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Full Length Research Paper

Stress coping strategies used by the management staff of colleges of education in Nigeria

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The study examined stress coping strategies used by the management staff of colleges of education in Nigeria. A descriptive research of the survey design was used for the study. The sample of the study consisted of 1500 respondents, comprising 294 principal officers, 294 deans of schools and 910 heads of departments. Purposive stratified and simple random sampling techniques were used to select the sample. A questionnaire titled Stress Coping Strategies among Management Staff of Colleges of Education Questionnaire (SCSMSCOEQ) was designed for the study. The validity of the instrument was established by giving the instrument to experts in the Department of Educational Management and Test and Measurement, Department of Guidance and Counselling, Faculty of Education, Obafemi Awolowo University, while the reliability of the instrument was ensured through test-retest method. The reliability coefficient of 0.79 was obtained for the instrument which was considered high enough for reliability. Data collected were analysed using frequency counts, means, percentages and t-test analysis. The research questions raised were answered descriptively, while the null hypothesis formulated was tested at 0.005 level of significance using t-test analysis. The study revealed that the level of stress among management staff was high during the period under study. The findings further indicated that, consultative management, maintenance of cordial relationship, sleep well, immediate response to issues and proper planning are the major strategies used by the management staff. The stress coping strategies being used by management staff of Federal Colleges of Education are quite different from those used by the State owned Colleges of Education in Nigeria. Based on the findings, it was recommended that in order to make stress management strategies being used more effective and that there was no significant difference in the stress coping strategies between Federal and State owned Colleges of Education, the working environment should be made conducive by the stakeholders in order to have similar strategies to cope with stress in the colleges of education.

Key words: Stress, coping strategies, management staff, college of education.

INTRODUCTION

If one is contending with high levels of stress, one is putting his entire wellbeing at risk. Stress wreaks havoc

on one's emotional equilibrium as well as one's physical health. It narrows one's ability to think clearly, function

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effectively and enjoy one's life. The goal of stress management is to bring one's mind and body back to balance situation, by choosing the best alternative ways of coping with stress and adopting a positive attitude, learning healthier ways to cope with incidence of stress. Managing stress is all about taking charge of one's thought, emotions, schedule, environment and the ways to deal with problems. The ultimate goal in life is a balance life, with work environment, relationship, relaxation and managing stress issues. Some people are able to cope with stress more than others, by behaving in a way that meets the environmental challenges. Some personalities seem more predisposed to stress, that is they are able to cope or adapt to the stress provoking situations. According to Marshall and Cooper (1979) and Ifeoma and Emenike (2007), many factors are responsible for coping strategies with stress, such as personality ability to cope with stress issues, being motivated well, fluctuation in abilities with age, ill-equipped to deal with problems in a particular area of expertise and so on.

There are so many ranges of actions which can be taken by individuals, organisations and society to deal with stress situations. Cummings and Dunham (1980) asserted three approaches of coping with stress as changing the stressor; treating the response, and changing the person. They stated further that changing the stressor is likely to be most thorough and permanent method of dealing with stress from a particular source. This approach involves making a change in the environment. For instance, role ambiguity is a critical stressor, which leads to a high level of stress, negative work responses. The probability of a high level of stress occurring can be reduced through laws and regulations. Specific laws and regulations can be created to control the noise levels at work place; also role ambiguity can be reduced by making rules and regulations that spell out roles and expectations of a particular job. Ajala (1987) opined that the treatment of responses to stress is often initiated by the individual. He stressed further that person seeks medical treatment and that organization can also help workers treat responses to stress by providing medical treatment and medical insurance and psychological services at work place.

Furthermore, in examining the factors, which are intrinsic to the job and the individual, Marshall and Cooper (1979) and Ptzer (2005) identified several possible stressors and preventive steps that can be considered. Coyne and Downey (1991) opined that another way of coping with some of the stress associated with the relationship between the individual and the job is by training. Marshall and Cooper (1979) further maintained that training programmes and techniques are available or could be designed to help the individual to perform his or her job effectively with less stress or to cope with work overload or to improve his or her relationship with others. This involves training people increasing their tolerance and coping abilities. Techniques such as

time management training, personal growth, groups and team building activities and so on can be used in stress prevention and reduction programmes.

An important factor associated with an individuals' role in the organization is that of participation. Based on the research made by Barrow and Prosen (1981), it has been known that stress can result from low participation or lack of autonomy, which leads to job dissatisfaction. It has been suggested by these researchers that greater participation in programme goes a long way to reduce stress. However, stress is reduced by increasing participation, supportive supervisor and cohesive work among individuals. Also participation should not be trivial to the people concerned, but also relevant and legitimate part of the work. Career development factors such as over-promotion and under promotion which depends on an accurate assessment of the individual's potential and performance at work is also a way of coping with stress by individuals.

Glembiewski and Meconkie (1975) and Auerbach and Gramling (2003) opined that ineffective communication and lack of trust within an organization could lead to poor relations, which in turn could also lead to stress among the staff of the organization. Moreover, organisational trust building on improving communication channel leads to the development of a supportive organisation climate and norms.

Moreover, people are likely to use problem focused coping strategies, if they think that they can do something to change their situation. According to Hockenbury and Hockenbury (1997), these include cracking jokes in the face of trying situation, using minor tension relievers such as valium, lexotan or using alcohol or cigarette to blunt the effect of the stress, engaging in prayer for solution, seeking social support from people, taking a walk, focusing attention on other things, so as to be able to cope with trying situation. Associated with all these, efficacies are many therapies based on individuals approaches to stress management. According to Adigun and Yusuf (2009), first of its kind is forced tension discharge therapy otherwise known as emotional management. They further remarked that such therapy is a way of making conscious and strenuous effort to forget each day's worries before one goes to bed. That is, after one leaves his or her working place and gets home, he or she should forget all about the office and its stress. This was further asserted by McCormack (1984) which he described as "compartmentalising", leaving the emotion of a particular situation locked within the confines of the situation.

However, it has been observed that there is stress in work place, which is leading to health problems and untimely death of individuals in the tertiary institutions. Observations have also shown that the stress coping strategies used differ from individuals, male and female, old and young. Furthermore, it has been observed that management staff of Colleges of Education exhibits certain behaviours which include absenteeism due to

Table 1. Level of stress among management staff in Colleges of Education.

Stress level	Frequency	Percentage
High	1280	85.3
Moderate	167	11.2
Low	53	3.5
Total	1500	100

stress related health problems, which keep them away from office. There may be other physical and mental fatigue signals that may make the administrator look pale and sickly even without complaints of illness. It is against this background that this study examines stress coping strategies used by the management staff of colleges of education in Nigeria, with a view to making feasible measures for improvement.

Statement of the problem

The task of managing colleges of education in Nigeria is becoming more stressful as a result of various problems being faced by the management staff. These problems include students' rampage, students' population explosion, youth exuberance poor funding, poor infrastructures, persistent conflicts, moral decadence and work over load to mention a few. It appears that the inability of some of the management staff to promptly resolve these problems often results in such symptoms as anxiety, headache, insomnia, excessive smoking, tension and absenteeism and a host of others. The attendant effects of the stress being experienced by management staff of the College of Education could be attributed to poor coping strategies being adopted by them.

However, the problem of this study is to find answers to the following research questions:

- (1) What is the level of stress among management staff of Colleges of Education?
- (2) What are the strategies adopted by the management staff to cope with stress in College of Education.

Research hypothesis

Ho₁: There is no significant difference in the strategies adopted by the management staff in coping with stress between Federal and State Colleges of Education.

Purpose of study

The study specifically set out to examine stress coping strategies used by the management staff of Colleges of Education in Nigeria. The study also investigates the

level of stress among the management staff of Colleges of Education.

METHODOLOGY

The research design for this study is a descriptive research of the survey type. This research is descriptive, as it describes vividly the existing situations regarding stress coping strategies among management staff of Colleges of Education without manipulation of variables.

The population of the study consisted of all the management staff in all eleven Colleges of Education owned by the Federal and State Government in South-west Nigeria. The sample for this study consisted of 1500 management staff from eight Colleges of Education. Purposive, stratified and simple random sampling techniques were used to select the tertiary institutions, top management level, middle management level and low level management staff. A structured questionnaire titled Stress Coping Strategies among Management Staff of Colleges of Education Questionnaire (SCSMSCOEQ) was designed and used for this study. The validity of the instrument was ensured by given the questionnaire to experts in Educational Management, Administration and Test and Measurement. Department of Guidance and Counselling, Faculty of Education, Obafemi Awolowo University. Based on their comments suggestion and recommendations, the instrument was restructured to meet both face, content and construct validity. The reliability of the instrument was established through test-retest method, the reliability coefficient of 0.79 was obtained for the instrument. This was considered high enough for reliability of the instrument.

RESULTS

Question 1: What is the level of stress among management staff of the Colleges of Education?

Table 1 shows that 1280 (85.3%) of the respondents experienced high level of stress, 167 (11.2%) of them had moderate level of stress, while 53 (3.5%) of them experienced low level of stress. It therefore shows that the level of stress among the management staff is relatively high during the period under investigation.

Question 2: What are the strategies adopted by the management staff to cope with stress in Colleges of Education?

Table 2 shows the strategies adopted by management staff in colleges of education to cope with stress. On

Table 2. Strategies adopted by the management staff to cope with stress in Colleges of Education.

