

PARTICIPATORY DECISION-MAKING AND KINDERGARTEN TEACHERS' INTRINSIC
MOTIVATION: A CASE STUDY IN LEBANON

Thesis submitted in accordance with the requirements of
Haigazian University
By Nathalie Vatche Koundakjian
for the degree of
Master of Arts in
Educational Administration and Supervision

Beirut, Lebanon
February 2017

PARTICIPATORY DECISION-MAKING AND KINDERGARTEN TEACHERS' INTRINSIC
MOTIVATION: A CASE STUDY IN LEBANON

Thesis Release Form

I, Nathalie Vatche Koundakjian,

authorize Haigazian University to supply copies of my thesis to libraries or individuals upon request.

do not authorize Haigazian University to supply copies of my thesis to libraries or individuals for a period of two years starting with the date of the defense.

Signature

Nathalie

Date

2/2/2016



PARTICIPATORY DECISION-MAKING AND KINDERGARTEN TEACHERS' INTRINSIC
MOTIVATION: A CASE STUDY IN LEBANON

By

Nathalie Vatche Koundakjian

is accepted by the Graduate Thesis Committee as satisfying the thesis requirements for
the degree Master of Arts

Date Jan. 25th, 2017

Signature of Thesis Committee Chairperson

Hagop Yacoubian

Date 25/1/2017

Signature of Thesis Committee Member

Basma Faou

Date 25/1/2017

Signature of Thesis Committee Member

Nathalie K.

Haigazian University

February, 2017

Copyright© 2017

This document is copyrighted material. Under copyright law, no parts of this document may be reproduced without the expressed permission of the author.

Acknowledgements

I would like to thank Dr. Hagop Yacoubian for his constant encouragement, support, guidance and advice throughout my thesis writing; Dr. Hanine Hout for her encouragement that helped me move forward and Dr. Basma Faour for being a role model who taught me perseverance, determination and professionalism throughout my undergraduate and graduate years. I would like to thank all the committee members for their expert advice.

My deepest gratitude goes to my family and especially to my husband for his continual support and patience who always believed that I will make it through this even when there were times I doubted my abilities.

Finally, I would like to thank all the teachers, general director and directors who agreed to take part in my study because without their contribution the study would not have been possible.

AN ABSTRACT OF THE THESIS OF

Nathalie Vatche Koundakjian for Master of Arts
Major: Educational Administration and Supervision

Title: Participatory Decision-Making and Kindergarten Teachers' Intrinsic Motivation: A Case Study in Lebanon

The purpose of this case study was to explore teachers' involvement in participatory decision-making processes and the contribution (or hindrance) that such an involvement might have on their intrinsic motivation, particularly with respect to their autonomy, competence and relatedness. The study focused on one private school in Lebanon that hosts students from middle-upper class families. The research questions raised were bound to the context of the case. Departmental and general meeting minutes, teachers' lesson plans, two questionnaires and individual interviews were used as data sources. The participants, selected by purposeful sampling, included 24 Lebanese kindergarten female teachers (8 current, 8 assistant and 8 former teachers) working with children between ages 3 to 5, two directors and the general director of the school. Data was analyzed qualitatively through content analysis and constant comparative method. After coding, patterns were derived which led to the emergence of nine different themes. The themes that emerged constituted the bases to conclude that teachers were not involved in decisions at the managerial domain. Teachers were somehow involved in curricular and instructional decisions but they felt their involvement was limited and wanted greater participation in decisions related to these domains. When decisions were taken without teachers' involvement, they showed indifference. The study also revealed that extrinsic motivation was highly practiced at the school and teachers were involved in school life and tasks through imposed involvement. Imposed involvement was used since the directors and the coordinator believed that the kindergarten teachers lacked the initiative to take on different tasks. Although teachers were empowered in their profession, empowerment wasn't reflected in participatory decision-making. However, the classroom teachers and the assistant teachers experienced intrinsic motivation when they were involved in participatory decision-making. Finally, the study revealed that the directors were skeptical about kindergarten teachers' involvement in participatory decision-making which was one factor that hindered teachers' involvement in the decision making process. Recommendations for practice and further research were then suggested.

CONTENTS

ACKNOWLEDGEMENTS		v
ABSTRACT		vi
LIST OF TABLES		xi
LIST OF FIGURES		xii
CHAPTER I.	INTRODUCTION	1
	Schools and Participatory Decision-Making	1
	Teachers' Voices in Participatory Decision-Making	2
	Participatory Decision-Making, Motivation and Empowerment	4
	Statement of the Problem	6
	Rationale	8
	Significance of the Study	9
	Overview of Methodology	12
	Limitations of Study	12
	Operational Definitions	15
CHAPTER II.	LITERATURE REVIEW	17
	The Role of Neo-liberalism in Schools and Education	17
	Neo-liberalism on Schools and Participatory Decision-Making	19
	The Need for Teacher Empowerment	21
	Participatory Decision-Making and Teacher Motivation	22
	Teachers' Involvement in Participatory Decision-Making	27
	Dark Sides of Participatory Decision-Making	30
	Research Studies on Teachers' Participatory Decision-Making in the Arab Regions	31
	Summary	36
CHAPTER III.	METHODOLOGY	37
	Research Design	37
	The <i>School</i>	39
	Participants	41
	Data Sources	44
	Departmental Meeting Minutes	45
	General Meeting Minutes	46

	Kindergarten Lesson Plans	46
	Questionnaire from Amisshah	47
	Basic Needs Satisfaction at Work Scale	48
	Interviews	49
	Data Analysis	50
	Ethical Considerations	53
	Summary	54
CHAPTER IV.	Results	55
	Analysis of Meeting Minutes	55
	Analysis of Questionnaire	70
	Analysis of BNSW-S	81
	Analysis of the Emerging Themes	84
	Theme 1: All decisions in the managerial domain were made by the director.	86
	Theme 2: Teachers experienced some level of involvement in the curricular and instructional domain.	88
	Theme 3: When teachers were not involved in decision making, they showed indifference.	91
	Theme 4: Teachers' empowerment wasn't much used in PDM.	93
	Theme 5: PDM wasn't promoted by the directors since teachers were mostly involved in school life and in tasks through imposed involvement and extrinsic motivation.	97
	Theme 6: Teachers wanted more involvement in the curricular and instructional decisions.	102
	Theme 7: The coordinator and the director were using imposed involvement since they believed that kindergarten teachers were not taking the initiative.	104
	Theme 8: Some intrinsically motivated teachers took the initiative to be involved in tasks regardless of imposed involvement and extrinsic motivation.	106
	Theme 9: Due to imposed involvement, some teachers'	107

intrinsic motivation was hindered.

	Summary	109
CHAPTER V.	Discussion	112
	All decisions in the managerial domain were made by the director.	113
	Teachers experienced some level of involvement in the curricular and instructional domain.	114
	When teachers were not involved in decision making, most of them showed indifference.	116
	Teachers' empowerment wasn't much used in PDM.	117
	PDM wasn't promoted by the directors since teachers were mostly involved in school life and in tasks through imposed involvement and extrinsic motivation.	119
	Teachers' wanted more involvement in the curricular and instructional decisions.	121
	The coordinator and the director were using imposed involvement since they believed that kindergarten teachers were not taking the initiative.	123
	Some intrinsically motivated teachers took the initiative to be involved in tasks regardless of imposed involvement and extrinsic motivation.	124
	Due to imposed involvement, some teachers' intrinsic motivation was hindered.	125
	Conclusion	126
REFERENCES		129
APPENDIX A	Letter of Consent of the General Director and the Campus Directors	137
APPENDIX B	Letter of Consent of Kindergarten Teachers	138
APPENDIX C	Questionnaire from Amisshah (2009) for Kindergarten Teachers	139
APPENDIX D	Basic Needs Satisfaction at Work Scale (BNSW-S)	143
APPENDIX E	Sample Interview Questions for the Kindergarten Teachers	145

Participatory Decision-Making and Kindergarten Teachers' Intrinsic Motivation x

APPENDIX F	Sample Interview Questions for the General Director and the Campus Directors	146
APPENDIX G	Coding of Departmental Meeting Minutes	147
APPENDIX H	Coding of the Interviews	151
APPENDIX I	Illustration of a List of First-Level Codes from Departmental and General Meeting Minutes	153
APPENDIX J	Illustration of a List of First-Level Codes from the Interviews	155
APPENDIX K	Descriptive Codes of the Meeting Minutes	156
APPENDIX L	Descriptive Codes of the Interviews	159

List of Tables

Table	Title	Page
Table 1	Participants' Demographic Data	43
Table 2	Sources of Data Used in Relation to the Research Questions	45
Table 3	Descriptive Matrix of the Frequency of the Codes and the Emerging Themes from the Meeting Minutes	56
Table 4	Teachers' Perspectives about the Importance of Teachers' Participation in Decision Making Process at the School	70
Table 5	Teachers' Perspectives Regarding the Decision Making Process at the School	72
Table 6	Checklist Matrix on Decisions that Kindergarten Teachers Want to Participate the Most in	74
Table 7	Checklist Matrix on Factors Hindering Teachers' Participation in Decision Making	75
Table 8	Teachers' Involvement in the Curricular and Instructional Decision Making	77
Table 9	Teachers' Involvement in the Managerial Decision Making	79
Table 10	Checklist Matrix on Teachers' Participation in Decision Making and Motivation in Relation to the Three Basic Needs According to Self Determination Theory	82
Table 11	Emergence of Themes from the Patterns and Evidence from the Sources of Data to Support the Emergence of the Themes	85

List of Figures

Figure	Title	Page
Figure 1	Kindergarten Teachers' Involvement in Participatory Decision-Making in the Managerial, Curricular and Instructional Domain	109
Figure 2	Kindergarten Teachers' Involvement in Participatory Decision-Making and Intrinsic Motivation	110
Figure 3	Model of Decision Making at the <i>School</i> : Top-Down vs. Participatory Model	126

CHAPTER 1

Introduction

Schools and Participatory Decision-Making

Schools are prominent institutions affected by economical, political, social and technological changes. With the Industrial Revolution and the advancement of technology, many schools in the United States became concerned with delivering a high quality education to all students, and with seeking to guarantee the promise of successful learning and adulthood employment for children (Arterbury & Hord, 1991). Moreover, the heightened pressure for accountability and the expectation of increased effectiveness and efficiency have overloaded schools to meet these challenges and expectations (Vengrasalam, 2000).

Managing a school has become a much more demanding job than it previously was (Vengrasalam, 2000) and principals working in isolation may no longer be able to lead the complex organizations schools have become (Duignan & Bezzina, 2006). To respond to the complexity of leading today's schools, many school principals started promoting shifts in roles and relationships away from the traditional bureaucratic model of schools to a more open, participatory system (Arterbury & Hord, 1991) whereby teachers, students, parents and principals are part of the decision making process. Participatory decision-making (PDM) is the process whereby the principal engages all members of the institution in jointly identifying its vision, goals, and strategies and involves them in decision making (Spillane, 2005).

In schools, decisions are made to solve immediate and remote problems, to achieve set goals and objectives effectively and efficiently. Decision making can be defined as a choice made from among alternative courses of action that are available, either towards the solution of a problem or the achievement of an objective (Duze, 2011). Harrison (1989) suggests that PDM

Participatory Decision-Making and Kindergarten Teachers' Intrinsic Motivation 2

makes school staff work collaboratively to make decisions, involving them directly in the decision making process and trusting their abilities and judgments. Participation refers to the extent of involvement in decision making, at which levels, on which issues, with what level of desire, and with what sources of power (Ho, 2010). According to David (1989), the aim of decision making is to "empower school staff by providing authority, flexibility, and resources to solve the educational problems particular to their schools" (p. 52).

Teachers' Voices in Participatory Decision-Making

Since the educational system is growing more managerial in dealing with its employees, and the need for accountability is taking priority, beyond the classroom, teachers have no voice in education. Usually policy makers tell how they will "fix" educational problems, unions tell how they will represent teachers, and administrators tell how they will manage and direct teachers (Johnson & McElroy, 2010). Moreover, neoliberalism, in which control of economic factors is shifted from the public sector to the private sector, has turned schools into business organizations and bureaucratic institutions whereby decisions are made in a hierarchical order and passed down to the teachers to follow (Smith, 2003).

Before the emergence of PDM in education, teachers operated within hierarchically arranged institutions, and the part they played in making decisions about educational policies, about the selection and training of new members, about accountability procedures and the general structures of the organizations in which they work was negligible (Carr & Kemmis, 2003). The reform movements of 1980s and 1990s by *the National Commission on Excellence in Education* in the United States have advocated teacher involvement in decision making as part of restructuring and reforming schools. Therefore, PDM emerged in the field of education because of a growing movement to extend teachers professionalism by providing them with opportunities

to engage in curriculum and educational matters and to participate in decisions (Carr & Kemmis, 2003).

For schools to achieve change and improvement, principals and teachers should refrain from working in isolation, and teachers should be involved more in the decision making process. According to Schneider and Rice (1983), national reform reports in Canada, the United States and Australia advocated decentralization and enhanced teacher involvement in decision making as a means of fostering necessary changes within school. However, the teachers' input and involvement in decision making regarding educational matters haven't been changed in the 21st century, unfortunately (Johnson & McElroy, 2010). Teachers are an important aspect of students' success, but they have little opportunity to take on responsibilities that influence the process of education, such as being involved in the curriculum planning and choosing instructional materials and methodologies (Johnson & McElroy, 2010).

Although teachers have the desire to participate in the school's decision making, especially in decisions related to curriculum and instructional domains, studies conducted on preschool teachers in Hong Kong and on school reform in San Diego district found out that teachers' actual level of involvement in curriculum and instruction is low and that they still feel deprived of the decision making process (Ho, 2010, Darling-Hammond, 2005). Moreover, preschool teachers in Hong Kong perceived their roles and responsibilities only in terms of implementing the curriculum plan imposed by the school management rather than being autonomous professionals who had the right to participate in decision making, specifically at the curricular and instructional level (Ho, 2010).

Since teachers are closer to the practical part of teaching like instructing and using different teaching methodologies in their classrooms, and because of their access to information

concerning students' diverse characteristics, needs, learning styles, and performance levels, they are better positioned to make decisions about educational programs than those farther removed from the teaching and learning process (Schneider & Mack, 2014). Thus, decisions concerning curricula, instructional technologies, and other school initiatives will be most effective and stable when carried out by those who feel a sense of ownership and responsibility for those decisions (Schneider & Mack, 2014).

