachers with a voice and the opportunity to influence the direction of the school. This collaborative approach can have a positive impact on teacher morale job satisfaction, motivation, and overall morale (Nikisi, 2025).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter was concerned with summary, conclusions and recommendation.

5.1. Summary

The purpose of the study was to investigate principals' decision making practices and teachers' job commitment in secondary schools of Jimma zone.

. In addition, the study was aimed at devising the proper decision making practices and teachers' job commitment in secondary schools of Jimma zone. The ways of give effective decision and enhance teachers job commitment in the study area. Basic question was:

1. What is the current status of principals' decision making practices in secondary schools of Jimma zone?
2. What is the current status of teacher's commitment in secondary schools of Jimma zone?
3. What relationship between principal's decision making and teachers commitment in secondary schools of Jimma zone?
4. To what extents of principals' decision making practices predicate teachers' commitment in secondary school of Jimma zone?

Concurrent mixed research design particularly that use dominant quantities and qualitative research method was carried out for detailed analysis of data. The study was conducted in ten governments Secondary Schools. The subject of the study was 10, principals were selected by purposive sampling method, and 248 teachers were selected on the bases of simple random sampling method were used because provide fair respondents. The data were collected through close ended and open-ended, questionnaires, and interviews, The data obtained was analyzed by : descriptive statistics such, percentage, frequency distribution, percentages correlation and regression for quantitative aspects of the study. For qualitative part narrative were done

According to the result of the data analysis the major findings of the study were the following.

- 1, there was a wider proportional variation between male and female very few in number were

female of the sample population i.e., majority of respondents were male concerning their educational qualification the majority of respondents were first degree holders.

2. Regarding age of respondents around half 198(80%) of teacher's respondent were 26-30 years age range. This implies that they enough maturity age to improve student academic achievement

3. Teachers respondents teaching experience most of them 119 (48%) of respondent have 21 and above year experience. The result indicates they enough teaching experience in the field ‘

4. Educational demographic characteristics of respondents than 222 (90%) of them holder first degree This implies that they under standard of secondary school.

5. decision making process of secondary school in jimma zones were not based on information, logical evolution of pros and cons of the decision they were no involvement of teacher's indecision making process ($m=2.72$, $SD=0.2$). This implies principal was at moderate level in information based decision making process.

6 teachers job commitment of teachers to ward their teaching profession was at moderate level ($M=3.14$, $SD=0.25$)/this indicate that commitment of teachers is not extreme.

7. Teachers toward teaching commitment of teachers toward the teaching task were at moderate level ($m=3.14$, $SD=0.20$). This shown that teachers were interested in teaching profession

8. Regarding teaching profession commitments of teachers was at low level with mean score ($m=3.14$, $SD=0.27$). This implies that teachers were not devote extra effort, time to ward their profession

9. There were positive significant, moderate relationship principal decision making process and teachers commitments ($R=0.538$, $P=0.00$). This implies that decision making process predicate commitments of teachers in the work environment ($r^2=0.289$, $F_{18, 218}$, $P=0.00$).

5.2. Conclusion

1. Decision making was one tasks of leaders, effective decision promote school performance but ineffective decision destroy school, obtaining school reliable data affect truthness of decision but Jimma zone secondary school principal decision making process was not based on data.

2. Engaging stock holder in decision making process make implementation easier, customer own the decision foster the implementation of the idea but The decision made by secondary school of jimma zone principal was not participatory ways

3. Teachers motivation devote their effort, time and resource and student academic achievement was directly related, nevertheless Teachers in the study are have low commitments to change their schools

4. Teaching profession need a continuous improvement from time to time teachers able read update their education, teaching method and competence Teachers in the study area have weak professional commitments to teaching task.

5. effectiveness and quality of decision have its own effect on commitment of teachers in the school Decision making process of principals and job commitment of teachers were directly related to each other's

6. Commitment, and motivation of teachers were flexible with what school decided about their issue, Decision made by principal predicted teacher's commitments to ward their job.

5.3 Recommendation

Decision making is one integral task of school principals. Secondary school principal in jimma zone able gather data, analysis data, logically evaluate data and engaging stock holder in the decision making process of the schools.

2. Teachers is corner stone of the school, principal able to think the way to improve teacher's commitments to ward their profession in order to improving schools

3. Teachers able update their effort to introduce new technology to system. In order to make itself more competent around the area.