S/N	Items	Frequency			
		Agree	Percentage	Disagree	Percentage
1	Proper time management	1335	89	165	11
2	Sleeping well	1425	95	75	5
3	Consultative management	1440	96	60	4
4	Proper planning	1395	93	105	7
5	Stress workshop	1155	77	345	23
6	Avoid any source of stress	750	50	750	50
7	Exercise	1185	79	315	21
8	Immediate response to stress issues	1410	94	90	6
9	Delegation of duties	1350	90	150	10
10	Maintenance of Cordial relationship	1440	96	60	4

Table 3. t-test analysis of strategies adopted by Federal and State management staff in Colleges of Education in coping with stress.

Variable	N	Mean	SD	Df	Level of significance	t-cal	t-table
Federal	544	22.19	3.051	1498	0.005	2.14	1.96
State	956	22.99	3.059				

proper time management, 1335 (89%) of the respondents agreed that proper time management is one of the strategies used by them, while 165 (11%) disagreed. Also, 1425 (95%) agreed that sleeping well is one of the strategies being used to cope with stress, while 75 (5%) of them disagreed. 1440 (96%) of the respondents agreed that consultative management is being used to cope with stress, while 60 (4%) held a contrary view.

On proper planning, 1395 (93%) of the respondents agreed in using proper planning as a strategy to cope with stress among them, while 105 (7%) of them disagreed. While 1155 (77%) of them agreed that stress workshop is one of the management strategies used to cope with stress, 345 (23%) disagreed. Also on avoidance of source of stress, 750 (50%) of the respondents agreed that avoidance of any source of stress is one of the strategies used to cope with stress, while 750 (50%) of them disagreed. While 1185 (79%) agreed that performance of exercise is one of the strategies being used to cope with stress, 315 (21%) of them disagreed.

Moreover, 1410 (94%) of the respondents agreed that immediate response to stress issues is one of the strategies used to cope with stress, while 90 (6%) disagreed. Also, 1350 (90%) of them agreed that delegation of duties is one of the strategies used to cope with stress, while 150 (10%) disagreed. Lastly on the table, 1440 (96%) of the respondents agreed that maintenance of cordial relationship as one of the strategies being used to cope with stress among them, while 60 (4%) held a contrary view.

Table 2 shows that the major strategies adopted by the management staff to cope with stress are consultative management, maintenance of cordial relationship, sleeping well, immediate response to stress issues, delegation of duties, proper time management, performance of exercise and stress workshop.

Research hypothesis

HO₁: There is no significant difference in the strategies adopted by the management staff in coping with stress between Federal and State Colleges of Education.

Table 3 shows that t-calculated value of 2.14 is greater than t-table value of 1.96 at 0.05 level of significance. Therefore, the null hypothesis is rejected. Hence, there is a significant difference in the strategies adopted by the management staff in coping with stress between Federal and State Colleges of Education.

DISCUSSION

The study revealed that the level of stress is relatively high among the management staff of Colleges of Education in Nigeria. The implication of this finding in the area of study is that most of the respondents exhibited emotional, physiological and behavioural responses all the time such as anxiety, headache, tension, loss of appetite, excessive smoking, escapist drinking, sleep disorders, increase in blood pressure, boredom and so

on. The probable reason for high level of stress among the respondents may be due to self-inflicted demand, job demand on them of their various institutions. This study supports the work of Olanipekun (2005) who asserted that the high level of stress among management can have negative effects on their performance.

The study revealed that consultative management maintenance of cordial relationship, sleeping well, immediate response to issues, proper planning and proper time management are the major strategies used by the management staff in the area of study. This study is in line with the opinion of Pitzer (2005), and Ifeoma and Emenike (2007), that some management strategies which the managers could adopt to combat their stress are, agreed on shared objectives, ensure effective communication, sleeping well and proper time management among others. Since the daily operations of the management staff to a large extent depends on the presence and support of the student academic and non-academic staff, it is therefore imperative for them to be well acquainted with management strategies to douse or reduce students' crisis that could emanate at all point in time.

It is also important for managers to know that, no one strategy is enough in itself but a combination of two or more depending on the cause of action. The study further revealed that there was a significant difference in strategies being adopted between management staff of Federal and State Colleges of Education during the period under study. The reason for this differential in the strategies being adopted could not be far-fetched. This might not be far from the fact that Federal Colleges of Education are better equipped, financed and better staffed than the State Colleges of Education. The implication of this is that the management staff of State Colleges of Education are more prone to intense stressors of different configurations. The opinion of Ekpo (2004) supported the result of this study by succinctly remarking that funds are the scarcest commodity in running tertiary institutions.

Conclusion

Based on the findings of the study it could be concluded that the level of stress experienced by management staff is relatively high. Strategies of coping with stress are many and managers should endeavour to use more than one strategy for effective coping with stress. Ownership of institutions makes a difference in the strategies used by management staff to cope with stress.

RECOMMENDATIONS

Since the level of stress of the management staff is relatively high, they should not place too much emphasis on the need to achieve; they should manage their time properly and should not spend more than necessary hours in their place of work daily. The working environment should be made conducive by the stakeholders.

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Full Length Research Paper

Effect and snags of provision of in-service education and training for teachers in basic schools for the deaf

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Regular and effective provision of in-service training for teachers is a necessary practice for the educational development of any country. The provision of effective in-service training and education for special teachers is however bedeviled with many challenges. To appraise the effect and problems of in-service training in Ghana, a survey involving 90 teachers from three schools for the deaf namely: Savelugu, Wa and Gbeogo Schools for the Deaf were sampled in this study. A set of 94 questionnaire and 4 exclusive separate interviews sessions were used to collect data for the study. The data was tallied into frequency tables and percentage distribution tables were generated from MS Excel for further interpretation and discussion. The study revealed that in-service training programmes are few and highly ineffective. There is a general delink between what the special teacher needs and what is provided leading to the little use of knowledge and skills acquired from the training. Lack of material resources, teaching aids, modern equipment and funding opportunities have served as a huge blockage to the provision of effective in-service training and education. In-service training can only be made effective if it is preceded by needs assessment with funding made available for the training of teachers of special schools.

Key words: In-service, education, effect, problems, training, education, deaf, special teacher.

INTRODUCTION

Teachers are generally the nucleus of educational development. The impact of teachers is felt at all times by their ability to change with the changing trends in education through in-service training. Thus, the effect of in-service education and training is intended to fill the gap of professional inadequacies of serving teachers (Osamwonyi, 2016) although the collective goal of in-service education and training is to prepare students for the world beyond school. However, the provision of in-service education and training comes with myriad of challenges that require urgent arrest. The Ghana government's educational reform review report noted the

problems confronting teacher education in Ghana. One of the core problems highlighted in the report distinguished inadequacy of professional teachers across all levels of the educational system including special schools (MOE, 2000). Recognising this fact, the White Paper Report of the Reform Review Committee (MOEYS, 2004) addressed the professional development of teachers as part of its terms of reference. The proposed actions included the following:

i) Modular and competency-based training courses and distance education courses for non-professional teachers

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to enable them qualify as professional teachers.

ii) Continuous teacher development was to be undertaken to upgrade and update the competences and skills of serving teachers to enable them offer quality teaching and learning in Ghanaian schools.

iii) Remedial programmes were to be provided for teachers without minimum requirement to enter teacher training colleges.

iv) Special attention were to be given to the training of teachers for special education.

Unfortunately, the problems that affect the provision of the key actions proposed by the Reform Review Committee, to date, have not been given the needed attention deserved. The purpose of this research is in consequence designed to appraise the effect of in-service training programmes on teachers for the school of the deaf in meeting the needs of hearing impaired students. The study also highlights the problems militating against the provision of effective in-service training for regular development of teachers of the schools for the deaf in Ghana. These objectives were achieved by the review of some very useful concepts and the administration of carefully designed questionnaire and well executed interview sessions.

What is in-service training?

In-service training and education refers more specifically to identifiable learning activities in which serving teachers participate. This could be: regular courses, conferences, workshops, seminars, correspondence courses, or exhibitions (Osamwonyi, 2016). Serving teachers need to be involved in a process of learning and reflection to improve their professional practice (Aitken, 2000). Serving teachers also need to be familiar with the technology, teaching and instructional design skills and how to exploit collaboration tools that will enable them help their pupils engage in constructivist thinking, experimentation, problem solving and learning linked to real life situations (Kheng et al., 2000).

The different approaches to in-service training

In-service education fills the missing links created by the changing society between pre-service education and teacher's effectiveness in the world of work. For instance, in a study conducted by Dawson (2005) dubbed 'lesson study', the approach to teacher development is called 'Knowledgeable other'. Lesson study is a form of teacher professional development that is based on teacher collaboration and teacher community (Shúilleabháin, 2015). It is an investigation of teachers into their own practices through planning, conducting, observing, and reflecting on research lessons (Conway and Sloane, 2005; Fernández, 2001; Corcoran, 2011; Fernández

and Robinson, 2006; Murata et al., 2012; Murata and Takahashi, 2002; Takahashi and Yoshida, 2004). Knowledgeable others are resource persons (Fernandez, 2001) who provide information about the subject matter content, new ideas, or reforms. Knowledgeable others are often invited to speak as guest lecturers as part of the school staff professional development and thus they become abreast with what factors are emerging in a particular cycle of lessons.