Participatory Decision-Making, Motivation and Empowerment

When teachers are given the opportunity to reflect on school problems and children's learning, PDM can be considered as a motivator (Zemelman, Daniels & Hyde, 1998). It gives the teachers a chance to exercise a sense of control over their external environments and provides them with the opportunity to make choices and to control their own outcomes (Lepper, Sethi, Dialdin & Drake, 1997). Teachers are primarily motivated by intrinsic rewards such as self-respect, responsibility and a sense of accomplishment (Ellis, 1984).

According to the self determination theory, people have innate psychological needs that are the basis for self motivation and these are: competence, autonomy and relatedness (Ryan & Deci, 2000). According to Deci and Ryan (2000), the need for competence refers to the need to engage in optimal challenges and experience mastery of one's endeavors. The need for autonomy refers to the need to experience oneself as the initiator of action to self-regulate one's own behaviors and it is the desire to have choice and desire to act independently rather than having external pressures and rewards to determine one's actions. The need for relatedness refers to the need to seek attachments and experience feelings of security, belongingness, and intimacy with others. These innate psychological needs motivate the self to initiate specific behavior. When these needs are met, positive consequences such as well-being and growth occur, leading people

to be motivated, productive and happy. When these needs are thwarted, motivation, productivity and happiness drop (Ryan & Deci, 2000). Hence, teachers' needs for autonomy, competence and relatedness, which are the basis of intrinsic motivation, can be satisfied by empowering teachers through involving them in PDM (Hoy & Miskel, 2005).

PDM has positive outcomes for schools. Chivore (1986) found out in his study that people who participate in formulating decisions will support and implement the decisions with vigor and enthusiasm because they will experience feelings of ownership towards these ideas. Once teachers are de-motivated, they feel marginalized and disinterested in the school and work. Moreover, the poorly motivated teachers may not put much effort in the school activities causing the school to fail to achieve its set goals. Also, the imposed decisions might not be implemented effectively since teachers might not support or accept the decisions (Wadesango, 2012).

PDM has various positive outcomes on teachers as well like increased dedication, job satisfaction, increased motivation and greater responsibility (Cheng, 2008, Lam, Cheng & Choy, 2010). Research generally supports the idea that teachers have greater job satisfaction, higher morale and reduced burnout with higher participation in decision making (Ho, 2010).

The ability to have a voice in the school's decision making process can be a form of empowerment since it gives teachers a sense of control in their work. PDM empowers teachers by delegating authority and responsibility to them, strengthens their perceptions of personal ability and fosters their belief that they can create the results they really desire (Sarafidou & Chatziioannidis, 2013). Hence, involving teachers in PDM might contribute to teachers' intrinsic motivation. Intrinsic motivation can be defined as motivation that comes from inside the individual. It refers to engaging in an activity for its own sake, for the pleasure and satisfaction derived from participating in it (Ryan & Deci, 2000). Teachers are likely to be intrinsically

motivated if they attribute their achievement and performance to factors under their own control also known as autonomy or locus of control; believe they have the skills to reach the desired goal known as competency; and are interested in the task itself (Ryan & Deci, 2000).

Although studies have shown positive outcomes on teachers' involvement in PDM, research suggests that teacher involvement in decision may detract teachers from teaching and can bring potential dangers such as decline in teachers' morale and satisfaction of personal needs and interests (Conway & Calzi, 1996).

To avoid the dark side of decision making and in order to enhance the educational outcomes rather than serving personal interests and needs, the process of involving teachers in the school's decision making requires careful planning (Conway & Calzi, 1996). Since both over-involvement and under-involvement in the decision making process may affect the teachers' attitude to work in different ways (Amissah, 2009), principals should carefully plan the areas in which they will involve their teachers in the decision making process. Teachers' involvement in the curriculum, instruction and management should be based on the teachers' interest in taking part in decision making and on their level of competencies and expertise.

Statement of the problem

Although teachers can, and do, make autonomous judgments about their everyday classroom practices, the broad organizational context within which these practices occur is something over which they have little control such as making decisions about educational policy, the selection and training of new members, accountability procedures, and the general structures of the organizations (Carr & Kemmis, 2003). Many teachers respond with great energy when they are provided with opportunities to express themselves honestly about issues related to their

teaching and students' learning (Clarendon, 2000). Hence, empowering teachers by involving them in the school's decision making may contribute to teachers' intrinsic motivation.

The present study explores and explains the interplay between PDM and the teachers' intrinsic motivation. The current research aims at exploring the teachers' involvement in a school's decision making processes and the contribution (or hindrance) that such an involvement might have with respect to their autonomy, competence and relatedness which are the basis of intrinsic motivation. The present study focuses on one school which is the case and the research questions raised are bound to the context of the case.

The study is exploratory in nature with case study design. It examines the extent to which Lebanese kindergarten teachers at a private school in Lebanon are engaged in PDM in the three domains: curriculum, instruction and management. Curricular domain refers to the degree of involvement of the teachers in choosing, determining and designing the curriculum, planning the unit plans, yearly plans and weekly plans and selecting assessment policies. The instructional domain refers to the degree of involvement of teachers in choosing and determining teaching strategies and methodologies, selecting educational materials and resources and extracurricular activities. Managerial domain refers to the degree of involvement of teachers in human resources management (staff development, recruiting teachers), and financial management (school budget) and school renewal and development.

The study poses the following research questions:

- 1) What are some of the experiences of the kindergarten teachers in participatory decision-making in curriculum, instruction and management?
- 2) To what extent are the kindergarten teachers involved in participatory decision-making in the areas of curriculum, instruction, and management?

- 3) How does the teacher involvement in participatory decision-making contribute to (or hinder) teachers' intrinsic motivation with respect to their autonomy, competence and relatedness?

Rationale

To carry out school improvement and innovation, PDM is one practice that can help to foster innovative ideas which model democratic practices like shared decision making resulting in extra effort and greater productivity (Kiprop & Kandie, 2012). As Swanwick (1987) mentioned, a school is not a machine and education should be devoted to having people examine many ideas in the hope that they will shape and reshape new ideas. The selected case was worth studying since innovation and change was an ongoing process in the selected school. The school encouraged students and teachers to be life-long learners and contributors of the society, so the case study described kindergarten teachers' empowerment and involvement in the school's decision making and contribution in school innovation.

Neo-liberalism turned schools into bureaucratic institutions and bureaucratic approach to education does not solve the educational problems (Smith, 2003). Moreover, many teachers are working in isolation and are rarely involved in school life (Kocabas, 2009) since teachers are working in hierarchically arranged institutions where decisions are made at the top of the hierarchy and passed down to the teachers to follow. Hence, many teachers are becoming passive recipients without having any say in educational matters. Therefore, this case study aims at explaining whether kindergarten teachers are being involved in educational matters by being involved in the school's decision making.

In addition, kindergarten teachers in Lebanon have a relatively low social status since they are perceived by society as being more like "baby-sitters" than educators (Faour, 2003).

Also, not all schools have a certain policy that requires kindergarten teachers to have certain qualifications or academic preparation (Faour, 2003). Since the kindergarten teachers do not have the sufficient professional knowledge to participate effectively in curriculum and pedagogical decision making due to their low level of qualification and low level of training (Ho, 2010), school principals refrain from involving kindergarten teachers in the school's decision making to avoid immature decisions (Ho, 2010). Therefore, this case study aims at understanding and explaining the directors' outlook towards their kindergarten teachers and whether they are being empowered and encouraged by the school directors to take part in the decision making process.

Various studies have been conducted on PDM and its impact on teachers' morale, job satisfaction, students' learning and school improvement. However, this study aims at understanding the role of PDM on kindergarten teachers' intrinsic motivation and whether such an involvement contributes or hinders teachers' motivation. Teacher motivation is pivotal in the implementation of educational innovations (Lam, Cheng & Choy, 2010) since teachers with low motivation can have a negative impact on the achievement of high standards in education (Kocabas, 2009). Okumbe (1998) affirms that individuals who participate in the decision making process are usually more satisfied with the decisions made hence enthusiastically support them.

Therefore, this case study sheds light to the school principals on the importance of PDM since it can be one way of empowering teachers and keeping them motivated.

Significance of the Study

The educational system in the Arab countries is characterized by centralization of decision making driven by political agendas, and dependent on outside "experts" with no voice for the practitioners at the school level (El Amine, 2005; ALECSO, 2008; Arab Knowledge

Report, 2009; MENA Report, 2008). Moreover, Arab societies paid limited attention towards decentralization of decision making to improve their educational system and curriculum (Akkary & Rizk, 2012). PDM is beneficial for restructuring school and ensuring school reforms (Leech & Fulton, 2008).

The present research is of significance since it is both theoretical and practical and gives recommendations for practitioners. The study contributes to theory by adding to the existing literature especially that there is limited research on early childhood education in Lebanon (Faour, 2003). Data on early childhood in the Arab countries are scarce in a number of key areas of decision making such as participating in financial and human resources, educational context and early childhood learning and outcomes (Faour, Hajjar, Bibi, Chehab, & Zaazaa, 2006).

Limited number of studies has been conducted on Lebanese kindergarten teachers' involvement in decision making. Most of the studies on PDM in the Arab regions were conducted on teachers in the elementary, intermediate and secondary level. Although the study does not focus on early childhood education, having the kindergarten teachers as the main participants in the study adds value to the research especially that little information exists about kindergarten teachers in Lebanon. Moreover, there is some concern about the absence of empirical research in the field of education and of a knowledge base on best educational practices that is grounded in the Arab culture and the experiences of its practitioners (Akkary & Rizk, 2011). Having kindergarten teachers as the main participants in this study is of significance especially that kindergarten teachers are perceived by the society as "baby-sitters" and not educators who can have a say in educational practices and make clear judgments about students' learning. That's why most of the time principals are skeptical about involving kindergarten teachers in decision making as they lack trust on kindergarten teachers' preparation and

readiness. Therefore, this study aims at understanding and exploring the outlook of the directors towards kindergarten teachers' involvement in decision making and whether this outlook and trust differs from the outlook of teachers teaching elementary, intermediate or secondary classes.

Studies concluded that PDM has positive outcomes on affective domains such as job satisfaction and job commitment (Cheng, 2008). However, there was no focus on whether there is a significant relationship between PDM and intrinsic motivation (Cheng, 2008). There is certainly the need of studies to explain whether a relationship exists between PDM and intrinsic motivation. This case study does not seek to establish such a relationship. Instead, it aims at developing an understanding of how teacher involvement in PDM can contribute to (or hinder) teachers' intrinsic motivation, specifically autonomy, competence and relatedness. This research generates hypotheses that can be tested in future studies.

Since Arab countries are in need of educational reform and school restructuring, this case study gives recommendations for school principals regarding involving kindergarten teachers in the school's decision making as part of school change and improvement. Moreover, the findings of this study can be significant for practitioners in similar schools as they can give head teachers, principals and administrators an insight to identify the areas where kindergarten teachers do and do not have adequate input in decision making.

The findings can also help teachers and administrators understand how teachers experience autonomy, competence and relatedness when they take part in the school's decision making. School heads and principals may, based on the findings of this study, decide to empower their kindergarten teachers by involving them in different decision making processes or take a completely different path.

The findings of the study could be of interest to school principals and educators in order to improve the educational practices in the early years and to improve teachers' social status and motivation through empowering them. The study also gives recommendations to school principals to consider various teacher training programs to give them the necessary skills and knowledge to be able to participate in the decision making process. The study can also recommend school principals to satisfy the needs of the teachers by focusing on work content factors which are intrinsic to the work itself such as empowerment.

Overview of Methodology

The study took the form of a qualitative research with a case study design. The study aimed at explaining the experiences of the kindergarten teachers' level of involvement in PDM in the areas of curriculum, instruction and management. The study also aimed at understanding the role of PDM on teachers' intrinsic motivation, whether such an involvement contributed or hindered their motivation. To collect data, documents, questionnaires and interviews were used in this case study. The participants were 24 kindergarten teachers and three directors. Data was analyzed qualitatively through content analysis and constant comparative method. In the content analysis, coding was done and patterns were derived and from the patterns themes were emerged. Constant comparative method was used to compare the answers of the participants with each other. Inter-coder reliability was used to establish the reliability of the codes.

Limitations of the Study

Since this research involved a case study design, the results can't be extrapolated to wider population. They can be generalized only to schools having similar characteristics.

In this study, teachers' subjectivity was a limitation that needs to be highlighted. In fact, many of them were somehow biased and subjective while being interviewed. Subjectivity came

in various forms: Being skeptical about sharing experiences was an aspect present among some teachers although they were informed about the terms of confidentiality. Moreover, some information or experiences might not have been fully disclosed due to selective memory where teachers would have selected and shared the experiences of events that occurred at some point in the past. Attribution was another point in case. Some teachers during the interviews attributed positive events and outcomes to their own self and attributed negative events and outcomes to the directors. In order to minimize subjectivity and bias, triangulation of data helped to verify the results, and to support the accuracy of the themes mined out of the interview transcripts. However, it was not possible to overcome these issues completely.

Although different sources of data were used, one of the limitations of this study was that observations were not conducted to gather data about the school climate and relationships among colleagues and administrative members. Observing teachers in the classes, directors in their offices, as well as teacher-teacher and teacher-director interactions would have been helpful to understand the types of decisions taken by the teachers in their classes and their involvement in the decision making process. In addition, observations would have helped to further understand the school culture and how the directors viewed teacher participation in decision making.

Researcher's bias was another limitation since researcher's own subjective feeling may have influenced the case study especially while interpreting and analyzing data. Because data analysis was descriptive and heavily dependent on the interpretation of the researcher, the researcher's subjective opinion might have intruded in the data analysis and interpretation. Despite the fact that subjectivity is sometimes considered strength of case studies, the researcher tried to minimize it as much as possible. Accordingly, the data was analyzed systematically and different sources of data were used to triangulate the results. Moreover, checking of codes by a

second graduate student and member checking of the interviews by the participants were conducted.

Operational Definitions

Participatory decision-making (PDM): The process whereby the principal engages all members of an organization in jointly identifying its vision, goals, and strategies and involves them in areas of decision making (Spillane, 2005).