4, since decision effect commitments of teachers principals of school able to give care while he/she/ give decision in the school issue .Collect data evaluate cons and pros of consequence of decision in work environment to improving student learning

Direction, what principal give for staff highly effect the implementation of principal able to give due at tension for decision making process in the school

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APPENDIX A
WOLLEGA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
DEPARTMENT OF EDUCATION

Questionnaire to be filled by Teachers

Dear participant: Purpose of the study is to collect data on Principals' decision making practices and teachers job commitment in secondary schools of jimma zone community. You are invited to participate in the study by providing genuine responses which contributes a lot to the effectiveness of the study. Therefore, you are kindly requested to read all the questions and fill with your genuine responses. Your responses will be used only for academic purpose and remain confidential.

INSTRUCTION FOR COMPLETION OF QUESTIONNAIR

- 1, please, do not write your name.
- 2, kindly read the entire questions carefully before you answer them.
- 3, If possible alternatives are provided; select the answer that best suit your situation.
- 4, mark with an 'x' in the appropriate space to indicate your choice and write your responses in the space provided.

Part I: Part I BACK GROUND INFORMATION OF REPONDANTS.

1.1 Name of the School _____

1.2 Sex: A. Male B. Female

1.3 Age: A 20 -25 B 26-30 C 31-36 D. Above 36

1.4 Work experience: A 1-5 years B. 6 -10 years C .11-15 years D. 16-20 years E. 21 and above years

1.5 Educational background: A. Diploma B. First Degree C. Second Degree

1.6 Current work position: A. Teacher B. Department head
 C. Unit leader D. Vice principal E. principal

2. Here is a well-structured questionnaire designed to gather data on **principals' decision-making practices based** on rational decision-making style, intuitive decision-making style, and avoidant decision-making style. The questions are organized into sections for each style, and Likert-scale responses (e.g., Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree) or open-ended

responses can be used. Questionnaires filled by teachers regarding principals' decision making process

No	Items	Scales				
		1	2	3	4	5
1	Information Gathering and Analysis I gather all relevant information before making a decision.					
2	I rely on evidence-based practices when solving school-related issues.					
3	I frequently consult data and reports (e.g., student performance, attendance records) to guide my decisions.					
	Logical Evaluation I weigh the pros and cons of every option before making a choice.					
5	I consider all possible outcomes and their implications before making a decision.					
6	I use structured models or frameworks (e.g., SWOT analysis) to guide my decision-making process.					
7	Involvement of Stakeholders, I involve teachers, parents, and students in discussions to make informed decisions					
8	I actively seek feedback from staff before implementing new policies.					
9	Decision-Making Confidence, I feel confident that my decisions are supported by solid reasoning and facts.					

If you have additional information about principals' decision making practices, please write down in the provided space below _____

There are various questions raised. Consequently, indicate your level of agreement with the following items by put 'x' in the box which best represents your answer. You are asked to select For very high (5) , For High(4) , For Medium(3) , For Low(2) and For Very low(1)

Part 2: Respondents response on teacher's job commitment in secondary schools.

No	Items	Scales				
		1	2	3	4	5
No	Items					
1	Commitment to school I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful.					
2	I talk up this organization to my friends as a great organization to work for					
3	I feel very little loyalty to this organization					
4	I would accept almost any type of job assignment in order to keep working for this organization.					
5	I find that my values and the organization's values are very similar					
6	I am proud to tell others that I am part of this organization.					
7	I could just as well be working for a different organization as long as the type of work was similar					
8	This organization really inspires the very best in me in the way of job performance.					
9	It would take very little change in my present circumstances to cause me to leave this organization					
B	Commitment to professional I am extremely glad that I chose this teaching profession to work for over than others					
11						
11	There's not too much to be gained by sticking with this profession indefinitely.					

12	Often. I find it difficult to agree with this teaching profession 's ethics on important matters relating to its employees					
13	I really care about the fate of my teaching profession.					
14	For me this is the best of all possible professions for which to work.					
15	I Deciding to work this profession was a definite mistake on my part					
16	I am willing to put in a great deal of effort beyond that normally expected in order to improve my occupation be successful					
17	I talk up this profession to my friends as a great teaching profession to work for					
18	I would accept almost any type of job assignment in order to keep working for my self					
19	I find that my values and the professional values are similar					
20	Commitment to Change I am proud to tell others that I am part of this organization					
21	This organization really inspires the very best in me in the way of job performance so I will change myself in it.					
22	I am extremely glad that I chose this organization to work for over others I was considering at the time I joined to improve the myself.					

24	I really care about the fate of this performance of the organization in which I work it					
----	--	--	--	--	--	--

If you have additional informational about teachers' job commitment, please write down in
the provided space below _____