Dowson's study examined ways to improve the teaching of English as a second language (ESL) to deaf Cantonese-speaking students in Hong Kong and also examined the use of "Research Lesson Approach" as a form of professional development for teachers of the deaf. The research design instruments were: videos, interviews, and participant observation to collect data. Discussion around videoed lessons was particularly significant, as teachers had opportunities to comment on their own, and the observed actions of others with a view to making lessons more effective. The general connotation and conclusion drawn from the discussions was that the Research Lesson approach was a potent form of In-service Teacher Education and was effective in the teaching of English as a second language to deaf students.

In another study by Peter and Waterman (2006) to examine whether in-service training makes any difference, a modified static-group comparison design was used. One group of staff was the experimental group, namely those who attended and who received the information given at the evaluation workshop. A second group was identified by a stratified random selection process from those agents who did not attend the evaluation workshop. Stratified random selection was used to identify agents similar in assignments, program area, and tenure to those agents attending. Posttests were given to both groups. Using an independent t-test to compare groups for significant difference, results indicated that those agents who attended the evaluation workshop scored significantly higher on knowledge than did the control group. Peter and Waterman (2006), in their conclusion, state that in at least the cognitive (knowledge) area a significant change had taken place.

Joyce (2005) suggested in studies conducted on teachers who were involved in a workshop that as little as five percent of the participants in a structured teacher in-service activity incorporates or transfers knowledge gained from an in-service workshop or activity to their repertoire. Even with proper feedback, only 50% will try it on.

MATERIALS AND METHODS

Target population

All two hundred and ninety-three (293) teachers from all thirteen Government Junior High Schools for the deaf in Ghana constituted the target population of the study. A target population is the

group to which a researcher would like the results of a study to be generalized (Asiamah et al., 2017).

Sample and sampling technique

Ninety teachers from 13 Government Junior High Schools of the deaf in addition to four administrators were simple randomly and purposively sampled respectively for the study. With this simple random method of sampling, each unit included in the sample will have certain pre-assigned chance of inclusion in the sample. According to Ajay and Micah (2014), this sampling technique provides the better estimate of parameters in the studies in comparison to purposive sampling. This technique provided the schools and individual respondents with equal chance of being chosen and reduced bias in the selection process.

Purposive sampling provides biased estimate because sampling units are selected on purpose. This technique can be used only for some specific purposes (Ajay and Micah, 2014). Patton (2002) noted that obtaining an unbiased sample affects the quality of the research generalizations. Over the past two decades, most research (Polit and Hungler, 2013; Brink, 2006) in defining a sample emphasized it to be a subset of a population or a fraction of a whole selected to participate in a study. Sampling on the other hand is the process of selecting a portion of the population to represent the entire population (Nesbary, 2000; Polit and Hungler, 2013; LoBiondo-Wood and Haber, 2014).

Data collection tools

Questionnaires and interview guides were used to collect data for the study. Questionnaire items were in three sections: I, II and III. Section I consisted of four items that gathered information concerning respondents' background. Section II investigated the effects of in-service activities on teachers. Section III determined the difficulties in organising in-service programmes. The questionnaire was crafted into Likert scale of five responses categorised as: Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree.

Interview guide was also designed to engage the rest of the respondents in some sort of dialogue so that they would be able to express themselves beyond Yes or No responses. The interviews were used as a means of triangulation. Schedules for the interview were devised comprising semi-structured items. This approach allowed interesting responses to be followed up immediately. According to Lynas (2001), in semi-structured interview, only broad areas are identified and probed further to clear up misunderstood areas. The interview sessions were recorded using a Philips Dynamax2 hi-fi recorder. Julie (2015) agreed that descriptive survey research lends itself to questionnaire and interview to determine the opinion, attitude, preferences and perception of persons of interest to the study.

Reliability and validity

A pilot study was carried out to ensure reliability and validity of the data collection instruments. The data collection instruments were pilot tested on 10% of sample size to discover possible weakness, inadequacies, ambiguities and problems in the instrument, at the Sekondi School for the Deaf in the Western Region of Ghana. Convenience method was adopted for sampling the units for the pilot study. The data collection instruments and the sample size were considered appropriate since they had the same characteristics with study schools and sample. Reliability refers to the "accuracy (consistency and stability) of measurement by a test (Isaac and Michael, 1995). This is determined by retesting an

individual with the same test." Validity indicates "the degree to which the test is capable of achieving certain aims" (Isaac and Michael, 1995, p. 32). In other words, does the test measure what it intends to measure? Both reliability and validity are vital to an effective research design.

Data collection procedure

Interviews were conducted on one-on-one basis for three District training officers and one personnel of the Special Education Directorate at the education head. Interviews were recorded using a Philips Dynamax2 hi-fi recorder. Each session lasted between 20 to 30 min. The consent of the interviewees was sought and the purpose of the research explained to them. Permission was also sought regarding the use of a recorder to record the interviews. Ayala and Elder (2013) stated that tape recorders capture long verbatim quotations and allow the researcher to engage in lengthy informal and semi structured interview.

Ninety-six copies of questionnaires were administered and ninety-four retrieved. The return rate was ninety-seven (97%). A period of one week was allowed for respondents to answer the questionnaire. Robson (2002) cautioned that some respondents do not treat questionnaire seriously. To ensure that this did not happen, copies of questionnaire were administered and retrieved by the researcher within one week.

Research design

A descriptive survey design was used for this study. There is a consensus among social scientists. Fraenkel and Wallen, (2006) that descriptive surveys provide information on the current status of a phenomenon, and determines the nature of a situation as it exists at the time of a study.

Gaining access

While the questionnaire were introduced to and discussed with ninety respondents, letters were sent out to all four respondents to introduce; the researcher, the mission of the research, interview dates, time and venues for the interview. This criterion which gave respondents ample time to plan and factor into their schedules the requirements of the content of the letter was in accordance with Creswell (2005) view.

Statistical analysis

Data on the questionnaire were tallied into frequency tables and the percentages calculated using Microsoft Office Excel. The tables were then used to generate information for the discussion of the problem.

RESEARCH FINDINGS

The Section I part of the questionnaire which captured the background information of the respondents is shown in Table 1. Out of the ninety-four respondents, there were 43 male and fifty-one (51) female. About 78% of the respondents were of middle age, that is, between 31 to 50 years; only about 6% were above 50 years but not retired. About 15% of the respondents were younger than 31 years. Although majority (46.9%) of the respondents

Table 1. Analysis of respondents' background information.

Respondents demographic characteristics	F	%
Gender		
Male	43	45.7
Female	51	54.3
Total	94	100
Age analysis		
20-30	14	14.9
31-40	54	57.4
41-50	20	21.3
51-60	6	6.4
Total	94	100
Qualification		
Degree	25	26.6
Diploma	8	8.5
Cert A	17	18.0
Others	44	46.9
Total	94	100
Experience (years)		
1-5	51	54.3
6-10	33	35.1
11-15	8	8.5
16-20	2	2.1
Total	94	100

F denotes frequency of response; % is response percentage.
 Cert 'A' was a Teachers' Certificate received after 3-years of successful post-secondary teacher training in Ghana before 2005.

Table 2. Effects of in-service training programmes on teachers.

Statement	Agree		Neutral		Disagree		Total	
	F	%	F	%	F	%	N	%
I have benefited from INSET/workshops	34	36.2	6	6.4	54	57.5	94	100
I have applied ideas/methods gained at workshop in my teaching	24	25.5	22	23.4	48	51.1	94	100
I still have difficulties teaching the deaf in spite of in-service training	72	76.6	8	8.5	14	14.9	94	100

F denotes frequency of response; % is response percentage; N is the total number of respondents.

were non-professional teachers, about 98% had not taught beyond 15 years, and 2% who have taught for close to 20 years were largely Certificate 'A' holders. About 35% of the respondents had qualifications above Certificate 'A', however none of them had a master's degree.

Effects of in-service training on teachers of the deaf

Table 2 illustrates responses of teachers as regards the effect of in-service education and training. The objective

was to ascertain how in-service education has affected teachers in meeting the teaching and learning needs of the hearing impaired students. While about 58% did not participate and have not benefited from any in-service training programmes/workshop, 36.2% of the respondents have had some in-service training and have had benefits. About 6% of respondents could not tell whether they have ever attended or benefited from an in-service training.

The number of respondents (25.5%) who have had in-service training after pre-service education benefited and used or applied knowledge, ideas and methods gained

Table 3. Difficulties in organising in-service training.

Statement	Agree		Neutral		Disagree		Total	
	F	%	F	%	F	%	N	%
I encountered difficulties while attending INSET/workshops	19	20.2	46	48.9	29	30.8	94	100
I was given resource materials at the workshop	10	10.7	17	18.1	67	71.3	94	100
The resources were sufficient	11	11.7	16	17	67	71.3	94	100
The resource person(s) at INSET/workshops were competent	23	24.5	38	40.4	33	35.1	94	100

F denotes frequency of response; % is response percentage; N is the total number of respondents.

from the in-service training/workshop. About 51.1% of the respondents disagreed with the statement implying that they have neither attended nor benefited from in-service training after pre-service education; about 23.4% were not certain. Nearly three-quarter or 75% of respondents have not had any in-service education or are uncertain and therefore have not had any benefits as serving teachers.

About 76.6% of the respondents said “*I still have difficulties teaching the deaf in spite of in-service training.*” While about 14.9% of the respondents did not face any difficulties applying skills and knowledge learnt from in-service training, 8.5% were not sure.