Participation: Refers to the extent of involvement in decision making, at which levels, on which issues, with what level of desire, and with what sources of power (Ho, 2010).

Intrinsic motivation: Motivation that comes from inside the individual and which refers to engaging in an activity for its own sake, for the pleasure and satisfaction derived from participating in it (Ryan & Deci, 2000).

Curricular and instructional domain: The degree of involvement of teachers in choosing, determining and designing curriculum and teaching strategies/methodologies.

Managerial domain: The degree of involvement of teachers in human resources management (staff development, recruiting teachers) and financial management (school budget).

Lebanese kindergarten teacher: A person who has the Lebanese nationality and who teaches or has taught a class of children between ages 3 to 5 at the participating school.

Autonomy: According to self determination theory developed by Deci and Ryan (2000), autonomy refers to the need to experience as the initiator of action to self-regulate one's own behaviors and it is the desire to have choice and desire to act independently rather than having external pressures and rewards to determine one's actions.

Competence: According to self determination theory developed by Deci and Ryan (2000), competence refers to the need to engage in optimal challenges and experience mastery of one's endeavors.

Relatedness: According to self determination theory developed by Deci and Ryan (2000), relatedness refers to the need to seek attachments and experience feelings of security, belongingness, and intimacy with others.

CHAPTER 2

Literature Review

Chapter Two presents a review of the research literature available concerning PDM, the role of neo-liberalism on schools and its impact on schools' decision making. This chapter also provides research studies on teachers' level of involvement in the decision making process. Teacher motivation is also explained from the perspective of self determination theory. Moreover, various studies are provided to explain how empowerment through PDM can be motivating.

Educational researchers have long studied PDM and they found out that staff involvement improves job satisfaction, provides higher levels of employee morale and motivation, contributes to greater commitment to organizational goals, and develops a collaborative spirit among all members of the organization (Fulton & Leech, 2008; Cheng, 2008). Participating in the school's decision making creates an environment where teachers feel valued and able to contribute to the school goals and empowers them by delegating authority and responsibility, thus strengthening their perception of personal ability and fostering their beliefs that they can create the results they really desire (Sarafidou & Chatziioannidis, 2013). This empowerment of individuals is considered fundamental for enhancing their morale and motivation, increasing levels of job satisfaction and promoting a sense of responsibility and commitment to organizational effectiveness and improvement (Sarafidou & Chatziioannidis, 2013).

The Role of Neo-liberalism in Schools and Education

Education in the United States has been increasingly transformed to meet the competitive needs of corporations within globalized markets (Hursh, 2000). Education is being reshaped to

support the dominant neo-liberal economic policies promoted by government and corporations and it is being redefined in terms of its contribution to the economy (Hursh, 2000). Neo-liberalism can be defined as shifting the economy from the public sector to the private sector and giving the economy the freedom by removing barriers and restrictions such as reducing deficit spending, limiting subsidies, removing fixed exchange rates, opening up markets to trade by limiting protectionism, privatizing state-run businesses, allowing private property and deregulation (Shah, 2010). Schools are less evaluated for whether students become liberally educated citizens but whether they become economically productive workers. That's why educational policy makers are demanding for standardization, testing, and accountability. Schools, teachers and students are being assessed and evaluated based on the test results obtained and that's why teachers are being forced to teach for the test resulting in simplified and degraded teaching and learning (Hursh, 2000).

In terms of education and schools, the aim of neo-liberalism is to prepare students for the labor market and to produce efficient productive workers who are able to adapt and develop new skills (Hursh, 2000). However, on the other hand, these students who will be the future workers are alienated from their creative capacities. As Harvey notes, "on the one hand capital requires educated and flexible laborers, but on the other hand it refuses the idea that laborers should think for themselves. While education of the laborer appears important it cannot be the kind of education that permits free thinking." (Harvey, 2000, p. 103)

Neo-liberalism, through the use of standards, assessments, and accountability, aims to restrict educators to particular kinds of thinking, thinking that conceptualizes education in terms of producing individuals who are economically productive. Education is no longer valued for its role in developing political, ethical, and aesthetic citizens. Instead, the goal has become to

promote knowledge that contributes to economic productivity and to produce students who are compliant and productive (Hursh, 2000).

Neo-liberalism and Participatory Decision-Making

Teaching is considered an intellectual endeavor. Aristotle believed that teachers can obtain happiness by experiencing satisfaction and self-realization while teaching (Shim, 2008). However, with the development of technology and sciences as well as the Industrial Revolution that started in Britain in the 19th century, teaching became a mechanical process and an instrumental endeavor since the teachers' role was transformed into efficient manufacturers (Kliebard, 1975). People who owned capital, strong business organizations, governments and curriculum developers interfered and hindered decision making from taking place at the school level. They set policies and goals to be followed and achieved (Pinar, 2004). The school became a skill-and-knowledge factory (or corporation) and teachers became factory workers (Pinar, 2004). Curriculum, during the Industrial Revolution, focused on the 'three Rs', practical activities and manual training (Lawton, 2013). The teacher's role was to teach the practical skills for the working class through the use of standard repetitive exercises (Gillard, 2011). Since there was no governmental regulation, power and decision making was in the hands of the upper class (bourgeoisie) who started exploiting the working class (proletariat) (Lawton, 2013). Therefore, teachers were turned into passive robots and their intellectual judgments were narrowed down.

Similar to capitalism, neo-liberalism has also left its impact on schools and education. Under neo-liberalism, teaching became like a banking process dehumanizing learners because of blocking their autonomous and critical consciousness (Smith, 2003). Under a neo-liberal regime, schools are commercialized by being held accountable and responsible for the outcomes they achieve. Students' performance and achievement scores (test scores) are emphasized to cultivate

competition among the schools. So teachers are transformed from scholars and intellectuals to technicians whose aim is to have students achieve high test scores (Pinar, 2004).

Moreover, curriculum and instruction are directed at producing workers in the new globalizing market system, and disregarding pedagogical issues, such as how children best learn and how teachers can best teach humanely from issues of educational management (Smith, 2003). Neo-liberalism emphasized hierarchical decision making with experts conceptualizing educational goals, curriculum, and pedagogy to be carried out by teachers (Hursh, 2000). However, teachers should be the decision makers regarding curriculum and pedagogy since teachers know their students best. Teacher participation in decision making in the curriculum and pedagogy can be viewed as a mechanism to ensure that decisions are based on the development and well being of students (Ho, 2010). But when teachers follow only set policies and a set curriculum, they become passive robots that receive and carry out unjust orders (Shim, 2008). If teachers become passive robots, then their interaction with their students also becomes passive (Shim, 2008).

Schools under the competitive neo-liberal policies are set only to attain a formal productivity and effectiveness, minimizing critical consideration. Moreover, neo-liberalism does not advocate teacher participation in the decision making process since decisions are taken at the top of the hierarchy and passed down to the teachers to follow. Therefore, teachers need to analyze how neo-liberal policies restrict the learning process and also need to try to participate directly in the formulation of the school policies so as not to become passive recipients (Shim, 2008).

The Need for Teacher Empowerment

Since neo-liberalism turned schools into business organizations, schools became more of a bureaucratic institution. Advocates of bureaucracy view schools as agents of government where decision making and controls are administered through hierarchical order. Policies are made at the top of the system and are handed down to administrators who translate them into rules and procedures (Glenn, 1990). Teachers follow the rules and procedures (class schedules, curricula, textbooks, lesson plans) and students are taught according to them (Glenn, 1990).

Hence, teachers' voices are rarely being heard in schools. McMurty (1998) said that "as public education is increasingly stripped of its resources and bent to the demands of the global market, the only remaining institutional ground of human intelligence and reason is undercut". For instance, in South Africa teachers were being deprived of their abilities to teach their own knowledge due to forced compliance with educational and social policies (Hlebowitsh, 2012).

Since bureaucracy hinders teachers' involvement in decision making, teacher empowerment came as a reaction to the bureaucratic organizations of schools (Glenn, 1990). Empowerment is defined as the opportunities an individual has for autonomy, choice, responsibility, and participation, in decision making in organizations (Lightfoot, 1986). Empowerment consists of enabling experiences, provided within an organization that fosters autonomy, choice, control, and responsibility, and allows the individual to display existing competencies as well as learn new competencies (Dunst, 1991). Empowered schools create opportunities for competence to be developed and displayed. One of the dimensions of empowerment is the participation of teachers in decisions that affect their work. Providing teachers with a role in the school's decision making is a key element in empowerment (Short, 1994).

Sarason (1992) stated that teachers must be an integral part of decision making if changes are to be truly effective, since it is up to the teachers to be the main implementers of change in the schools. A study conducted in Ohio on 10,544 classroom teachers in 307 public schools measured the dimensions of teacher empowerment in restructuring education noted that such restructuring will not improve schools if undertaken solely from an administrative or management point of view. The results of the study also indicated that teacher empowerment was not well incorporated in the decision making process. In general, teachers have not been prepared to take on these roles and administrators have not been prepared to accommodate this level of teacher involvement (Klecker & Loadman, 1998).

Therefore, leaders should create an environment that is empowering, positive and motivating. According to Vogt and Murrell (1990), leaders can nurture empowerment in the workplace by encouraging and establishing positive, collaborative relationships and by facilitating decision making that enhances both personal and organizational growth.

Participatory Decision-Making and Teacher Motivation

Dewey (1903) recognized the need for PDM by stating that the school system is democratic if every teacher makes judgments about educational matters that affect the school system.

PDM owes much of its popularity to a classic study by Coch and French (1948) that underscored the value of involving factory workers in changing their work roles. Coch and French conducted experiments on the effect of involving employees in changing work procedures in a manufacturing organization. High-involvement groups, in which employees were involved from the beginning, not only outperformed the non-participating groups but also increased productivity, while the non-participating groups' productivity dropped and grievances

and quits increased. The high-involvement groups also outperformed groups allowed to choose between predetermined outcomes (Coch & French, 1948). Mullins (2005) states that staff participation in decision making leads to higher performance which is necessary for survival in an increasingly competitive world.

When teachers feel disempowered and powerless in their teaching profession, they become de-motivated since they experience professional self doubt and question their individual self worth in the educational system (Overton, 2009). As Sarason (1996) explained that when one's ideas, opinions and interests are not heard and when one's role is to conform to others and to do what one is told to do, feeling of powerlessness results which can have self-defeating consequences for everyone in the school (Sarason, 1996).

PDM in schools has been included in research regarding school effectiveness and teacher empowerment (Sergiovanni, 1992). Leaders should engage all members of an organization in identifying its vision, goals, and strategies and involve them in key areas of decision making (Spillane, 2005). Teacher participation helps build leadership capacities, fights the bureaucratic system of schools and has been associated with the efforts of school democratization (Cheng, 2008).

Current school environments often seem to work against teachers' efforts and rewarding professional work is limited (Kocabaş, 2009). School principals need to find ways to keep teachers in the profession and keep them motivated since it is empirically known that motivated, satisfied teachers with high morale tend to be more committed to their duties and also more productive in their work (Duze, 2011).

Therefore, in order to increase teachers' motivation, school administrators cannot neglect the importance of teachers' participation in school's decision making. A study conducted on 182

secondary teachers in Hong Kong investigated how school support of teachers' involvement in project-based learning was related to teachers' motivation and willingness to persist in project-based learning. The results indicated that when teachers perceived their schools as being more supportive of teacher competence and autonomy, they had higher motivation in project-based learning and stronger willingness to persist in this educational innovation. Perceived school support predicted teachers' attitude for future persistence both directly and indirectly through its influence on teacher motivation (Lam, Cheng & Choy, 2010).

Due to the recognized importance of motivation in education, definitions and explanations regarding motivation present a wide diversity. Some argue that motivation is personal and internal and relies on needs, interests, curiosity and enjoyment (Hoy & Miskel, 2005). Other explanations are linked to external and environmental factors such as incentives, rewards, pressure, punishment, and so on (Hoy & Miskel, 2005). Deci and Ryan (2000) classify motivation, in terms of its sources, under two categories, namely extrinsic motivation and intrinsic motivation. *Intrinsic motivation* refers to engaging in an activity for its own sake, for the pleasure and satisfaction derived from participating in it. *Extrinsic motivation* refers to engaging in an activity for instrumental reasons rather than for the intrinsic qualities of the activity (Ryan & Deci, 2000).

Teachers bring with them needs and develop their own personal orientations and understanding of their roles. Schools like any organization exist to serve human needs as much as to attain organizational goals. Although teachers occupy roles and positions in schools, they are not merely actors void of unique needs; in fact, human needs and motivations are key elements in determining how individuals behave in organizations (Hoy & Miskel, 2005).

An individual's motivation level is dependent on the material and social benefits one can gain from the institution one works in. It is not just their physiological needs that need to be met by the organizations they work for. The individual also has social and psychological needs to be addressed by an employer (Kocabaş, 2009). The motivation-hygiene theory developed by Herzberg (1964) explains how an individual's social, psychological and physiological needs are addressed or hindered at the work place. Herzberg conducted a study on engineers and accountants and based on the results he concluded that factors leading to motivation do so because they satisfy the individual's need for self-actualization and promote psychological growth (Hoy & Miskel, 2005).

Studies have shown fairly conclusively that teachers are motivated more by intrinsic rather than by extrinsic rewards (Hoy & Miskel, 2005). Herzberg (1964) distinguishes between extrinsic rewards surrounding a job (such as salaries, fringe benefits, and job security), and intrinsic rewards of the job itself (such as self-respect, sense of accomplishment, and personal growth). In a study of 167 teachers, Sylvia and Hutchinson (1985) concluded that when teachers are given the freedom to try new ideas, they achieve a certain level of responsibility and intrinsic work elements that support teacher motivation.

Therefore, PDM defined as involving teachers adequately to make and take decisions collectively, is crucial to motivate teachers since the success of any organization is dependent upon satisfying the needs of the members of the organization as well as sustaining organizational goals. Participation in the decision making process may be perceived as one method of satisfying individual work needs (Ogundele, 1995). Moreover, administrators can boost morale and motivate teachers to excel by means of participatory governance (Ellis, 1984). In a survey conducted by Brodinsky and Neill (1983), the majority of school administrators (and

teachers) cited that participation in decision making effectively improved morale and motivated their staffs.