Problems that militate against effective and regular provision of staff development for teachers of the deaf in Ghana

Table 3 presents responses of teachers regarding difficulties in organizing in-service training. While about 48.9% of the respondents did not know whether they ever encountered any difficulty attending an in-service training, there were about 10 more people who disagreed (30.8%) that they encountered difficulties than those who did agree (20.2%).

About 71% of the respondents have never received any resources or teaching and learning materials after attending an in-service training or a capacity building workshop. Only 10.7% have received resource materials from in-service education packages after pre-service training. About 18% could not tell whether they have ever received resource materials from an in-service training or not.

About 71% who disagreed they were given resources during any in-service training also said resources were not sufficient. Seventeen per cent (17%) of the respondents could not immediately agree or disagree that resources have been sufficient for facilitation, teaching and learning. One more person who agreed that resources were sufficient (11.7%) also agreed they received resource materials (10.7%) during in-service training and education.

On whether resource persons during capacity building workshops or in-service training and education showed

competence, about 35% of the respondents did not believe they showed competence during facilitation. Forty per cent (40%) who failed to comment on this were either undecided or have not participated in any in-service training. Only about 24% agreed that resource persons showed competence.

DISCUSSION

The majority of the respondents (Table 1) were female (54.3%), between the ages of 31-40 (57.4%), non-professional (46.9%) and had little teaching experience, that is, for only five years or less (54.3%). The Ghana Governments educational reform review report (MOE, 2000) noted inadequate number of professional teachers across all levels of education including special schools and this is not different from the current trend. Whereas 46.9% of respondents are below Certificate ‘A’ and can be confirmed non-professional, only about 27% (Cert ‘A’ and Diploma) can be confirmed as professional teachers. The rest of the 26.6% who are graduate teachers can either be graduate professional or graduate non-professional.

In-service training of special teachers by the central Government is not common. It takes the bizarre inherent motivation of the individual special teacher to initiate such a triumphant move to build his or her own capacity to support the hearing impaired student. In-service training of special teachers is largely centralized.

*“There are **difficulties** in organizing in-service training, and so we cannot design activities to suit special teachers; everything has been centralized”.* Comment of a Director of Education.

The lack of or the inadequate continuous development of the special teacher has not motivated many in the teaching field. About 75% have not benefited from in-service education after pre-service training (Table 1). Thus, teaching has become a stepping stone for most people whose initial job acceptance is teaching. Special teachers have not stayed on the job for more than 20 years as teaching experience dwindled from 54.3% from first 5 years of teaching to 35.1% at 10 years of teaching

to 8.5% at 15 years of teaching and 2.1% at 20 years of teaching (Table 1). That is, the number of teachers (t) is inversely proportional to the number of years served (y);

$$t = k\left(\frac{1}{y}\right); \text{ where } k \text{ is constant.}$$

The effectiveness of the special teacher largely lies in the kind of training received from the right caliber of facilitators or trainers. About 35.1% of the few who received in-service training believed resource persons or facilitators did not show competence in their delivery during training sessions. UBS (2018) notes that staffs are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice.

He explained further that working within the confines of a national educational system, it is easy to overlook the extent to which the meaning of special education has become diverse. Lack of opportunities for teachers in special schools was making it difficult for the teachers to develop their skills. Such has often been the case with externally designed in-service training activities. This was indicated in the findings of an evaluation of in-service training activities done by the (MOE, 2000). The report concluded that centrally designed in-service programmes were not effective as they are externally designed without the involvement of teachers. They are usually presented in an instructive manner which does not help teachers deal with the actual classroom situations. Similarly, when schools in New Zealand were asked to indicate how in-service can be effective (Educational Review Report, 2002), many schools said that the most effective forms of training were internally rather than externally provided. These schools felt that the greatest benefits were where training needs were identified by teachers themselves and a large number of teachers were involved in the same training activities.

The situation was in part as a result of an absence of a needs assessment and the non-involvement of special schools. The officer in charge of training at the headquarters commented as follows:

'Some fundamental problems existed regarding the absence of needs assessment which is very important in the organization of in-service training. There were also other issues regarding in-service training which emerged, that was the non-involvement of special educator in the planning of in-service training programmes' (training officer, headquarters).

Joerger (2005) recommended that an assessment of teachers needs be conducted on a regular basis and the information gathered from routine assessment be used to design staff development programmes for teachers. Findings also revealed that the nature of difficulty respondents identified had to do with its content and relevance of in-service training programmes, as well as

activities designed with the general teacher in mind so the content fails to meet some specific needs of special teachers. These findings are in line with the findings of Ghana's Ministry of Education (1995). The Ministry of Education in an evaluation study of the effectiveness of in-service education indicated that there were several problems concerning the organization of in-service, its content and effectiveness. The argument here is that since teachers of the deaf were not involved in the planning and organization of workshops, their peculiar needs were not catered for thereby not helping teachers in meeting the teaching and learning needs of the deaf. About 51.1% of the respondents who indicated that they had benefited from the in-service/workshops did not use or applied ideas/methods in their teaching. This is because course content was not addressing the needs of teachers of the deaf. Lang et al. (2007) argued that an indication that professional working with the deaf meets with difficulties is seen in a receipt of constant flow of queries for assistance on a daily basis from a variety of educators and students requests for assistance. The range includes planning professional development workshops in school districts for special teachers.

The issue of not using knowledge and ideas gained from the workshops as indicated by the findings is consistent with the findings of Joyce (2005), who indicated in studies conducted on teachers who were involved in a workshop, that as little as five percent of the participants in a structured teacher in-service activity incorporates or transfers knowledge gained from an in-service workshop or activity to their repertoire. Even with proper feedback, only 50% will try it on although the research did not state whether course content was meeting participants' needs or not. Findings indicated that respondents did not benefit from workshop and so workshops did not have positive effect on their output. This could also mean that since resource materials were not sufficient at the workshops they attended, the training was not effective. About 71% of the respondents disagreed that resource materials were sufficient while 10.7% indicated they were given resource materials at the workshop.

Funding in-service training activities on regular basis have being a huge problem accounting for the few number of training sessions and the material resource deficits both in special schools and during training. This is buttressed by a statement made by the director in-charge of special education and training at the education headquarters, Accra:

'Even though there are some other difficulties, the major one is funding, the issue of in-service training not being organized is because these workshops are supported with funds from Ghana Education Service, but the approval is based on availability of funds which is highly irregular.'

This comment by the officer underscores the fact that

funding is a major problem militating against the provision of in-service education and training. Abolayi and Reneau (2006) noted that funding was a major factor hindering the provision of in-service training of Agriculture teachers in Nigeria.

The issue of lack of funds has led to the absence of in-service education for teachers and will lead to a situation where teachers will not be exposed to current practices or changes regarding methodology for the teaching of the deaf, and so will therefore not change to match global trends. This certainly does not agree with the in-service theory of change that states that every educational system should change with the culture, economic and technology to keep abreast with the changing demands of the time. Findings have indicated that funding had been a major hindrance to organising in-service training for teachers of the deaf.

CONFLICT OF INTERESTS

The author has not declared any conflict of interests.

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Full Length Research Paper

Shared governance: Determining faculty members' current level of participation in institutional decision making in Shaqra University and TVTC

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University shared governance refers to the control and administration of higher education institution in which faculty members, administrators, and trustees share equal responsibilities. Currently, shared governance between faculty members and administrators inside academic institutions is still an unending point of concern in the educational realm worldwide including the Kingdom of Saudi Arabia. Thus, this paper wants to determine the level of participation of Shaqra University's (SHU) and Technical and Vocational Training Colleges, (TVTC) Faculty members in institutional decision-making in line with the global shared governance apprehension through the administration of survey questionnaires distributed to both institutions. Of 140 opinion poll dispensed to SHU and TVTC, 128 were reclaimed and had high validity. The respondents were composed of assistant professors, associate professors, professors, assistant lecturers and lecturers. This study, upon checking its stability and coefficient, concludes the following: (1) the level of participation of faculty members of SHU and TVTC in general decision-making including decisions concerning academic training, students/trainees, staff member, program plans, local society, and administrative/finance has significant difference, (2) the factors affecting decision-making also has significant difference due to system regulations, nature of the problem and environmental conditions, (3) the relation of decision-making participation to job satisfaction has no significant difference. This discovery transpires to the recommendation of increasing the faculty's participation in academic and administrative decision-making more than its current level.

Key words: Decision making, Shaqra University, technical colleges, academic decision, organizational decision making.

INTRODUCTION

The very reality of communicating and understanding the objectives of administrators and faculty that is beneficial to the entire organization is still a major subject of

discussion in different countries in the Middle East (Al-Sufyani, 2007; Al Maskari and Yaquob 2009; Power, 2012). A study conducted by the Middle States reports

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that most of the faculty members in Duquesne University located in Pittsburgh, Pennsylvania, USA, considered their involvement in decision making as “marginal and even inadequate” (Weise, 2017). They believe their efforts are ineffectual and wish there will be more faculty involvement in planning and budgeting in their organization. They also expressed their hope in the betterment of the deliverance of communicated decisions to them. Accordingly, the purpose of this paper is to also understand the current level of participation of faculty members in Saudi HEI (for example in SHU and TVTC). It can be argued that half of the decisions made by managers inside their particular organizations fail (Ireland and Miller, 2004). Making a decision in all aspects – from professors’ manual, rules and regulations, general activities, and administrative affairs among others – are very essential most importantly to the welfare of students (Weise, 2017). The Faculty members who are the ones with a closer encounter physically, socially, intellectually and emotionally with students are considered to be the gateway for the quality of education that the students may or may not receive during their entire stay in institutions they prefer (Wang et al., 2015). Thus, making an effort to improve effectiveness in making decisions is a very significant factor to maximize potency and efficiency of the entire organization. Taking into account the importance of the problem, the idea of this study lies in the increase of demand for qualified and active teachers, able to make independent and conscious decisions, to build good relationship with other teachers, to work in team – that is, to demonstrate leadership skills; a skill of prompt reaction for changes, data analysis, prediction of further events; ability to make relevant decisions and act according to them; ability to interact according to modern demand of the Saudi society. The question of development of shared governance within education space of the pedagogical universities in Saudi Arabia is understudied, The article contains the results of the theoretical analysis of shared decision making skill development in teachers’ personality within education space of a pedagogical university, define the structure of department head’s leadership potential development within education space of a pedagogical university. Therefore, this paper desires to determine the level of participation that these faculty members have since they are the people directly involved to the students of the institutions. This study aims to know its importance, advantages and disadvantages and recommendations applicable for the improvement of the subject matter if deemed necessary.

With colleges and universities moving away from linear and formalized decision-making structures and toward flatter, more collaborative, and collegial undertakings, an understanding of organizational culture has become essential for those who seek to understand how to excite change in institutions of higher education (Tierney,

2008). Moreover, while many organizations are attempting to meet challenging market demands by empowering workers to be more responsible for decision making (Bhagat et al., 2002; Cameron and Green 2012; Cross and Brodt, 2001; Murnighan and Mowen, 2002; Robbins and Judge, 2012; Schmidt et al., 2001; Yukl, 2013), this transition requires that organizations develop new methods to promote good decision making by *all* workers rather than by selected organizational members (Robbins and Judge, 2007).

Organizational decision making is normally defined as an orderly process in which different perspectives, ideas, and propositions of people empowered with authority of making resolutions are combined to come up with the best alternative course of action to take to or to be implemented by the institution. Thus, making decisions for the entire organization, whether for business, for academe, for ministry, or for any other organizations existing, is very significant and impactful, not just to the whole system and culture, but also to all associates and members involved. However, it was clearly divulging, through administrative structures and university regulations, that the power of decision making in universities of Kingdom of Saudi Arabia (KSA) is only available to a limited few – Ministry of Education, University Presidents, and selected personnel. This, according to different studies, has both negative and positive impact on the effective delivery of required resolution to the entire organization.

Significance of the study

This study primarily aims to be a significant endeavor in understanding the best method of organizational management with relation to the participation of faculty members in decision making. This paper aims to be beneficial for the following:

Academe: This study primarily focuses on the contemporary method of decision making in universities and technical colleges in KSA and intends to broaden the perspective regarding the best applicable method effectively used by universities and different organization in the world.

Decision makers: This study aspires to influence authorities inside universities and technical colleges to deeply understand the best alternative course of action or system to be implemented inside their organizations for the effective deliverance of responsibilities and resolutions through proper decision making.

Other organizations: All other organizations that include leadership and decision making for their existence are expected to benefit and may take advantage of the collected data for the best method to establish for finding and executing best resolutions.

Researchers: Other researchers who may discover

the significance of this study for their future studies that may relate to universities, technical colleges, leadership, decision making, organizational process, giving resolutions among others may also be a beneficiary of this paper.

The problem of the study

The academic bureaucracy employs bureaucratic decision making processes, most often used by officials assigned the responsibility for making such decisions by the formal administrative structure. In the university as a political system the focus is on policy setting processes and decision making; policy decisions are critical decisions for a university and have a major impact on a university's future, because they commit a university to definite goals and set strategies for reaching those goals. Because policies are so important, the coalitions, factions, and interest groups that make up a university as a political system try to influence policy setting processes and decision making in order to reflect their own goals, interests, and values. Some colleges and universities can be described as complex organizations that can be studied as miniature political systems; such colleges and universities are often characterized by fragmentation into interests groups with different goals and values (Baldrige et al., 2000).

The objective of the study

The objectives of this research are:

- 1) To critically assess the participation and effective contribution of different stakeholders (e.g. parents, students, community members, local business leaders) in the school decision making process, since the decentralization process.
- 2) To estimate the improvements in the decision making process after the decentralization of the educational system.
- 3) To analyse the decision making approach, characteristics and types of decisions in the educational system.

Questions of the study

The primary objective of this paper is to answer the following questions:

- 1) What is the level of participation of faculty members at Shaqra University and technical colleges in academic decision-making?
- 2) What are the factors that influence decision-making from the viewpoints of faculty staff at Shaqra University

and technical colleges?

- 3) What is the relation of decision-making participation with job satisfaction from the perception of the faculty at Shaqra University and technical colleges (if there is any)?
- 4) What are the contemporary administrative trends of the academic decision-making process at universities?

Limitations of the study

This paper includes the views of the faculty members of Shaqra University and Technical Colleges about the current level of their participation in their particular institutes during decision making.

REVIEW OF RELATED LITERATURE

Different studies had already been performed in the past years to measure the degree of participation of faculty members in institutional decision-making in countries like Jordan, Oman, and KSA. In 2009, the degree of teacher's participation in educational decision-making and its reflection on job satisfaction as perceived by primary school teachers and principals in the country of Oman was measured by distributing survey questionnaires consisting of 26 items measuring the teacher's participation in decision-making and 20 items gauging their job satisfaction in each form. The results of the study revealed no significant difference in teacher's job satisfaction due to experience and educational level but with a significant difference in job satisfaction due to gender and tenure. Also, a significant correlation was found between participation in decision-making and job satisfaction throughout the course of study (Al Maskari and Yaquob 2009).

Another journal was consulted to know the employees' participation in decision-making and its effect on its performance in the School of Sultan Qaboos University in Oman (Al-Shaqsi, 2005). Upon gathering data, the result of the study shows that employees' participation in decision-making differs due to leadership style, nature of the activity, institutional style and types of decisions. Also, employee's efficiency, organizational climate, and external environment had effects on employee's participation in decision-making.

In Daniel Power's "Reflections on Faculty Participation in University Decision Making" where he wrote his own personal perception as a professor in the University of Northern Iowa, he narrated his story as he began teaching and described the educational governance before. He further stated the original Latin term of university (Universitas) which was used firstly in the latter part of 14th Century to refer a self-governing community of teachers and scholars offering instruction or teaching. Thus, governance inside campuses can be

originally seen as the pioneering program of faculty members. Furthermore, the author stated that in many universities, the traditional, collegial form of governance had been replaced by a corporate form of governance. This governance was observed to be more hierarchical and autocratic wherein boards of regents or governors are more directly involved in decision-making. The usual collaboration and participation by faculty in traditional decision-making model has been superseded by a top-down model of decision-making usually administered by the board of regents or administrators. Unfortunately, "pseudo-faculty" members with Ed.D or Ph.D. or J.D degrees who have never experienced teaching or demonstrated specialty in an academic subject are becoming more and more in the academic hierarchy. This situation has great impacts in curriculum and programs in their respective organizations. Sadly unison for both administrators and faculty are not always happening for the benefit of a common purpose and respect for each other's abilities is not always demonstrated by both parties (Power, 2012).

In the study of Al Khazali "The Level of Teachers' Participation in the Process of Decision-making in Secondary Schools in Mafraq Directorate," the poll was also distributed in Mafraq located in the country of Jordan to know the level of teacher's participation in decision-making process. The results found that the level of participation was moderate and the factors affecting the degree of involvement are gender, tenure, and experience (Al Khazali, 2005).

Governance and shared decision-making (SDM)

According to Olson (2009), shared governance is a delicate balance between faculty and administrative staff in planning, decision-making, and accountability. When it comes to university governance, "shared" is a much bigger concept than most people expect. Genuine shared governance was said to be the balance between maximum participation in decision-making and clear accountability which is undoubtedly difficult to maintain. He added that true shared governance also gives voice to concerned parties common to all constituencies and issues concerning a specific group in the organization. But this does not necessitate giving full or ultimate authority to person or group involved. Governance for the purpose of this study refers to the "structure and processes of decision making" as distinguished from administration or management.

McLaughlin (2004) argued that presidential responsibilities fall under three primary categories; leadership, management and governance. Although not specifically using the language of cultivation of relationships, the author explores notions of reciprocity, engagement and dialogue through the lens of governance. "Governance entails enlisting others effectively; it involves balancing the interests of multiple

constituencies and respecting the process of decision making. Presidents who are most skilled in this area gather input, understand and respect different perspectives, elicit support, develop partnerships, and create a sense of engagement and ownership"

Organizational culture and DM

An understanding of colleges or universities through organizational culture can facilitate the analysis of managing structure and decision-making processes in institutions of higher education (Bartell, 2003). A university president's effective leadership requires an understanding of what motivates the members of the organization and shapes their behavior. According to Layne et al. (2010), the transformational style is more appropriate in higher education as faculty may participate in managerial decisions. Researchers have usually focused on studying formal organizational structures such as governance and decision-making processes (Masland, 2000). As colleges and universities become more and more complex, understanding organizational culture will aid in the decision-making process (Tierney, 2008). Properly informed by organizational culture, leaders in higher education will be able to make and implement tough decisions which may contribute to a college or university's sense of purpose and identity (Tierney, 2008)

Shen and Cooley (2008) mentioned that data should inform rather than drive decisions. Data can serve as an important element in effective decision making; it is important to take a systemic, continuous improvement approach to data analysis. Educators should gather and analyze data to gain a better understanding of the system that is producing the current results in a school or district. The use of data as a tool to drive EI improvement is not a new phenomenon. Earlier reform movements also stressed the importance of using data in making educational decisions and assessing educational progress. As Means (2009)'s national study found, school systems have access to more data than ever before, but most teachers and school leaders lack the skills to use the data for student and school improvement.