According to the self determination theory, people have innate psychological needs that are the basis for the self motivation and they are: competence, autonomy and relatedness (Ryan & Deci, 2000). Ryan and Deci (2000) postulated that the needs for competence, autonomy, and relatedness are three fundamental and universal needs of people. Deci and Ryan (2000) argue that satisfaction of these basic psychological needs provides the base for motivation.

Self determination theory emphasizes human natural growth toward positive motivation; however, this is thwarted if human psychological needs are not fulfilled (Ryan & Deci, 2000). Hangreaves (1994) noted that teachers' psychological needs may be threatened by failing to allow teachers' authentic voices to be heard. The needs for competence, autonomy and social relations and self-actualization are some of the key needs that motivate teachers and influence their perceptions and intellectual understandings of their organizational roles (Hoy & Miskel, 2005).

To motivate teachers, school principals can create an empowering working environment that satisfies the psychological needs of the teachers. Moreover, needs for autonomy can be enhanced by encouraging individuals to make their own choices, plan their own courses of actions and accept responsibility for the consequences of their choices (Hoy & Miskel, 2005). Therefore, PDM is of importance since it gives the teachers a sense of control over their external environments and opportunity to make choices, to control their own outcomes and to determine their own fate (Lepper, Sethi, Daldin, & Drake, 1997).

Teachers' Involvement in Participatory Decision-Making

Many school principals tend to exclude teachers from the decision making process that directly or indirectly pertain to them in the immediate school environment and/or the outer educational system. Decisions taken without the input of the teachers are bound to face indifference or resistance and teachers might disregard a decision which can lead to school's failure (Duze, 2011). A study conducted on 612 secondary teachers in a Nigerian secondary school indicated that teachers were indeed grossly deprived from participating in decisions that pertain to them directly or indirectly in the school system (Duze, 2011). The study also found out that teachers' low level of participation in administrative decisions significantly influenced their attitude towards school work and school's internal discipline thus undermining accomplishment of set instructional objectives/educational goals (Duze, 2011).

The focus of decision making in schools rests mainly with Head teachers, administrators, principals, Board of Governors (BOG) and Parents Teachers Association (PTA). They make important decisions such as choice of curriculum, material, type of test used to evaluate instruction, mode of teacher motivation and disciplinary decisions with minimal teacher involvement (Kiprop & Kandie, 2012).

Although teachers as professionals desire to participate in decision making in the organizations in which they are employed (Cheng, 2008), some school heads prefer not to involve teachers in the decision making process to avoid immature decisions (Ho, 2010). For instance, a study conducted by Li (2006) in Hong Kong preschools indicated that developing school-based curriculum demanded highly qualified teachers. However, the preschool teachers involved in the study did not have the sufficient professional knowledge to participate effectively in curriculum and pedagogical decisions due to their low level of qualification and low level of

training since before 1997 the Hong Kong government took a passive role in preschool education and services and provided little support in teacher training (Li, 2006).

After 1997 policy makers in Hong Kong started introducing new policies to provide quality education in the early years such as upgrading teacher qualifications, implementing a quality framework for the pre-primary education and introducing new curriculum guidelines. Yet, in recent years, more preschool teachers feel deprived in the process of curriculum decision making (Ho, 2010). A study conducted on 185 preschool teachers in Hong Kong concluded that teachers usually perceived their roles and responsibilities only in terms of implementing the curriculum plan imposed by the school management rather than being autonomous professionals who had the right to participate in decision making (Ho, 2010).

The preschool teachers felt deprived since they had greater desire for greater participation in pedagogical and curriculum decisions allowing individual student need to be met and promoting continuous improvement in practice (Darling-Hammond, Hightower, Husbands, LaFors, Young, Christopher, 2005). The reason preschool teachers desired greater participation in curriculum decision making is because they became better equipped with professional knowledge and became more aware of their professional responsibilities for the quality of teaching after receiving advanced training (Ho, 2010).

Moreover, the findings of this study indicated that teachers generally have a desire for greater participation, but that they want increased participation in those areas related to curriculum, pedagogy and assessment but not in others. The reason is that teachers know what is best for their students and are responsible for their learning outcome and achievement. Therefore, teachers should have the right to participate in curriculum and pedagogical decisions

allowing individual student needs to be met and promoting continuous improvement in practice, rather than just complying with imposed standards (Ho, 2010).

Since participation differs according to the domain of decisions, principals tend to involve teachers more in the students' affairs and instructional issues rather than in the school administration and managerial domain (Somech, 2010). A study conducted on 143 primary teachers in Greek primary schools studied teachers' actual and desired involvement in three domains of decision making which are: student matters, teacher matters and managerial decisions. The study revealed discrepancy between the actual and desired levels of participation that showed significant deprivation across all decision making domains. However, the actual participation in decisions concerning student matters and teacher matters was quite high, but low in managerial decisions. School administration was the domain where teachers reported the lowest levels of participation, as well as the greatest levels of deprivation (Sarafidou & Chatziioannidis, 2013). A study conducted on 104 secondary school teachers in Kenya revealed that teachers were not effectively involved in decisions dealing with finances and dissatisfaction was apparent in teachers' involvement in making decisions related to school finances and policies (Kiprop & Kandie, 2012).

PDM provides a platform for teachers to work collaboratively with their colleagues and the principal. Such processes cannot flourish under a controlling, bureaucratic or authoritarian leadership (Ho, 2010). The principal is responsible for providing her/his staff with opportunities for participating in decision making, working with them as partners and devolving authority and power, thus building leadership capacity for all (Pashiardis, 1994). A study conducted on 660 elementary teachers and 44 principals in Washington public schools studied how Principals' Empowering Behaviors (PEB) relates to teachers' intrinsic motivation (Davis & Wilson, 2000).

Principals' empowering behaviors were defined in the study as exhibiting good self-awareness, handling ambiguity, exhibiting a good understanding of group dynamics, encouraging working collaboratively, recognizing each person's uniqueness, having a vision to chart the course of the future, and having an internal process for renewing the school (Davis & Wilson, 2000). The findings showed a significant relationship between PEB and teacher motivation. The higher the PEB score, the higher teachers' overall motivation score. The more the principals participate in empowering behaviors, the greater the impact teachers feel they are able to make by fulfilling work-related tasks (Davis & Wilson, 2000). The findings showed that principals' empowering behaviors centering on the intrinsic or personal power of teachers explained 14 percent of the variability in teacher motivation. More specifically, the more the principals engaged in behaviors that were personally empowering, the more the teachers saw that they had choices they could make in completing their work and the greater the impact they perceived they were making through their efforts (Davis & Wilson, 2000).

Dark Sides of Participatory Decision-Making

Although PDM has shown positive outcomes in educational organizations (Somech, 2010), research suggests that teacher involvement in decision making may detract teachers from teaching and may bring potential dangers (Conway & Calzi, 1996). Weiss (1994) conducted a study on 12 high schools and concluded that teachers in shared decision making felt more professional and enjoyed the increased authority and collegiality, but the results of the study did not relate to increased emphasis on teaching and the teachers' work was not enhanced. Another study conducted by Conway and Calzi (1996), reported that when teachers were delegated power and were involved in decision making concerning choosing their leaders, they started serving their own interests rather than serving the needs of the students since the teachers focused on

personal concerns rather than educational outcomes and students well-being. For instance, in one of the school districts, a new superintendent requested elementary teachers to modify their own created programs in order to serve the needs of all the students since their program targeted only white youngsters. Teachers became skeptical and rigid to change their own created program. They felt they owned the program and resisted towards any change since they refused to relinquish control. This case shows that teachers were trying to satisfy their own needs rather than working for the welfare of all the students (Conway & Calzi, 1996).

Besides serving their own needs, teachers can become skeptical of the principal's abilities. According to Conway and Calzi (1996), when teachers trust their principals, participation becomes less crucial. Teachers' morale and the school's quality declined when the principal, who was running the school for 23 years autocratically, was asked by the school district to adopt PDM where decisions were everyone's responsibility. Teachers' morale declined since they believed that making decisions were not their job or responsibility. Moreover, they gained their principal's trust for years and they knew what was expected at the school. Once they were involved in the decision making process, they were no longer able to predict the outcomes, so their trust diminished (Conway & Calzi, 1996).

Some teachers might lack the skills, competence and knowledge required to reach a decision and therefore some decisions might be misinterpreted. Hence, principals need to find out the capabilities and interest of the individuals on their staff and assign them their desired level of participation (Ho, 2010).

Research Studies on Teachers' Participatory Decision-Making in the Arab Region

Participation in decision making has been positively related to the individual teacher's satisfaction with the profession of teaching and participating in the formulation of policies has

been an important factor in increasing teacher's morale and enthusiasm for the school (Hoy & Miskel, 2005).

Studies conducted by Al Sufiani (2012), Al Baloushi (2002) and Al Hadhoud (1996) have focused on elementary, intermediate and secondary teachers' involvement in decision making. The study conducted by Al Sufiani (2012) in Taif, on 1031 teachers studied the secondary teachers' participation in secondary public schools. The study identified the degree of teachers' participation in school decision making related to student affairs, teachers, curricula and methods of implementation, local community, school facilities and financial matters. The results of the study concluded that the degree by which the teachers participate in the school's decision making was low; however, the degree by which teachers participate in the school's decision making related to the student affairs was average.

Another study conducted on 372 secondary teachers in Oman by Al Baloushi (2002) found out that teachers were highly involved with their principals in participating in instructional decisions. A study conducted by Al Ashhab (2001) on 438 Palestinian teachers revealed that teachers' involvement in curricular decisions in public and private schools was high, but their involvement in financial issues was low.

A study done in Kuwait in 1996 by Al Hadhoud on 600 teachers teaching in elementary, intermediate and secondary levels concluded that teachers' involvement in the decision making process was lower than the mean average since most of the decisions were taken by the school principals. Moreover, the study found out that bureaucracy, centralization and policy makers were barriers for decision making at schools (Al Hadhoud, 1996).

These studies show that teachers' involvement in school's decision making in general was low as decisions were done at the top of the hierarchy due to bureaucracy. Teachers were

mainly involved in decisions related to curriculum and instruction and they were somehow involved in decisions related to student affairs. Moreover, the studies conducted showed that teachers' involvement whether in the elementary, intermediate and secondary levels had somehow similar results.

Therefore, this case study aims at understanding whether similar results can be obtained having kindergarten teachers as the main participants in the study and whether kindergarten teachers' involvement in decisions pertaining to curriculum, instruction and management would yield different results than elementary, intermediate and secondary teachers' involvement.

Since 1997-1998, the Lebanese educational system has been undergoing a series of reforms aimed at updating curricula and teaching methodologies while making educational programs more relevant to the needs of regional and global labor markets (Sedgwick, 2000). However, the Lebanese educational system is still facing a major problem which is the influence of sects on educational decisions and curriculum and the diversity and variations of schools' goals and mission (Frayha, 2009). Therefore, teachers' voices and concerns regarding teaching practices are rarely being heard under the influence of politics and sects.

According to Mattar (2010), the political unrest that Lebanon has suffered during the war period (1976-1990), has imposed severe economical and fiscal problems that affected the Lebanese education. The government cut back on teacher training, instructional supervision and school construction. In the early 1990s and with the end of the civil war, Lebanon started to feel that there are issues other than politics that need urgent interference; such as education. Public schools were inspected regularly and frequently giving the impression that ineffective and inefficient teachers are to be punished and any deviation from the law is to be detected (Mattar, 2010). Then came the progress of curriculum reform and the school restructuring that the

Lebanese Ministry of Education and Higher Education (MEHE) have implemented. Due to all these changes that had occurred during the post-war period, some teachers found themselves unable to cope with the new curriculum (Mattar, 2010).

The kindergarten curricula in the Arab countries (Lebanon, Jordan, Sudan and Syria) were too traditional and formal and did not reflect the best practices. They focused on conformity, obedience, submission, group consciousness, and interdependence without focusing on any critical skills (Watfa, 2000).

Moreover, most of the practices implemented in the early years in some Arab countries were dominated and taken from Western values, beliefs, practices without considering the social context and the impact of different ideologies on education as well as the effect of political systems and structures on schooling systems when examining other countries (Faour, Hajjar, Bibi, Chehab, & Zaazaa, 2006). Therefore, in order to improve teaching and learning, teacher involvement in curricular decisions is very crucial especially since teachers are the main implementers on the ground. Lack of teacher involvement may lead to improper monitoring of students which may lead schools to fail to achieve their goals. Moreover, teachers' indifference towards the decisions taken can affect their productivity and motivation.

School reforms in the Arab countries has been mostly dominated by top-down mandates characterized by centrality of decision making driven by political agendas, and dependent on outside "experts" with no voice for the practitioners at the school level (El Amine, 2005; ALECSO, 2008; Arab Knowledge Report, 2009; MENA Report, 2008). As part of school reform, Arab societies paid limited attention towards taking measures towards decentralizing decision making, allowing teachers, educators, parents, students, and other stakeholders to influence the formation of education objectives, policies, and resource allocation, either at the

national or local levels, and building human capacity through professional development (MENA Report, 2008). The MENA Report (2008) recommends measures to provide enabling structures that encourage teachers to take responsibility and initiative, and build their capacity to become creative problem solvers, capable of crafting solutions based on the specific needs of the students and the school.

To help some Arab societies reform their schools, TAMAM (*al-Tatweer Al-Mustanid ila Al-Madrassa*) project was launched in 2007 by a group of professors. According to TAMAM project, school reform or improvement is a collective endeavor and teachers are the locus of effective educational reform. Therefore, teachers need to be trained and empowered through professional development to have the necessary skills and capacities to use towards school improvement (Akkary & Rizk, 2011). The main goal of TAMAM is to empower practitioners at the school level to play an active role in initiating, planning and implementing school improvement and contributing their voice to the policy making process in their schools and their country. Teachers themselves identify instructional and school practices they believe to be in need of improvement or change (Akkary & Rizk, 2011).

A study conducted on 203 teachers working in Lebanese intermediate public schools shed light on teachers' motivation by examining the following factors: recognition, organizational climate, teamwork and collegiality, school restructuring, teachers' involvement, professional growth and teachers' conscience and their mother-figure role. The study revealed that teachers were not satisfied and motivated. Moreover, teachers were dissatisfied and liked to be involved in the decision making process since the principal was the only decision maker in their school. Data revealed that few of the participating teachers were motivated by their current level of participation in the decision making process related to school curriculum reform and school

restructuring. Thus, teachers at the schools surveyed showed a need for a higher level of involvement from their part in the decisions related to school matters taken by the principal (Mattar, 2010).

Summary

This chapter reviewed the role of neo-liberalism on PDM in schools and its influence on teachers' involvement in the decision making process. Various studies showed that teachers' actual level of involvement in decision making process in general is still low and that they want greater participation in decisions pertaining to curriculum and instruction since they feel they are responsible for their students' learning. PDM can empower teachers and motivate them. Teacher empowerment and motivation was explained from the perspective of self determination theory. This chapter also summarized the research studies conducted in the Arab regions on teachers' involvement in PDM. In order to understand Lebanese Kindergarten teachers' involvement in PDM in curriculum, instruction and management, Chapter Three describes the methodology and the study design used in conducting this case study.

CHAPTER 3

Methodology

The present research aimed at describing Lebanese kindergarten teachers' experiences about their involvement in PDM especially in the areas of curriculum, instruction and management at a private school in Lebanon. The study also aimed at exploring the kindergarten teachers' involvement in the school's PDM processes and the contribution (or hindrance) that such an involvement might have with respect to their autonomy, competence and relatedness.

This chapter presents the research design, the characteristics of the school selected (the case) and the characteristics of the participants in the study. It describes the research methods used in data collection and the methods used in data analysis to answer the following research questions:

- 1) What are some of the experiences of the kindergarten teachers in participatory decision-making in curriculum, instruction and management?
- 2) To what extent are the kindergarten teachers involved in participatory decision-making in the areas of curriculum, instruction, and management?
- 3) How does the teacher involvement in participatory decision-making contribute to (or hinder) teachers' intrinsic motivation with respect to their autonomy, competence and relatedness?

Research design

The study involved a qualitative research. According to Leedy and Ormrod (2005), qualitative research typically answers questions about complex natural phenomena, always with the purpose of describing and understanding the phenomena from the participants' point of view. The qualitative approach was appropriate for this research since it aimed at describing and

understanding the experiences of kindergarten teachers regarding their participation in decision making.

The study adopted a case study design. A case study is an intensive, holistic description and analysis of a bounded phenomenon such as a program, an institution, a person, a process, or a social unit (Merriam, 1998). Case studies aim to offer a richness and depth of information by capturing as many variables as possible to identify how a complex set of circumstances come together to produce a particular manifestation (Merriam, 1998). According to Yin, in case studies six sources of data are used to collect data such as documents, archival records, interviews, direct observations, participant observation, and physical artifacts (Yin, 1994). To collect data, documents, questionnaires and interviews were used in this case study. Multiple sources of data were used to triangulate the results. Triangulation occurs when two or more independent sources all point to the same set of events or "facts" (Yin, 2004).

Descriptive and exploratory case study was used since the aim was to describe the natural phenomena which occurred within the data in question and to describe the data as they occurred (Yin, 1984). Moreover, a thick description was provided about the case to support the phenomena. The purpose of descriptive case study research was to describe that particular case in detail and take learning from that and develop theory from that approach (Merriam, 1998). Moreover, exploratory case study was also applied in this case study since the second research question explained kindergarten teachers' involvement in the school's decision making process.

Case study method was used since the research addressed descriptive and explanatory questions (how and why questions) and aimed to produce a first-hand understanding of people and events (Yin, 2004). The case study took place in a school in Lebanon and was named the "*School*" for confidentiality. Single case was selected which was the *School*. The study aimed at

describing and understanding phenomena and answering questions related to the *School* (the case). The phenomenon studied here was the kindergarten teachers' involvement in PDM in the curricular, instructional and managerial areas. The study aimed at understanding how teachers' involvement in PDM contributed or hindered their intrinsic motivation. The interest was in the process rather than the outcomes, in context rather specific variables, in discovery rather than confirmation (Merriam, 1998). Moreover, the study took place in a natural setting and in real-life context to understand how the case was influenced by its context (Yin, 2004). The use of case study method gave an opportunity for aspects of this phenomenon to be studied in depth within a limited time frame since the case study evolved between the years 2011 till 2014.

The participants in this study were 24 kindergarten teachers and three directors. The time frame between 2011 and 2014 was selected to study the phenomena since lot of changes has been done in the *School's* curriculum and instruction through the integration of technology in the classes which was implemented in the year 2013. The use of TV and I-pad was integrated in the kindergarten classes and curriculum; interactive whiteboards were introduced in the elementary, intermediate and secondary levels. Teachers were given workshops and were trained to integrate technology in their curriculum and instruction. Moreover, this time frame was used to understand the changes in the school's decision making process and to understand whether kindergarten teachers were involved in these curricular, instructional and managerial changes through participating in decision making.

The *School*

The *School* is a non-profit, non-sectarian institution that does not belong to any religious organization or political party. The *School* is licensed by the Ministry of Education and follows the Lebanese rules and regulations. It is a private school funded by tuition fees only. The number

of students enrolled in the *School* is about 1300 and the statistics conducted at the *School* showed growth in the students' enrollment rate in the last 10 years. The students come from medium to high socio economic backgrounds. The *School* is considered to be an international school as it reflects diverse community and international mindedness and caters students and teachers from different nationalities.

The *School* structure consists of the Board which is on top of the hierarchy, followed by the directors, coordinators, teachers and assistant teachers being at the bottom of the hierarchy. The role of the director is to serve as a chief administrator in developing and implementing policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member, to supervise all school personnel and to report to the general director.

The *School* has high tech classes and student-centered approaches to teaching are emphasized from K till Grade 12. The *School* does not cater special needs students since it does not have the special needs program and facilities. The *School* has two different curricula; the Lebanese curriculum and the International curriculum. Each department has a coordinator whose role is to orient, train and guide teachers and assist them in their profession by giving workshops. The coordinator also monitors teachers' lesson plans, tests, assignments to ensure that student-centered approach and strategies are being implemented in all the classes.

In the Kindergarten at the *School*, the aim is to create a fun, safe and stimulating atmosphere in order to expand children's love of learning, general knowledge, and ability to get along with others. The kindergarten curriculum provides educational experiences and practices for the children to develop their social, emotional, physical and cognitive skills. Students acquire

the skills through play and hands-on activities. All the subjects such as art, music, language, science, math, sports are all integrated in the themes taught in the different classes.

The Kindergarten section consists of the Nursery, KG1 and KG2 classes and each class has 2 sections. Technology is integrated in each class and it is used for educational purposes such as story-telling, teaching songs, dances, concepts etc. The number of students in each class ranges between 20-25. Each class has two kindergarten teachers working together. One is a classroom teacher and the other is an assistant teacher. According to the job description that is present at the *School*, the classroom teacher has more experience working in the *School*, is responsible for preparing lesson plans, is responsible for carrying the vision and mission of the *School*, attending planning meetings, applying age appropriate practices and activities, searching for resources, providing parents and administration with feedback about their students' academic performance, instructing and carrying out the lesson and activities. The assistant teacher is also responsible for carrying the vision and mission of the *School*, helps the classroom teacher in working in small groups with students, preparing the classroom materials, attending lesson plan meetings, and reporting student's well being to the classroom teacher.

Participants

In this case study, the 27 participants were eight former classroom teachers, eight classroom teachers, eight assistant teachers, two campus directors and one general director. The former teachers were kindergarten teachers who were at some point employed by the *School* and who have worked with children between the ages 3 to 5. In this study, the abbreviations TF1, TF2, TF3, TF4, TF5, TF6, TF7 and TF8 designate the former teachers. The classroom and assistant teachers were Lebanese kindergarten female teachers who were employed by the *School* when the study took place and who had been working with children between ages 3 to 5 in the

School. T1, T2, T3, T4, T5, T6, T7 and T8 were used to designate the classroom teachers while AT1, AT2, AT3, AT4, AT5, AT6, AT7 and AT8 were used to designate the assistant teachers.

In this case study, purposeful sampling was used to collect the most relevant data. The participants were purposefully chosen to fit the parameters of the research questions and purpose. The purpose behind choosing Kindergarten teachers is because they represented the typical case. Also, the participants were chosen based on certain criteria. The eight former teachers were classroom teachers who left the *School* between the years 2011-2013, they were qualified since they held B.A. in early childhood education, they taught at the *School* for more than two years, and were chosen based on their level of involvement in the decision making process (high involvement and low involvement) which were analyzed from the departmental meeting minutes according to the tasks they volunteered to carry out and from the interviews conducted.

Involving the eight former teachers in this case study was important to shed light on the existing phenomena from a different perspective by comparing their experiences with the experiences of the other teachers who are still employed in the *School*. By having these eight former teachers in the study, it revealed whether involving them in decision making hindered their motivation which might have led them to leave their job. Also, by comparing the interviews, the issue of motivation was studied in depth since the teachers who left the *School* might be the ones who were not motivated; whereas the teachers who stayed were the ones who were intrinsically motivated.

The eight classroom teachers and the eight assistant teachers were also selected based on criteria. These teachers were working at the *School* for more than two years and were involved in a one year professional development program to train teachers to use student-centered strategies. The participants' demographic data is presented in Table 1.

Table 1.
Participants' Demographic Data

Participants	Age	Years spent in <i>School</i>	Years of teaching experience	Education level
TF1, TF2, TF3, TF4, TF5, TF6, TF7, TF8	30 to 45	2 to 5 years	2 to 10 years	BA in Early Childhood Education
T1, T2, T4	>30 years	2 to 5 years	2 to 5 years	BA in Early Childhood Education
T6	<30 years	10 to 20 years	10 to 20 years	High school
T3, T8	45 to 55	20 to 30 years	20 to 30 years	BA in Law TS in Early Childhood Education
T5, T7	>30	2 to 5 years	5 to 10 years	High school BA in Business
AT1, AT5, AT7	> 30	2 to 5 years	2 to 5 years	BA in Early Childhood Education
AT2, AT6	30 to 40	2 to 5 years	2 to 5 years	High school
AT3, AT4	>30	2 to 5 years	2 to 5 years	BA in Business
AT8	>30	2 to 5 years	2 to 5 years	BA in journalism

The demographic data of the participants show that the eight former teachers' age ranged between 30 to 45 years, they all held BA in Early Childhood Education and had less than 10 years of teaching experience. The classroom teachers' age ranged between less than 30 and up to 55 years and three out of the eight teachers spent more than 10 years at the *School* and had more than 10 years of teaching experience. As for the assistant teachers they represent the young population in the study since 7 out of 8 teachers were below 30 years. All of the assistant teachers had less than 5 years of teaching experience and were working at the *School* for less than 5 years.

Both directors held MA in Education and had been working at the *School* for more than 10 years, had more than 10 years of teaching experience and had more than 10 years of

experience as a director. The role of the directors was to serve as the chief administrator of a school in developing and implementing policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member. The directors also reported school-related matters to the general director. Involving both directors in this case study was crucial to understand how decisions were arrived at school, to understand how kindergarten teachers were empowered and how the directors promoted kindergarten teachers in the school's decision making process.

Data Sources

The following sources were used to gather data: documents, questionnaire and interviews. Sources of data for the present study involved 37 minutes of departmental meetings conducted between the years 2011 and 2014, 17 minutes of general meetings conducted by the general director between the years 2011-2014, and 16 lesson plans purposefully selected between the years 2011 and 2014. In addition, Basic Need Satisfaction at Work Scale (BNSW-S) developed by Deci and Ryan (2000) and the questionnaire taken from Amisshah (2009) about the teachers' participation in decision making were used.

Table 2 shows the sources of data used in relation to the research questions. As shown in Table 2, interviews, questionnaire, meeting minutes and lesson plans were used to describe the experiences of the kindergarten teachers in PDM. To explain the kindergarten teachers' level of involvement in PDM in the areas of curriculum, instruction and management, meeting minutes, interviews, lesson plans and questionnaire were used. To explain how PDM contributes or hinders teachers' intrinsic motivation, interviews, questionnaire and BNSW-S were used.

Table 2.
Sources of Data Used in Relation to the Research Questions

Research Questions	Meeting Minutes	Interviews	Lesson Plans	Questionnaire	BNSW-S
What are the experiences of the kindergarten teachers in participatory decision-making?	X	X	X	X	
To what extent are the kindergarten teachers involved in participatory decision-making in the areas of curriculum, instruction and management?	X	X	X	X	
How does participatory decision-making contribute or hinder teachers' intrinsic motivation?		X		X	X

Departmental meeting minutes. After taking the consent of the *School* to participate in this study and to use their documents (Appendix A and B), the first step involved collecting all the documented and archived departmental meeting minutes that were conducted between the years 2011 and 2014. The departmental meetings were held by the kindergarten coordinator in the presence of all the kindergarten teachers and the minutes were also taken by the coordinator. The purpose of the departmental meetings was to plan for school events, discuss student matters, share teaching experiences and discuss teaching strategies, reflect and provide feedback on the themes taught and the implementation of the activities, to provide general school announcements and to give teachers the opportunity to discuss their concerns and to suggest ideas for the kindergarten department and to suggest ideas regarding the kindergarten curriculum and instruction with the aim of improving their practices. The departmental meetings were collected first in order to understand the kindergarten teachers' involvement in the kindergarten

department before moving to decisions on the school level. The departmental meetings were used to identify the potential participants and to describe the kindergarten teachers' involvement in the decision making process related to curriculum, instruction and management during the departmental meetings.

General meeting minutes. All the minutes of the general meetings between the years 2011 and 2014 which were archived at the school were collected. The general meetings were conducted by the general director and the minutes were taken by an assigned personnel by the general director usually one of the secondary English teachers. All the teaching and non-teaching staff attended the general meetings. The purpose of the general meetings was to provide general feedback about the work flow in the school, to announce the new changes taking place, to inform teachers about new decisions and to assign tasks to the teaching staff to contribute to these changes. The general meetings were used to understand whether decisions were reached through agreement via discussion and the role of the general director in encouraging teachers' involvement in the decision making process.