Decision-making in TVTC

A collegial culture is characterized by shared power and non-hierarchical relationships. People in a collegial culture engage in a high degree of personal interaction, decisions are typically made through consensus, and organizational behavior relies heavily on tradition and precedent (Bess and Dee, 2008a). The Collegial culture emphasizes consultation and shared decision making (Bergquist and Pawlak, 2008; Bess and Dee, 2008a). Faculty members, on the other hand, value academic

freedom, independence, collegial communication and expect to play a role in organizational decision making, especially in curriculum and research (Duderstadt, 2004).

METHODOLOGY

The research method used in the development of analysis for the faculty members' view about their current level of participation in decision making particularly inside the organizations of Shaqra University and Technical Colleges is Quantitative Cross-sectional Survey Approach in which several key questions are listed for the purpose of identifying the actual reality of the level of participation of the faculty members of both organizations in decision making from its faculties' point of view. This study also used purposeful random sampling in which participants are selected based on its significance to the subject matter of study. The study group of this research is composed of faculty members in Shaqra University (SHU) and Technical and Vocational Training Corporation (TVTC), which were chosen for the convenience of the study. The study has depicted the SHU with its entire majors, and samples have been chosen randomly from the original community. A random sample is regarded as a basic condition to use the statistical tools and the morale tests. Random sample is a sampling method in which all members of the study have an equal and independent chance of being selected.

Sample of the study

The sample of the study was chosen randomly and it consisted of 128 faculty members distributed as follows: 72 faculty members from SHU University, and 56 faculty members from TVTC University during the academic year 2016/2017.

140 questionnaires were distributed over the study group and reclaimed 128 feedback forms afterward. The total number of valid for statistical analysis is 128.

In Table 1, 56% of the respondents came from SHU, and the remaining 47% were from TVTC. 5 participants were professors, 11 were associate professors, 31 were assistant professors, 40 were lecturers, and 31 were assistant lecturers. The table shows the distribution of the study community and sample.

Of the 128 members, 54 of them were less than five years in the field of teaching, 47 were from five years to nine years of service, and the remaining 27 were already tenured.

Tool of the study

The researcher used a questionnaire in order to answer the questions of the study; it consisted of 71 items.

Tool validation

The questionnaire was drafted in its final form based on the observation of the arbitrators in which the percentage of the agreement is supposed to be not lesser than 75% of the valid paragraphs, as Bloom points out. Thus, the paper should get a 75% of the questionnaire paragraphs as well as with its scale.

RESULTS

The first question concerning the school stakeholder

taking the most important decisions, the respondents answered that generally, the most important decisions are taken by the school board with a weighted average of 4.59; on the opposite, the parents and students are less involved in the decision making process. Regarding the decision taken in the school board, most of it refers to student's regulation with an average weight of 4.61; the stakeholders must participate in every meeting and vote for the best decisions to be taken; but also, they may submit proposals to improve different aspects of school activity.

Table 2 shows that the values of "t" are bigger than the tabulated value at the indicated level ($\alpha \leq 0.05$). It indicates that there is a significant difference between the calculated average and the arithmetic average (3 degrees) except for the expressions 6, 12 and 13. In Table 3, the values of "t" is lesser than the tabulated value at the indicative level ($\alpha \leq 0.05$) which indicates that there is no difference between the calculated average and the arithmetic average (3 degrees).

Table 4 shows that the value of "t" is bigger than the tabulated value at the indicated level ($\alpha \leq 0.05$), meaning, there is a difference between the calculated average and arithmetic average (3 degrees) except for the expressions 6, 12 and 13.

It appears from Table 5 that the values of "t" is lesser than the tabulated value at the indicated level ($\alpha \leq 0.05$), meaning there is no difference between the calculated average and the arithmetic average (3 degrees) except the expressions (62, 63) and 68, so the values for "t" was numerical indicating the member of SHU side.

As Table 6 shows, there is a big difference in the indicated level; that means faculty members have no real or active participations in decision-making about teaching/training, planning, programs, local society, administrative and financial concerns, and decision-making in general.

In Table 7, the values of the connected factors were calculated for the sentence of every axis separately with degree of the axis. Also, the environment transaction was calculated for it is a factor for the total degree of each axis of the axes and the total degree of the questionnaire as shown in Table 8.

It is shown in Table 9 that the value of the factors of the transaction between the axis of the questionnaire and the degree of the questionnaire is bigger than the tabulated value at the level of indication ($\alpha \leq 0.01$). It indicates that the strength of the relation between the axis and total degree proves the honesty of the questionnaire and its interior consistency. Thus this study proves to be reliable and trustworthy.

Table 10 shows that the value of the stability of the factors is lesser than the stability factor of the axis; this means that all the sentences are stable; thus, it can be realized that the studding tool with a high degree of the stability is reliable and trustworthy.

Table 11 illustrates the stability factor for Cronbach's

Table 1. The sample and community of the study, the numbers and percentages of the distributed and reclaimed.

Section name	Number	Number of distributed questionnaire	Number of reclaimed questionnaire	%	Number of invalid questionnaire	Number of valid questionnaire
SHU	80	80	72	90	0	72
TVTC	60	60	56	93	0	56
Total	140	140	128	91.43	0	128

Table 2. Distribution of the study sample according to variations in the study or job specification.

Section name	Professor	Associate professor	Assistant professor	Lecturer	Assistant lecturer	Total
SHU	5	9	22	18	18	72
TVTC	0	2	9	32	13	56
Total	5	11	31	40	31	128

Table 3. Faculty respondents years of experience.

Section name	Less than five years	From five years to less than ten years	Ten years and more	Total
SHU	43	17	12	72
TVTC	11	30	15	56
Total	54	47	27	128

alpha for each axis separately is bigger compared to the factor of the stability of the axes sentences. The stability factor divided in half results to 0.9 indicates the stability of the questionnaire (Table 12).

DISCUSSION

The findings showed that the research university had adopted an adequate decision-making style. The data suggest that inclusiveness in decision making decreases with the hierarchy of decision-making groups, with the most senior groups being seen as the most exclusive, least transformed, closely guarded and offering restricted entry. Similarly, decision-making at different levels is associated with different levels of job satisfaction related to the balance made between competing dilemmas of people versus process. There was no much direct evidence from the data to determine the extent to which staff felt adequately involved in the decision framing processes. However, indirect evidence suggests a number of scenarios. There were discrepancies between official and personal views regarding the decision-making environments encapsulated by the case study colleges.

Instructors and mentors and others do their work by making decisions that have an impact on the educational and administrative process, but we should distinguish between these decisions; some of them are related to

the material or content and some related to the method. As for material or content, it can be represented by building and organizing curricula and educational programs and the extent to which these programs and projects for the purposes of education. As for the way, it is how the manager improves his use of time and effort and to what extent he involves others in decision-making and how to work in his office.

The decision-making process encompasses many areas, including curricula, teaching methods, finance, buildings, administration, and student affairs. This process has different levels: national, local, and executive.

Pushing collaboration beyond committees

All three superintendents demonstrated highly developed insights and skills with respect to collaborative processes. They worked effectively with committees that help them make strategic decisions that appear to be in the best interests of students in their school districts. Copland (2003) that there is a strong tendency to pull back from collaboration because it feels risky and because the organizational culture of the school district is not likely to support it well over time. What is lost in the retreat from collaborative decision making is a clear understanding of the rationales behind the decisions and a sense of commitment to those decisions. Also lost

Table 4. The arithmetic average and normative deviation for the response of the sample study regarding the participation in making decisions in general.