Kindergarten lesson plans. The lesson plans prepared and delivered by the kindergarten teachers between the years 2011 and 2014 was selected. One lesson plan from each former teacher was chosen since the eight former teachers were classroom teachers. However, 16 lesson plans were selected instead of 24 since the classroom teacher and the assistant teacher plan together and submit one lesson plan under the name of both teachers. The lessons were selected in a purposeful manner since the following units were chosen from each grade level. Animal unit was chosen for the Nursery class, Houses and Body Parts units were chosen for KG1 class, Means of Communication and Fairy Tales units were chosen from KG2 class. These units were chosen since they were taught consistently between the years 2011 and 2014 without any change

in the themes. The first week of the lesson was taken from each unit to explain the similarities and differences in the planning of the same units across 2011 and 2014 and to explain the similarities and differences of the implementation of the activities and teaching strategies to reflect on teachers' involvement in the decision of curriculum and instructional domain. The lesson plans were used as a support and evidence of kindergarten teacher's answers during the interview regarding their involvement in curricular and instructional decision making.

Questionnaire from Amissah (2009). The participants were asked to fill in the questionnaire with the Likert Scale taken from Amissah (2009) about the teachers' participation in the school's decision making. The questionnaire taken from Amissah (2009) was modified as below to meet the needs of my case study (See Appendix C).

Some deletions were done regarding the demographic data. In the demographic data in Section A, the gender section was removed since kindergarten teachers in the *School* that the case study was conducted were all females. Instead of the word professional status, I used educational level and diplomas gained for clarity. The present status of teachers (full time, part time, and contract) was removed since all teachers in the *School* have contracts and are full timers and part time jobs are not available at the *School*. In Section D, status of teacher participation in the school's decision making process, some modifications in some items were done. In the original survey (Amissah, 2009) the decisions were divided into two categories technical/instructional, operational and executive/managerial decisions. Instead of the word technical, I used the word instructional/curricular decisions since my case study aims at exploring the extent of kindergarten teachers' involvement in curricular, instructional and managerial domains of decision making at the *School*. The following items such as planning new structural facilities in school, planning new projects, scheduling school calendar and assigning

teachers to classes were included in the operational decisions. However, I included these items in the managerial decisions. The item "assigning duties in extracurricular activities" was removed from the managerial domain and included in the instructional/curriculum domain since extracurricular activities are part of the *School* curriculum and teachers are responsible for the extracurricular activities that are done after school hours.

Section E was also removed since it measures teachers' job satisfaction which was beyond the scope of this study. Since I used interviews with the campus directors of the *School* and the general director, I removed the questionnaire of head teachers that was included in Amissah (2009).

The questionnaire was used to describe the participants' demographic data, to describe the areas in which they were mostly involved in whether in curriculum, instruction or management and to understand the structure of the decision making process in the *School* from the teachers' perspectives.

Basic Needs Satisfaction at Work Scale (BNSW-S). Teachers were asked to fill in the Basic Needs Satisfaction at Work Scale (BNSW-S) developed by Deci and Ryan (2000) similar to Basic Psychological Needs Scale (BPNS) (See Appendix D). The scale was used in the study to measure the participants' innate psychological needs- the needs for autonomy, competence and relatedness which must be satisfied for people to develop and function in healthy and optimal ways according to the self determination theory (Deci & Ryan, 2000). The scale addresses need satisfaction in specific domains which include the work domain and the interpersonal relations domain. The scale has 21 items concerning the three needs for competence, autonomy, and relatedness. The maximum score is 7 and the lowest score is 1. A teacher scoring 7 means she is highly competent, autonomous and related. A teacher scoring

between 4 and 6 means she is somehow competent, autonomous and related. A teacher scoring between 1 and 3 means she lacks the sense of autonomy, competence and relatedness.

The scale was used in this case study to explain whether a link existed between satisfying the teachers' psychological needs through involving them in PDM and their intrinsic motivation.

Interviews. Interviews were conducted with the participants. During the interview, the participants were first made aware of the term PDM and then they were asked to what extent PDM was applied at the *School*, and how important it was. Participants were also asked to explain about the importance of PDM. Using interviews in this case study had two main purposes. The first purpose was to describe and understand the role of PDM on kindergarten teachers' intrinsic motivation and how they were encouraged by the school directors to take part in the decision making process. For this reason, in-depth interviews were conducted individually with the former teachers, classroom teachers and assistant teachers in order to shed light on the participants' different experiences and perspectives regarding their involvement in the decision making process. The second purpose was to gain in-depth understanding of the decision making process at the *School* and the role of the directors in promoting teacher participation in decision making. For this reason, after interviewing the teachers, the campus directors and the general director of the *School* were interviewed individually. Since the interviews had two different aims, the types of questions asked to the teachers were different than the set of questions asked to the directors. The interviews were open-ended and semi-structured. The interview questions are presented in appendices (Appendix E and Appendix F).

Before the interviews, written consent was taken from the participants and they were informed of the nature and purpose of the study. Each interview took around 20 minutes and the participants decided the time and date to be interviewed. The interviews with the teachers were

recorded and then transcribed. However, the interviews with the campus directors and the general director were written verbatim for confidentiality reasons.

Data Analysis

Data analysis in this case study aimed to uncover and understand the big picture - by using the data to describe the phenomenon and what this means. Collected data from the meeting minutes, interviews, questionnaire, lesson plans and BNSW-S were analyzed qualitatively. Data analysis consisted of examining, categorizing, tabulating and recombining evidence to draw conclusions.

Data was analyzed through content analysis and constant comparative method. Content analysis involves coding and classifying data into categories, also referred to as categorizing and indexing and the aim of content analysis is to make sense of the data collected and to highlight the important messages, features or findings (Merriam, 1998). Content analysis was done on the departmental and general meeting minutes as well as on the questionnaire. Content analysis was used to look for patterns and frequencies of the messages and to derive themes from these patterns. Frequency was defined in this case study as the number of times a certain code was repeated in all the gathered meeting minutes. Departmental and general meeting minutes were analyzed using content analysis where codes were created and arranged based on their frequencies. Then examples were presented for each code and these examples were taken from the meeting minutes. The examples provided in the minutes led to the formation of patterns which in turn led to the emergence of themes.

Constant comparative analysis is when the researcher begins with an incident from an interview or documents and compares it with another incident in the same set of data or in another set (Merriam, 1998). Constant comparative analysis was used to compare the eight

former teachers' answers with the other classroom and assistant teachers' responses who were still employed in the *School*. This method of analysis also gave more insight into the teachers' involvement in the *School's* decision making. It gave the researcher the chance to compare the common themes between all the participants and to compare them with the themes that emerged with the eight former teachers. Also, comparative analysis helped the researcher to compare the participants' answers on the interview with their answers on BNSW-S. Their score on autonomy, competence and relatedness on the BNSW-S was compared to their answers in the interview to understand whether PDM contributed to their motivation through having sense of competency, autonomy and relatedness as these need are the basis of motivation.

Coding was the first key step done in this case study. Coding is the active process of identifying data as belonging to or representing some type of phenomenon (Tracy, 2010). Coding was done through content analysis whereby the content of the minutes of the departmental and general meetings as well as the content of the interviews were read and first-level codes were created. Then these data/codes were classified into five categories: involvement, initiative, decision, motivation, and empowerment. First-level codes focus on "what" is present in the data; they are descriptive showing basic activities and processes in data (Tracy, 2010). Throughout the coding process constant comparative method was also used to compare the data applicable to each code and to modify code definitions to fit new data. All the codes were created inductively since the researcher has been adding and modifying the codes after re-reading the minutes and emerging new themes. If the information or the idea was repeated more than once in the selected meeting minutes, a code was created. Constantly reviewing the codes and their explanations and modifying them or creating new ones was a good method of avoiding making definitional mistakes while coding the data. Coding of the data was done on the minutes and the interviews in

order to see the emergence of common themes (See Appendix G and Appendix H). The first-level codes done on the minutes of the departmental and general meetings are presented (Appendix I).

Codes were also created using content analysis on the interviews. The codes which were seen recurring while analyzing the content of the interviews were used along with the new emerging codes which were present during the interviews. These codes were divided into three categories: involvement, motivation and encouragement. Illustration of a list of first-level codes from the interviews is presented (Appendix J).

After completing the first-level codes, descriptive codes were created to define and describe the meaning of each code created in details. The descriptive codes were also helpful for the other researcher while coding the meeting minutes to check the inter-coder reliability. The descriptive codes of the minutes and the interviews are presented respectively (Appendix K and L).

In order to establish the reliability of the codes created, another researcher was given 10 departmental meeting minutes and 5 general meeting minutes that were selected randomly along with the table of codes and their description to code the data. Then the codes were compared to find the inter-coder reliability by using the following formula (Miles and Huberman, 1994).

$$\text{Reliability} = \frac{\text{number of agreements}}{\text{Total number of agreements} + \text{disagreements}}$$

The total reliability of the 10 departmental meetings was 82% meaning that there was a high agreement on the codes between both researchers. The total reliability of the 5 general meeting minutes was 81% meaning that there was a high agreement on the coding between both researchers.

After calculating the inter-coder reliability, the frequencies of the codes were collected through counting the number of times a certain code was repeated in all the minutes. Then the codes were arranged from the highest frequency to the lowest frequency. The patterns that emerged from the codes led to the emergence of themes.

Triangulation was also used since multiple sources of data were used and another researcher was asked to code the meeting minutes to compare the inter-coder reliability of the codes. To increase trustworthiness, member check was also done on the interviews by giving back the interview answers to the participants to check whether their answers were plausible. Researcher's subjectivity was reduced through inter-coder reliability, member check and triangulation of the different sources of data used in this study. The aim of this study was not to generalize the findings, but the aim was to see how much the results make sense and was dependable with the data collected.

Ethical Considerations

Before conducting the research, letter of consent was sent to the general director and the directors and a written consent was taken by email from the directors to conduct the study at the school. The participants were asked to read the letter of consent and were asked to sign it. The participants were informed that the study was for pure research purpose and that they can withdraw from the study at any time. The participants were informed about the topic of the study and all the participants' names were kept anonymous. In order not to make them feel threatened and to build a trusting bond with them, the participants were informed that their answers will not be revealed to the administration and that the information given during the interviews will not be disclosed. In addition, the participants were asked to choose the time that was convenient to their

schedule to sit for the interview. Moreover, all names were removed from the meeting minutes for confidentiality reasons.

Summary

This chapter presented the methodology and procedures used in this study. The participants and the characteristics of the *School* were described. The participants were purposefully selected. To collect data, various sources of data were used such as meeting minutes, questionnaires, interviews and lesson plans. Data was analyzed through content analysis and constant comparative method. The research ethics were also discussed. In the next chapters, the results of the study are presented and discussed.

CHAPTER 4

Results

This chapter discusses the findings of the study in relation to the research questions presented in Chapter One. The research questions posed in this study were the following:

- 1) What are some of the experiences of the kindergarten teachers in participatory decision-making in curriculum, instruction and management?
- 2) To what extent are the kindergarten teachers involved in participatory decision-making in the areas of curriculum, instruction, and management?
- 3) How does the teacher involvement in participatory decision-making contribute to (or hinder) teachers' intrinsic motivation with respect to their autonomy, competence and relatedness?

Analysis of the Meeting Minutes

To answer the first research question, meeting minutes, lesson plans, questionnaire and interviews were used. Departmental and meeting minutes were analyzed using content analysis where codes were created and arranged based on their frequencies. Then examples were presented for each code and these examples were taken from the meeting minutes. The examples provided in the minutes led to the formation of patterns. Then preliminary themes were derived from the patterns that emerged from the codes. Table 3 presents a descriptive matrix regarding the frequencies and the emerging patterns from the minutes.

Table 3.
Descriptive Matrix of the Frequency of the Codes and the Emerging Patterns from the Meeting Minutes

	Code	Frequency	Example	Pattern	Meeting Minutes
Administrative Decision	ADM-D	150	Cancellation of the open house day for KG2 and KG3.	P1: Decision was taken by the director passed it to the coordinator and coordinator passed it to the teachers. Coordinator and the teachers didn't have any say in instructional decision although teachers planned for the open house before knowing about the decision.	KG departmental meeting minutes number 36 15/9/2014
			Not recruiting a rotating teacher in the KG since her role wasn't efficient.	P2: Director took the decision in the managerial level and imposed it on the teachers without asking for their opinion or feedback.	KG departmental meeting minutes number 15 13/9/2011
Coordinator's Decision	CO-D	77	The coordinator decided to include learning centers in their classes along the small group activities.	P3: Coordinator took the decision in the instructional matter and imposed it on the teachers to implement it without further discussion.	KG departmental meeting minutes 12 7/10/2013
			Debate was done regarding the usage of the	P4: The teachers were given the chance to have a	KG departmental meeting

Participatory Decision-Making and Kindergarten Teachers' Intrinsic Motivation 57

			<p>pocket charts and different ideas were suggested. But the coordinator disagreed and applied her decision.</p>	<p>say in instructional matter and the coordinator listened to their ideas, but the coordinator took the final decision in instruction.</p>	<p>number 34 11/12/2014</p>
Teachers' Indifference	T-Ind	76	<p>Teachers were all informed of the decision taken by the administration about removing students' shoes in class. However, some classes are still not following the procedure.</p>	<p>P5: The decision was imposed on the teachers and teachers were not involved in this decision. So some teachers were ignoring the imposed decision and showing indifference.</p>	<p>KG departmental meeting minutes number 13 23/10/2013</p>
			<p>Two new teaching methods (group work and student centered approach and use of technology) were introduced in the school by the administration. Many teachers were still using their old teaching methods and were resisting the change.</p>	<p>P6: Teachers were resisting towards the new teaching methodologies because this decision was taken by the administration and they didn't have any say in the instructional domain.</p>	<p>General meeting minutes number 13 28/2/2014</p>
Teacher Empowerment	TE	69	<p>Some KG teachers were assigned as leaders to train</p>	<p>P7: Empowering teachers through giving them responsibilities</p>	<p>KG departmental meeting minutes</p>

Participatory Decision-Making and Kindergarten Teachers' Intrinsic Motivation 58

			other KG teachers and help them learn to write a lesson plan, to prepare worksheets.	based on their competency. Empowering teachers through trainings and workshops to equip them with the necessary skills and knowledge in curriculum and instruction.	number 21 16/3/2011
			The coordinator asked teachers to debate and discuss the idea of starting the Nursery classes before KG1 and KG2.	P8: Teachers are empowered by having a voice in the school's decisions by stating their ideas.	KG departmental meeting minutes number 16 6/12/2012
			New teachers' ideas regarding instructional matters are appreciated to make them feel involved in the department.	P9: New teachers are empowered by having a say in the instructional domain.	KG departmental meeting minutes number 4 28/6/2013
Extrinsic Motivation	EM	64	The director gave salary raise to 40 teachers as a form of appreciation of their work.	P10: Teachers were motivated through rewards.	General meeting minutes number 1 2/12/2011
			Holidays will not be granted for those who did not submit their curriculum.	P11: Teachers were motivated through punishment.	
			The director		General

Participatory Decision-Making and Kindergarten Teachers' Intrinsic Motivation 59

			acknowledged the efforts of various teachers who showed great working habits and went the extra mile.	P12: Teachers were motivated through recognition.	meeting minutes number 15 5/9/2011
Imposed Involvement by the Coordinator in Instruction	II-CO/Ins	55	KG2 teachers were asked by the coordinator to meet to find solutions for the behavioral problems in their class.	P13: Teachers met to discuss their behavioral problems since they were asked to.	KG departmental meeting minutes number 8 8/11/2013
			Teachers should plan four rich and interesting activities and games in each learning center. These activities should be differentiated.	P14: Coordinator ordered the teachers and directly interfered in the instructional domain.	KG departmental meeting minutes number 12 7/01/2013
Imposed Involvement by Coordinator	II-CO	44	Coordinator did a rotation plan for playground supervision since no initiative was taken by the teachers.	P15: Coordinator imposed teachers to be involved since they were not taking initiative in the department.	KG departmental meeting minutes number 9 10/2/2014
Teachers' Suggestion	TS	44	Teachers suggested activities during playground time and ways of improving the playground setting, adding new toys, having a different	P16: Suggesting ideas is one way giving teachers the chance to state their ideas and be involved in school life. .	KG departmental meeting minutes number 3 27/6/2013

Participatory Decision-Making and Kindergarten Teachers' Intrinsic Motivation 60

			setting etc.		
Imposed Involvement by the General Director	II-GD	40	Tasks have been delegated by the director for teachers to ensure that all members of the team are involved in the school.	P17: Every teacher is expected to contribute to the school and they weren't given the chance to state whether they wanted to be involved in these tasks or not.	General meeting minutes number 1 2/12/2011
Imposed Involvement by the General Director in Instruction	II-GD/Ins	36	Director wanted the teachers to use differentiated learning in their classes addressing the needs of all students.	P18: Director interferes in instructional methods.	General meeting minutes number 6 30/10/2013
Teachers' Decisions Considered	TD-C	36	Teachers shared and discussed different ideas to celebrate students' birthdays in new ways and reached a decision.	P19: Teachers were involved in the instructional domain and their decisions were considered by the coordinator.	KG departmental meeting minutes number 9 10/2/2014
			After discussing and questioning the efficiency of the nap time in Nursery classes, teachers decided to make nap time optional for the students who want to rest and to have quiet activities for the rest of the	P20: Teachers reached a decision which was accepted by the coordinator and director.	KG departmental meeting minutes number 30 6/2/2013

Participatory Decision-Making and Kindergarten Teachers' Intrinsic Motivation 61

			students.		
General Director's Empowering Behaviors	GD-EB	35	The school director himself is part of the guidance team and working during the weekends voluntarily.	P21: The director acts as a role model.	General meeting minutes number 4 19/4/2011
			The director wishes to constantly improve the school and aim for higher goals.	P22: The director has a vision for the future and has an internal process for renewing the school.	
			The general director gives freedom, believes in people and motivates them, yet it is inevitable that certain things need to be controlled and rules need to be set.	P23: The director recognizes people's uniqueness, encourages them but he has the final say in all school related matters.	
Imposed Involvement by the Coordinator in Curriculum	II-CO/Cur	32	Teachers were asked to plan thinking skills activities and pre-writing skills activities.	P24: No discussion was taken place showing the teachers' input in this decision.	KG departmental meeting minutes number 17 1/12/2012
Teacher's Initiative Present	T-IN+	31	One teacher got good prices for materials and she took the initiative to buy		KG departmental meeting minutes number 16

Participatory Decision-Making and Kindergarten Teachers' Intrinsic Motivation 62

			them for the teachers.		9/4/2014
Teacher Empowerment Hindered	TE-H	28	Teachers are not to discuss issues out of their responsibilities and to refer parents to the administration if they have any concern or complaint.	P25: Teachers' responsibilities and duties were limited to teaching practices only and they were left out of school issues and matters.	KG departmental meeting minutes number 17 1/12/2012
			Teachers will modify the unit plans sample taking into consideration the remarks that was given by elementary teachers.	P26: KG teachers' work is controlled by elementary teachers.	KG departmental meeting minutes number 31 11/2/2013
Teacher Involvement	TI	28	Teachers agreed as a team about the cafeteria procedure to be followed with their students.	P27: Teachers involvement in instructional decisions.	KG departmental meeting minutes number 8 8/11/2013
Teachers' Involvement in Curriculum	TI-Cur	27	Teachers brainstormed, discussed for the ideas suggested about the summer camp and decided together on the topic.	P28: Teachers reached a curricular decision after discussing it.	KG departmental meeting minutes number 2 13/5/2013
			Teachers discussed their concerns regarding the	P29: Teachers discussed and evaluated their teaching strategies	KG departmental meeting minutes

Participatory Decision-Making and Kindergarten Teachers' Intrinsic Motivation 63

			teaching methods used in KG2 class to teach the alphabets and gave solutions.	to improve and find better methods.	number 17 1/12/2012
Teachers' Intrinsic Motivation Present	T-IM+	21	Many teachers continued being involved in planning, sending ideas and preparing activities even if they weren't assigned tasks in the department.	P30: Teachers continued their job since they enjoyed it.	General meeting minutes number 3 25/11/2013
			Motivated teachers enjoy teaching and they do it well. They develop a sense of belonging and will be more involved in the school's life.	P31: Motivation is intrinsic.	General meeting minutes number 6 30/10/2013
Teacher Involvement in Instruction	TI-Ins	20	Teachers discussed students related issues (performance and behavior) and agreed on solutions	P32: Teachers reaching decisions on instructional domain.	KG departmental meeting minutes number 18 2/2/2011
Teachers' Conflict	T-Con	16	Two teachers argued and disagreed on the types of activities being		KG departmental meeting minutes number 5

Participatory Decision-Making and Kindergarten Teachers' Intrinsic Motivation 64

			implemented in the classes.		23/4/2013
Teachers' Intrinsic Motivation Absent	T-IM-	13	Some teachers are complaining about the flow of work during the planning and they are showing negative attitudes.	P33: Teachers are stressed from the overload while working in the curriculum.	KG departmental meeting minutes number 5 23/4/2013
			The educators themselves are not showing any interest in the activities to grab their students' attention.	P34: Teachers lack enthusiasm while implementing the activities.	KG departmental meeting minutes number 35 14/11/2014
Imposed Involvement by the General Director in Curriculum	II-GD/Cur	12	After the meeting, teachers are asked to sit with their departments and cover and discuss the following points: curriculum flow/coverage, modifications of the unit plans.	P35: The director imposes on all the teachers to be involved and work on the curriculum after school hours.	General meeting minutes number 9 1/6/2012
Parallel Work Missing	PW-	12	Teachers are not following the same techniques and materials.	P36: Lack of communication between the teachers to agree while planning the activities.	KG departmental meeting minutes number 18 2/2/2011
Teachers' Involvement in Management	TI-M	10	The <i>School</i> is the only school that has a big number of members in the school	P37: The team did not have KG members; the members were mainly from	General meeting minutes number 4 19/4/2011

Participatory Decision-Making and Kindergarten Teachers' Intrinsic Motivation 65

			improvement team. This shows the team's drive for development.	intermediate and secondary teachers.	
Teachers' Initiative Absent	T-IN-	8	None of the kg teachers are participating in the school workshop that will take place during the coming vacation.	P38: Lack of initiative and interest to improve their teaching skills.	KG departmental meeting minutes number 25 27/1/2012
Teachers' Decisions Rejected	TD-R	8	Some teachers agreed on having a picnic outside the school; the coordinator decided to do it in the school.	P39: Teachers decisions rejected and ignored by the coordinator.	KG departmental meeting minutes number 23 21/3/2012
Parallel Work Present	PW+	6	Rules and classroom routine are parallel across the levels.		KG departmental meeting minutes number 33 10/10/2014
Imposed Involvement by Campus Director	II-CD	5	Curriculum coverage, website, new themes/activities must be raised in the coming meeting and teachers are asked to come prepared with suggestions.	P40: Directors ordered the teachers to prepare ideas.	KG departmental meeting minutes number 14 30/3/2011
Imposed Involvement by Campus	II-CD/Ins	4	Teachers are asked to organize		KG departmental meeting

Participatory Decision-Making and Kindergarten Teachers' Intrinsic Motivation 66

Director in Instruction			different, outdoor activities and parental involvement.		minutes number 14 30/3/2011
Imposed Involvement by Campus Director in Management	II-CD/M	3	Suggest changes for the KG section on the website.	P41: Sending suggestions wasn't a choice, it was a task given by the directors for teachers to do.	KG departmental meeting minutes number 14 30/3/2011
Imposed Involvement by General Director in Management	II-GD/M	3	Teachers are asked to rate the school on a scale.		General meeting minutes number 4 19/4/2011
Imposed Involvement by Coordinator in Management	II-CO/M	3	Teachers were informed about their divisions and classes, and were asked to sit by levels to help new teachers and answer any of their concerns or questions.	P42: Assigning teachers to classes was a decision taken by the director and passed to the coordinator to inform the teachers.	KG departmental meeting minutes number 15 13/9/2011
Imposed Involvement by Campus Director in Curriculum	II-CD/Cur	2	Curriculum coverage should be submitted to the administration.		KG departmental meeting minutes number 14 30/3/2011

The following patterns P1, P2, P25, P37 and P42 led to the emergence of the first preliminary theme. Decisions in the managerial domain were taken by the director without teachers' involvement (P1 and P42) and these decisions were imposed on the teachers to

implement (P2). Moreover, teachers were left out of school issues and matters as their responsibilities and duties were limited to teaching practices only (P25) as none of the KG teachers were part of the school development team (P37). Therefore, the first preliminary theme (PT1) that emerged from these patterns was that *all decisions in the managerial domain were made at the top of the hierarchy by the director and passed on to the teachers to follow and implement.*

P3, P4, P8, P9, P16 and P39 led to the emergence of the second preliminary theme. Although teachers were given the chance to have a voice in school matters such as curriculum and instruction by stating their ideas and suggestions during the departmental meetings (P8, P9 and P16), most of the time the final decision in curriculum and instruction was taken by the coordinator and imposed it on the teachers (P3, P4 and P39). Therefore, the second preliminary theme (PT2) that emerged from these patterns was that *although teachers experienced some involvement in the curricular and instructional domain by stating their feedback, ideas and suggestions during the departmental meetings, most of the time the coordinator took the final decision and imposed it on the teachers.*

P1, P2, P3, P4, P5, P6 and P24 led to the emergence of the third preliminary theme. Teachers were showing indifference and ignoring the decisions (P5) when the decisions were taken without teachers' involvement (P1, P2, P3, P4 and P24). Also when teachers were not involved in decisions related to the instructional domain, they were resisting towards change (P6). Therefore, the third preliminary theme (PT3) that emerged from these patterns was that *when some decisions were taken without teachers' involvement and were imposed on them, most of the teachers showed indifference and tried not to commit to the decisions.*

P7, P8, P9, P23 and P25 led to the emergence of the fourth preliminary theme. Teacher empowerment was done through allowing teachers to have a say in school matters by stating their ideas (P8 and P9) as well as training and workshops to equip the teachers with the necessary skills and knowledge in curriculum and instruction (P7). However, teacher empowerment was limited to teaching practices since they were left out of school decisions (P25) as the director had the final say in all school-related matters. Therefore, the fourth preliminary theme (PT4) that emerged from these patterns was that *although teachers were empowered through training and workshops, their empowerment wasn't much used in PDM since most of the decisions whether in curriculum and instruction were taken by the director and coordinator without teachers' involvement.*

P10, P11, P12, P13, P17, P35, P40 and P41 led to the emergence of the fifth preliminary theme. Teachers were involved in school life and in different tasks because they received rewards (P10), and punishment (P11). Moreover, teachers who were involved in the school were recognized by the director (P12). Besides the use of extrinsic motivation, teachers were involved in instructional and curricular matters through imposed involvement by the coordinator (P13) and by the director (P17 and P35). Moreover, sending ideas and suggestions was part of imposed involvement (P40) as these were tasks given to the teachers by the directors (P41). Therefore, the fifth preliminary theme (PT5) that emerged from these patterns was that *PDM wasn't promoted by the directors since teachers were mostly involved in school life and in tasks through imposed involvement and extrinsic motivation. Most of the former and classroom teachers felt they were not promoted to take part in PDM since imposed involvement was used. As for the assistant teachers, they felt that sending ideas and being in teams and committees were duties and tasks that they had to do.*

P14, P18, P19, P20, P26, P27, P28, P29 and P32 led to the emergence of the sixth preliminary theme. Although teachers were somehow involved in decision making in the curricular and instructional domain (P19, P20, P27, P28, P29, P32), teachers' involvement was limited as the director and the coordinator directly interfered in teachers' work (P14, P18 and P26). Therefore, the sixth preliminary theme (PT6) that emerged from these patterns was that *teachers' involvement in decisions in the curricular and instructional domain were limited and they wanted more involvement as they felt their work was controlled by the coordinator and director.*

P15, P35 and P38 led to the emergence of the seventh preliminary theme. Since teachers were not taking the initiative to make a difference in the department (P38), the coordinator and director were imposing on the teachers to be involved (P15 and P35). Therefore, the seventh preliminary theme (PT7) that emerged from these patterns was that *since kindergarten teachers were not taking the initiative, the coordinator and director were imposing on the teachers to be involved in school life.*

P30 and P31 led to the emergence of the eighth preliminary theme. Even though some teachers were not assigned tasks or asked to be in teams, these teachers were still taking the initiative to carry out different tasks and they enjoyed being involved (P30 and P31). Therefore, the eighth preliminary theme (PT8) that emerged from these patterns was that *some teachers who were intrinsically motivated took the initiative to be involved in tasks regardless of imposed involvement and extrinsic motivation.*

Finally, P33, P34, P35 and P38 led to the emergence of the ninth preliminary theme. Due to the imposed involvement by the director in curriculum (P35), many teachers were not showing any enthusiasm while implementing their activities (P34) and were not taking the initiative to

make improvements in their curriculum or instruction (P38) since they felt overloaded and stressed (P33). Therefore, the ninth preliminary theme (PT9) that emerged from these patterns was that *due to imposed involvement, some teachers' intrinsic motivation was hindered*.