S/N	AXIS	SHU		TVTC		t-test	Ets ²	Rank 1	Rank 2	Overall mean	Rank3
		Mean	STD	Mean	STD						
1	The dean give / the agent / head of the department the worker's freedom for explaining about them opinions about making the decision	2.31	0.94	3.23	0.91	5.56	0.197	12	4	2.71	10
2	The dean explaining / the agent / head of the department justifies about the process of making the decisions	2.24	0.97	3.18	0.76	5.98	0.221	13	6	2.65	12
3	The dean using / the agent / head of the department the method how to manage the emergency in the process of making the decisions	2.18	0.64	3.27	0.94	7.79	0.325	14	2	2.66	11
4	The dean provide / the agent / head of the department appropriate atmosphere for discussing how to take the decisions	2.42	0.84	3.24	0.71	5.86	0.214	9	3	2.78	8
5	The dean revise / the agent / head of the department The participation of the workers at the college / the department produce new ideas and opinions about the decision subject	2.39	0.73	3.19	0.42	7.31	0.298	11	5	2.74	9
6	The dean making / the agent / head of the department the decisions according to the regulations and the systems	3.22	0.46	3.15	0.92	0.56		7	7	3.19	5
7	The dean making / the agent / head of the department the majority opinion in the case of objections to some decisions	3.98	0.51	2.37	0.91	12.68	0.561	1	11	3.28	3
8	The dean advertise / the agent / head of the department about the decided decisions at general not by individually way	3.89	0.67	2.44	1.31	8.13	0.344	3	10	3.26	4
9	The dean learn / the agent / head of the department the effect of the decided decisions at the workers	3.88	0.66	2.56	0.97	9.15	0.399	4	8	3.30	2
10	The dean organize / the agent / head of the department the information and organizing it and make the easier the process of making the decisions	3.86	0.95	2.11	0.99	10.15	0.45	5	12	3.09	6
11	The participation of the workers at the college / the department produce new ideas and opinions about the decision subject	3.76	0.91	1.72	1.25	10.68	0.475	6	13	2.87	7
12	The work pressure is challenge at making the academic / training decision	3.91	0.56	4.05	0.72	1.24		2	1	3.97	1
13	The less facilities which give to the dean / the agent / head of the department at making the academic / training decision	2.55	0.48	2.46	0.79	0.79		8	9	2.51	13
14	The less knowledge of the teaching / training authority by the systems and regulations which are followed by the collage / the department stopping to make the academic / training decision	2.42	0.83	1.53	0.82	6.05	0.225	10	14	2.03	14
	Mean	3.07	0.59	2.75	0.37	3.58	0.197			2.96	

The value of "t" tabulated at indicated level ($\alpha \leq 0.05$) is 1.96.

is the opportunity for meaningful distributed leadership that occurs broadly and deeply throughout school district organizations: (Elmore, 2000 Gronn, 2008).

CONCLUSION AND RECOMMENDATION

Based on the results accumulated from the conducted survey, the paper recommends to

enhance participation of faculty members in making academic and administrative decisions more than what it has today, build appropriate administrative environment for academic decision

Table 5. The arithmetic average and normative deviation for the response of the sample study on the second axis items participation of the faculty members / academic training / decision making.

S/N	Axis	SHU		TVTC		t- test	Ets2	Rank1	Rank2	Overall mean	Rank3
		Mean	STD	Mean	STD						
First Center: Participating the faculty member / academic training / decision making											
A. The related decision by the students / the trainers											
15	Participate in putting the interior constructions of the collage	1.25	0.56	1.62	0.84	2.98	0.066	6	3	1.41	5
16	Participate in determine the responsibility of treating the students problems	1.48	0.83	1.57	0.53	0.71	-	4	4	1.52	4
17	Participate in build the private committees of administrative and the academic which is related to the students	1.76	0.84	1.62	0.42	1.14	-	2	2	1.70	2
18	Participate in forwarding the accepting politics by the requests which are suitable for the work market	1.62	0.92	1.73	0.71	0.74	-	3	1	1.67	3
	Mean	1.64	0.73	1.54	0.65	0.77	-	-	-	1.61	-
First Center: Participating the member of the teaching / training authority in making the academic / training decision											
A. The related decision by the students / the trainers											
19	Choosing and hiring the members of the teaching / the training authority at the department	2.76	0.82	1.62	0.35	9.70	0.428	4	5	2.26	3
20	Promotions the members of the teaching / training at the department	2.81	0.46	1.45	0.67	13.53	0.592	3	6	2.22	4
21	Participate the members of the teaching / the training authority at the training courses	2.94	0.82	2.18	0.69	5.55	0.196	2	2	2.61	2
22	Development the program of processing the members of the teaching / training authority which have less experience	3.25	0.94	2.36	0.76	5.77	0.209	1	1	2.86	1
23	Distributing the missions and the responsibilities between the members of the teaching / the training by way follow them specialization	2.19	0.84	2.18	0.82	0.07	-	6	3	2.19	5
24	Showing the members of the teaching / the training authority for them freedom and democracy	2.31	0.94	1.99	0.73	2.10	0.034	5	4	2.17	6
	Mean	2.71	0.75	1.96	0.48	6.49	0.251	-	-	2.40	-
B. The decisions which related to the teaching / the training authority											
25	Determine the method which execution the targets of the curriculum	2.19	0.71	1.62	0.71	4.52	0.14	7	8	1.94	8
26	Preparing the yearly plans and the final plan for execution the decisions	2.38	0.94	3.22	0.57	5.88	0.215	4	3	2.75	2
27	Participate in evaluate the teaching subjects and the ways how to develop it at the specialization way	2.46	0.73	2.88	0.91	2.90	0.063	2	6	2.64	5
28	Helping in determine the activates which is accompany of the curriculum	2.55	0.69	2.86	0.83	2.31	0.041	1	7	2.69	4
29	Develop the teaching / training plans to be suitable for the changing and the modern	2.46	0.73	3.22	1.05	4.82	0.156	3	2	2.79	1
30	Declare the plans requests and the curriculums (references resources – databases)	2.37	0.94	3.18	1.12	4.45	0.136	5	4	2.72	3
32	Develop the practical education plans and the training field	1.98	0.73	3.27	0.89	9.01	0.392	8	1	2.54	7
33	Participate in providing the nutrition which is return on how much the curriculum suitable for the academic / the training environment	2.31	0.65	3.02	0.76	5.71	0.206	6	5	2.62	6
	Mean	2.34	0.91	2.91	0.72	3.85	0.105	-	-	2.61	-
C. The decisions which are related to the teaching plans											
34	Putting the specialist program for contribution the collage in developing the local the society	2.48	0.53	2.33	0.91	1.17	-	1	2	2.41	1

Table 5. Cont'd

35	Making courses for the sons of the local society	2.38	0.84	2.31	0.86	0.46	-	2	3	2.35	2
36	The field researches which are related to the local society cases	1.61	0.98	2.22	0.94	3.56	0.091	4	4	1.88	4
37	Preparing the continued educational / the training program which is belong to the local society	1.63	1.09	2.18	0.83	3.13	0.072	3	6	1.87	5
38	Solve the different problems and the social issues which are belong to the local society	1.57	0.91	2.21	0.77	4.22	0.124	5	5	1.85	6
39	Present the technical advisors for the different authorities	1.54	0.76	2.34	0.97	5.23	0.178	6	1	1.89	3
	Mean	1.87	0.56	2.27	0.39	4.52	0.14	-	-	2.06	-
D. The decisions which are belong to the management and financial affairs											
40	Participate at determiner the tools which is needing for the laps and networks	1.57	0.82	4.39	0.89	18.59	0.733	7	1	2.80	1
41	Preparing the practical mechanism for putting the financial politics of the collage / the department	1.52	0.76	1.73	0.79	1.52	0.018	8	3	1.61	5
42	Forwarding the financial politics by the way which suitable for the academic / training targets	1.43	1.06	1.69	0.84	1.50	-	12	4	1.54	9
43	Union the mechanism of making the management decisions which is related to the finical politics	1.62	1.11	1.56	0.9	0.33	-	5	8	1.59	6
44	Showing the opinions of the workers at the management about the financial politics by the serious and democracy way	1.52	0.76	1.63	0.79	0.80	-	9	5	1.57	8
45	Participate in determine the priorities of the spending on the different requests	1.72	0.82	1.58	0.76	0.99	-	2	6	1.66	4
46	Contribute for preparing the public budget for the collage / department	1.66	0.69	1.73	0.58	0.61	-	4	2	1.69	2
47	Participate in determining the targets of the collage / department by transparency clearance and objectively	1.45	0.76	1.58	0.52	1.10	-	11	7	1.51	11
48	Participate in renewing the new programs at the collage	1.67	0.82	1.36	0.92	2.01	0.031	3	12	1.53	10
49	Participate in the structural changes	1.62	0.76	1.52	0.49	0.86	-	6	10	1.58	7
50	Participate in putting the foundations of the quality control of the education and the training and its kind	1.52	0.91	1.46	0.63	0.42	-	10	11	1.49	12
51	Participate in presenting the suggestions for avoiding the regulatory crisis which is arises at the collage / department	1.77	1.11	1.55	0.85	1.23	-	1	9	1.67	3
	Mean	1.59	0.76	1.82	0.75	1.68	-	-	-	1.70	-

The value of "t" tabulated at indicated level ($\alpha \leq 0.05$) = 1.96.

making based on the use of contemporary management trends, give academic departments more powers to make academic decisions, work on the experienced participation of faculty members in strategic decision-making, minimize or at least decrease centralization by organizing training programs for academic leaders to delegate authority to principals and to promote faculty participation in academic decision making. The necessity for the participation of faulty members in decision making has already been interpreted statistically. Thus, this paper also promotes effective leadership among manager

towards the encouragement of active participation of faculty members to school activities like decision-making. The primary role of teachers is to impart knowledge to students, and their direct contact with them can be a bridge for the understanding of students that leads to the betterment of the entire academe.

Decision making is probably the most important function of leadership. There is a sense within the sector that this job satisfaction exists in variable measures across the different hierarchies of decision making in the EI sector and that the top levels are perceived as the least fair and just. It

appears that in order to increase levels of participation and involvement and to raise the perception of greater justice and fairness in decision processes, research which deliberately interrogate systems and structures which contribute to structural, the social sharing of information data for decision making, fairer distribution of resources and facilities and the elimination of subtle machinations which exclude other people from effective decision making needs to be prioritized in the Saudi EI college sector Decision making process still remains highly centralized at the top and school managers

Table 6. The arithmetic average and normative deviation for the response of the sample of study on the second axis items: The factors affecting decision making.

S/N Axis	SHU		TVTC		t- test	Eta ²	Rank1	Rank2	Overall mean	Rank3
	Mean	STD	Mean	STD						
The second center: The reasons which affect in making the decision										
52	4.35	0.88	2.94	0.76	9.54	0.419	4	9	3.73	7
53	3.88	0.84	4.12	0.81	1.62	-	7	3	3.99	6
54	2.44	0.85	3.88	0.94	9.07	0.395	9	7	3.07	8
55	4.08	0.76	3.98	0.75	0.74	-	6	5	4.04	4
56	2.46	0.87	3.78	0.71	9.19	0.401	8	8	3.04	9
57	4.11	0.81	3.89	0.77	1.55	-	5	6	4.01	5
58	4.39	0.80	4.11	0.74	2.03	0.032	2	4	4.27	3
59	4.61	0.81	4.58	0.73	0.22	-	1	2	4.60	1
60	4.37	-	4.67	0.74	3.44	0.086	3	1	4.50	2
Mean	3.85	0.73	3.99	0.68	1.11	-	-	-	3.95	-

The value of "t" tabulated at indicated level ($\alpha \leq 0.05$) = 1.96

Table 8. The arithmetic average and normative deviation and the (t) Values for the average responses for SHU and sample of TVTC on the questionnaire's axis.

Part	Axis	SHU		TVTC		t- test	Eta ²	Overall mean
		Mean	STD	Mean	STD			
	Participation in Decision Making : General	3.07	0.59	2.75	0.37	3.58	0.092	2.96
	Staff Member participations in Academic/ Training Decisions	-	-	-	-	-	-	-
	Decisions Related to Students/ Trainees	1.64	0.73	1.54	0.65	0.77	-	1.61
	Decisions Related Staff Member: Academies/ Trainers	2.71	0.75	1.96	0.48	6.49	0.251	2.40
	Decisions Related to Programs plans	2.34	0.91	2.91	0.72	3.85	0.105	2.61
	Decisions Related to Local Society	1.87	0.56	2.27	0.39	4.52	0.14	2.06
	Decisions Related to Administrative and Finance	1.59	0.76	1.82	0.75	1.68	-	1.70
Part 1	General Participation in Decision Making	2.20	0.62	2.21	0.71	0.04	-	2.22
Part 2	Factors Affecting Decision Making	3.85	0.73	3.99	0.68	1.11	-	3.95
Part 3	Relationship Between Job Satisfaction and Decision Making	4.59	0.69	4.36	0.61	1.97	0.03	4.52

cannot take and implement specific decisions for their schools. The schools' decisions depend on the Ministry of Education policy, the Inspectorate

offices recommendations, the Local County material support, the local businesses contributions and overall the students interests. All

decisions in a school are made through group meetings but it is necessary to improve other professors' participations ability to take rational

Table 7. The arithmetic average and normative deviation for the response of the sample study on the third axis items: The relation between participating in making decision and the job satisfaction.

S/N Axis	SHU		TVTC		t- test	Eta ²	Rank1	Rank2	Overall mean	Rank3				
	Mean	STD	Mean	STD										
The third center: The relation between the participation in making the decisions and														
61	Participate the member of teaching / training at decision maker which is targeting the profession relief				4.58	0.79	4.39	0.72	1.40	0.015	6	6	4.50	6
62	The democracy management and the participating which is raising the level of profession relief				4.67	0.82	4.11	0.89	3.70	0.098	4	7	4.43	7
63	Participating the member of the teaching / training authority in making the decision which is makes him more belongs to his profession				4.39	0.92	3.86	0.78	3.45	0.086	10	10	4.16	11
64	Participate the member of the teaching / training authority in making the decision which is lead to the trust between each other				4.66	0.42	4.52	0.77	1.31	0.013	5	5	4.60	5
65	profession relief do not relate by the participating degree				4.71	0.84	4.66	0.77	0.35	1E-03	3	4	4.69	2
66	Participate in making the decision by making the all work by it				4.73	0.53	4.81	0.75	0.71	0.004	1	1	4.77	1
67	The work pressure cause of un relief profession even by participate in making the decision				4.58	0.42	4.73	0.82	1.34	-	6	3	4.65	3
68	Participate the member of the teaching / training authority in obeying the decisions which is going out from the university				4.38	0.71	4.11	0.71	2.14	0.035	11	9	4.26	10
69	Participate the dean of the collage / the departments in making the decisions				4.73	0.91	3.85	0.75	5.85	0.214	1	11	4.35	9
70	Carriage the member of the teaching / training authority that the dean /agent / head of the department accepting the suggestions for developing the academic / training work				4.55	0.88	4.11	0.89	2.79	0.058	8	8	4.36	8
71	Participate the member of the teaching / training authority in making the decision make them feel relief at the work and the soul of the team				4.48	1.08	4.77	0.71	1.74	-	9	2	4.61	4
					4.59	0.69	4.36	0.61	1.97	0.03	-	-	4.52	-

The value of "t" tabulated at indicated level ($\alpha \leq 0.05$) = 1.96.

Table 9. Correlation and coefficients between the degree of every item and the degree of the axis.

Part 1: Participation in Decision Making														Part 2		Part 3	
No	R	No	R	No	R	No	R	No	R	No	R	No	R	No	R		
1	0.771	12	0.408	23	0.677	34	0.687	45	0.784	52	0.783	61	0.798				
2	0.623	13	0.564	24	0.737	35	0.775	46	0.781	53	0.765	62	0.761				
3	0.734	14	0.488	25	0.665	36	0.675	47	0.764	54	0.735	63	0.749				
4	0.685	15	0.398	26	0.722	37	0.753	48	0.759	55	0.763	64	0.763				
5	0.713	16	0.572	27	0.592	38	0.722	49	0.792	56	0.749	65	0.637				
6	0.719	17	0.863	28	0.647	39	0.81	50	0.764	57	0.766	66	0.612				
7	0.683	18	0.751	29	0.663	40	0.734	51	0.781	58	0.816	67	0.637				
8	0.771	19	0.616	30	0.571	41	0.664	-	-	59	0.796	68	0.629				
9	0.716	20	0.648	31	0.711	42	0.673	-	-	60	0.809	69	0.633				
10	0.754	21	0.792	32	0.666	43	0.763	-	-	-	-	70	0.652				
11	0.665	22	0.698	33	0.675	44	0.766	-	-	-	-	71	0.633				

Table 10. The factor of the transactions between the degrees of the axis of the study of each other and the total degree

Factor	First	Second	Third	Total score
First: Participation in Decision Making	-	-	-	-
Second: Factors Affecting Decision Making	0.738	0.738	-	-
Third: Relationship Between Job Satisfaction and Decision	-	-	-	-
Total Score	0.789	0.789	0.775	-

The value of the tabulated transaction factor at the level indication ($\alpha \leq 0.01$) = 0.286.

Table 11. Stability factors of the sentences and the axis of the questionnaire.

Part 1: Participation in Decision Making								Part 2				Part 3	
No	R	No	R	No	R	No	R	No	R	No	R	No	R
1	0.845	12	0.816	23	0.827	34	0.813	45	0.805	52	0.692	61	R
2	0.840	13	0.881	24	0.816	35	0.815	46	0.811	53	0.693	62	0.810
3	0.837	14	0.816	25	0.816	36	0.809	47	0.828	54	0.712	63	0.815
4	0.873	15	0.881	26	0.794	37	0.805	48	0.834	55	0.707	64	0.813
5	0.853	16	0.879	27	0.756	38	0.816	49	0.825	56	0.708	65	0.810
6	0.824	17	0.816	28	0.896	39	0.844	50	0.817	57	0.782	66	0.809
7	0.881	18	0.805	29	0.791	40	0.837	51	0.736	58	0.689	67	0.806
8	0.873	19	0.816	30	0.789	41	0.828	-	-	59	0.782	68	0.809
9	0.88	20	0.877	31	0.777	42	0.837	-	-	60	0.775	69	0.809
10	0.816	21	0.785	32	0.822	43	0.8	-	-	-	-	70	0.794
11	0.873	22	0.816	33	0.817	44	0.795	-	-	-	-	71	0.825

Table 12. The factors of the stability of the questionnaire axis by Cronbach's alpha method and the method of the half dividing after modification the factor of the transaction of spearman brown equalization.

Factor	Cronbach's Alpha	Correlation	Reliability
First: Participation in Decision Making	0.899	0.827	0.905
Second: Factors Affecting Decision Making	0.802	0.803	0.891
Third: Relationship Between Job Satisfaction and Decision making	0.837	0.798	0.888
Total Score	0.905	0.804	0.891

decisions. However, Beckner (2004) remarked that educational leaders rarely ground their decision making in ethical or philosophical theory; rather, they rely upon experiential knowledge and personal views. Ideally, theory and practice should confirm ethical leadership in the community college (Hellmich, 2007). This premise is the guiding motive of this article. With this premise in mind, this manuscript encourages community college leaders to employ four ethical paradigms (ethic of justice, ethic of critique, ethic of care, and ethic of the profession) when constructing and considering alternative courses of action in decision-making processes (Shapiro and Gross, 2008; Shapiro and Stefkovich, 2005).

In summary, it is essential that administrators at universities provide enabling structures in the form of leadership opportunities, shared decision making, and a hierarchy that supports faculty members' performing

their jobs more effectively. Future researches, to better understand the decision process; further research is needed on university leadership styles in KSA and their effect on university academic performance and ranking.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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