Analysis of the Questionnaire

Teachers' answers on the questionnaire were also analyzed. In Section B of Questionnaire, teachers' answers were analyzed to explain how they perceived the importance of teachers' participation in the school's decision making process. Table 4 shows the majority of the teachers' perspectives regarding the importance of teachers' participation in the decision making process.

Table 4.
Teachers' Perspectives about the Importance of Teachers' Participation in Decision Making Process at the School

Importance of PDM	Former teachers N=8	Classroom teachers N=8	Assistant teachers N=8
Enhances the quality of the decisions	5 strongly agree	7 strongly agree	6 strongly agree
Generates greater acceptance of decisions	5 strongly agree	7 strongly agree	6 strongly agree
Reduces coordinator's influence	5 Agree	4 Agree	4 Agree
Helps teachers gain professional growth	8 strongly agree	8 strongly agree	6 strongly agree
Makes teachers work harder	6 Disagree	6 Disagree	5 Agree
Promotes commitment to decisions	5 strongly agree	6 strongly agree	7 strongly agree

As shown in Table 4, most of the classroom, assistant and former teachers strongly agreed that PDM generates greater acceptance of decisions and promotes commitment to the decisions. Half of the former, classroom and assistant teachers agreed that PDM reduces the

coordinator's influence. Although all the former and classroom teachers and most of the assistant teachers strongly agreed that PDM helps teachers gain professional growth, most of them did not agree that being involved in decision making will make them work harder. Therefore, the results in Table 4 show that the teachers believe that being involved in PDM promotes commitment to the decisions as teachers accept the decisions when they are involved; however, in the school the coordinator had a great influence on the decisions as most of the time the decisions were taken by her as seen in Table 3 in P3 and P4. These results can align with the third preliminary theme (PT3); *when decisions were taken without teachers' involvement and were imposed on them, most of the teachers showed indifference and tried not to commit to the decisions*. Also, PDM helps teachers to grow in their profession, but it doesn't make them work harder. This might be explained by the fact that teachers already had a lot of tasks and imposed responsibilities to carry out in the school, so they were already overloaded. This can be aligned with the fifth preliminary theme (PT5); *PDM wasn't promoted at the school since teachers were involved in school life and in tasks through imposed involvement*.

In Section C of Questionnaire, the structure of decision making in the school was analyzed to explain how decisions were made at the school. Moreover, teachers' answers regarding their desire to participate in two decisions they saw their participation was necessary were analyzed as well as the factors that hindered their participation. Table 5 presents teachers' perspectives regarding the decision making process at the school.

As shown in Table 5, all the participants agreed that staff meetings were frequently held in the school. Most of the former, classroom and assistant teachers agreed that although their suggestions were somehow well received by the coordinator, the coordinator had the final decision in school matters to a certain extent. Unlike the former teachers, most of the classroom

Table 5.
Teachers' Perspectives Regarding the Decision Making Process at the School

Participants		Great extent	Some extent	Lesser extent	Not at all
Former Teacher N=8	Staff meetings are frequently held in my school	8			
	Most of the school matters are brought to staff meetings for discussion and adoption	2	2	3	1
	The coordinator seldom has the final word in school matters	2	2	1	3
	Teachers' suggestions are well received by the coordinator	3	2	3	
	In my school decisions are always arrived at by consensus			4	4
	Minority group of teachers always opposes the majority in my school			7	1
	Senior teachers often dominate discussions in the meetings	1	7		
Classroom teachers N=8	Staff meetings are frequently held in my school	8			
	Most of the school matters are brought to staff meetings for discussion and adoption	6	1		1
	The coordinator seldom has the final word in school matters	2	1		5
	Teachers' suggestions are well received by the coordinator	5	3		
	In my school decisions are always arrived at by consensus			5	3
	Minority group of teachers always opposes the majority in my school			6	2
	Senior teachers often dominate discussions in the meetings			5	3
Assistant teachers N=8	Staff meetings are frequently held in my school	8			
	Most of the school matters are brought to staff meetings for discussion and adoption	6		2	
	The coordinator seldom has the final word in school matters	1	3		4
	Teachers' suggestions are well received by the coordinator	5	2		1

received by the coordinator		
In my school decisions are always arrived at by consensus	5	3
Minority group of teachers always opposes the majority in my school	6	2
Senior teachers often dominate discussions in the meetings	5	3

and assistant teachers agreed that most of the school matters were brought to staff meetings to discussion. However, most of the participants believed that arriving to decisions by consensus was done to a lesser extent. Unlike the former teachers, most of the classroom and assistant teachers believed that senior teachers were less dominant during the meetings and while discussing school matters and decisions. Therefore, as the results show in Table 5, although school matters were discussed during the meetings and teachers suggestions were well received, the coordinator had the final say in school-related matters and decisions and that's why arriving to decisions by agreement/consensus was low. These results can align with the second preliminary theme (PT2), *although teachers experienced some involvement in the curricular and instructional domain by stating their feedback, ideas and suggestions during the departmental meetings, most of the time the coordinator took the final decision and imposed it on the teachers.*

Teachers' answers in Section C regarding their desire to participate in two decisions they saw their participation was necessary were analyzed and presented in Table 6. Table 6 shows the areas in which kindergarten teachers want more participation in decision making. As seen in Table 6, most of the participants wanted more involvement in the curricular and instructional domain. Participating in decisions related to the preschool curriculum and student matters were the most areas in which teachers wanted more involvement since they believed that they have the

knowledge, skills and experience in working in the curriculum and that they know their students' needs, interests and how they learn. Based on the knowledge they have about their students, they

Table 6.
Checklist Matrix on Decisions that Kindergarten Teachers Want to Participate the Most in

		Curriculum Domain			Instructional Domain				Managerial Domain			
		Preschool Curriculum	Assessment	Extracurricular activities	Choosing materials	Teaching strategies	Student matters	Choosing teachers	Parent-teacher interaction	Teachers workshop	School budget	Admission of students
Former Teachers	TF1	X					X		X			
	TF2				X			X				
	TF3						X					
	TF4	X		X				X	X	X		
	TF5	X	X		X							
	TF6						X		X			
	TF7		X	X	X							
	TF8	X					X					
Classroom Teachers	T1	X					X					
	T2	X										
	T3	X					X					
	T4	X		X			X		X			
	T5	X						X				
	T6	X										
	T7	X				X	X					
	T8							X				
Assistant Teachers	AT1	X										
	AT2	X		X								
	AT3	X				X						
	AT4						X			X	X	
	AT5	X				X				X		
	AT6	X										
	AT7	X										
	AT8			X								

can make decisions and improvements in their planning. A few former and few classroom teachers wanted more involvement in decisions related to the managerial domain specifically in

choosing teachers. This can align with the fourth preliminary theme (PT4); *although teachers were empowered through training and workshops, their empowerment wasn't used in PDM since the directors and the coordinator took most of the decisions in curriculum and instruction.*

Teachers' answers on Table 6 also align with the sixth preliminary theme (PT6); *teachers' involvement in decisions in the curricular and instructional domain were limited and they wanted more involvement as they felt their work was controlled by the coordinator and director.*

As for the factors hindering teachers' participation in the decision making process was analyzed and presented in Table 7. Table 7 summarizes the factors that hindered teachers' participation in the *School's* decision making.

Table 7.
Checklist Matrix on Factors Hindering Teachers' Participation in Decision Making

		School Hierarchy	Admin-teacher relationship	Lack of trust	Lack of experience	Lack of knowledge	Lack of time	Teacher empowerment hindered	Group dynamics	Lack of motivation from school	Teachers' Decisions Rejected
Former Teachers	TF1	X	X	X							
	TF2	X									X
	TF3	X						X			
	TF4						X				
	TF5		X	X							
	TF6	X						X			
	TF7						X				
	TF8		X	X				X		X	X
Classroom Teachers	T1		X								
	T2				X	X			X		
	T3										
	T4					X		X			
	T5		X								
	T6					X					
	T7	X									X
	T8			X							

Assistant Teachers	AT1		X					X	
	AT2	X							
	AT3			X	X		X		
	AT4			X	X				X
	AT5								X
	AT6	X	X		X	X		X	X
	AT7			X	X				X
	AT8								X

As shown in Table 7, the factor that got the highest answer was school hierarchy (SH), admin-teacher relationship (ADM-T/R), lack of teachers' knowledge (K-), and rejection of teachers' decisions (TD-R). These factors got a frequency of 7. Hindering teachers' empowerment (TE-H) got a frequency of 5. Lack of trust (Tr-) and lack of experience (Exp-) got a frequency of 4. Lack of time (T-) and lack of motivation (M-) got a frequency of 3. The factor that got the lowest frequency was group dynamics (GD) 2.

Moreover, the former teachers, classroom teachers and the assistant teachers had different views regarding the factors that hindered their participation. Six former teachers (TF1, TF2, TF3, TF5, TF6 and TF8) viewed the school hierarchy (SH) and the admin-teacher relationship the main factor for hindering their participation. Only 2 former teachers (TF4 and TF7) believed that lack of time (T-) was the main factor that hindered their participation. As for the classroom teachers, lack of knowledge (K-) as how to participate in the decision making process and school hierarchy (SH) were the main factors that hindered their participation. T2, T4 and T6 mentioned that they lacked knowledge and T1, T5, T7 and T8 viewed school hierarchy and admin-teacher relationship prevented them from participating in decision making. As for the assistant teachers, AT3, AT4, AT6 and AT7 believed that they lacked the knowledge (K-) in PDM which prevented them from participating and AT4, AT5, AT7 and AT8 believed that rejecting the teachers' decisions (TD-R) was another factor that hindered their participation. Therefore, school

hierarchy (SH) factor was common between the former teachers and the classroom teachers. This also aligns with the first preliminary theme (PT1); *decisions especially in the managerial domain were made at the top of the hierarchy by the director and passed on to the teachers to follow and implement*. Lack of knowledge (K-) factor was common between the classroom and assistant teachers. This can align with the fourth preliminary theme (PT4); *although teachers were empowered through training and workshops, their empowerment wasn't used in PDM since the directors and coordinator took most of the decisions in curriculum and instruction*.

To understand teachers' level of involvement in decision making in the curricular, instructional and managerial domains, teachers' answers on Section D of Questionnaire were also analyzed and presented in Table 8. Table 8 shows teachers' involvement in the curricular and instructional domain.

Table 8.
Teachers' Involvement in the Curricular and Instructional Decision Making

Curricular and instructional domain	Former teachers N=8			
	Great extent	Some extent	Lesser extent	Not at all
Selecting specific textbooks	2	4		2
Selecting specific resources	4	3	1	
Solving learning problems	3	5		
Determining appropriate teaching methods	1	6	1	
Establishing general instructional policies	1	5	2	
Establishing classroom disciplinary policies	3	5		
Assigning duties in extracurricular activities	1	1	1	5
Classroom teachers N=8				
Selecting specific textbooks	4	2	1	1
Selecting specific resources	6	2		
Solving learning problems	2	4	2	
Determining appropriate teaching methods	4	4		

Participatory Decision-Making and Kindergarten Teachers' Intrinsic Motivation 78

Establishing general instructional policies	3	2	3	
Establishing classroom disciplinary policies	3	4	1	
Assigning duties in extracurricular activities	1	1	4	2
Assistant teachers N=8				
Selecting specific textbooks	2	1	1	4
Selecting specific resources	4	3	1	
Solving learning problems	1	5	2	
Determining appropriate teaching methods	2	2	4	
Establishing general instructional policies	1	2	4	1
Establishing classroom disciplinary policies		5	3	
Assigning duties in extracurricular activities		1	3	4

As seen in Table 8, some of the former teachers were involved to some extent in selecting resources and textbooks. Most of the former teachers were involved to some extent in solving learning problems, determining teaching methods, instructional and disciplinary policies. Most of the former teachers were not involved in extracurricular activities. As for the classroom teachers, most of them were involved mainly in selecting resources. Some of the classroom teachers were involved to some extent in solving learning problems, determining teaching methods, establishing instructional and disciplinary policies. Unlike most former teachers, a few of the classroom teachers were involved in extracurricular activities but their involvement was low. As for the assistant teachers, a few were involved in selecting resources. Most of them were involved to some extent in solving learning problems and establishing disciplinary policies. Some teachers were involved in determining teaching methods and instructional policies but their involvement was low. Few assistant teachers were involved in extracurricular activities but

their involvement was low. The results in Table 8 show that most of the former and classroom teachers were involved to some extent in the curricular and instructional domain. These results align with the sixth preliminary theme (PT6), *teachers' involvement in curricular and instructional decisions were limited as they felt their work was controlled by the coordinator and director.*

As for the teachers' level of involvement in the decision making process in the managerial domain, teachers' answers are presented in Table 9.

Table 9.
Teachers' Involvement in Managerial Decision Making

Managerial domain	Former teachers N=8			
	Great extent	Some extent	Lesser extent	Not at all
Planning new structural facilities in the school			4	4
Planning new projects			6	2
Scheduling of school calendar			1	7
Assigning teachers to classes			1	7
Resolving problems with the community		1	5	2
Resolving academic issues		3	3	2
Resolving personal problems of staff		1	5	2
Resolving problems with parents	1	5	1	1
Admission of students		1	3	4
Involvement in budgeting procedures				8
Classroom Teachers N=8				
Planning new structural facilities in the school		1	2	5
Planning new projects	1	2	1	4
Scheduling of school calendar	2	4		2
Assigning teachers to classes				8
Resolving problems with the community	1		4	3
Resolving academic issues	1	5	1	1
Resolving personal problems		1	4	3

Participatory Decision-Making and Kindergarten Teachers' Intrinsic Motivation 80

of staff				
Resolving problems with parents	3	5		
Admission of students		1		7
Involvement in budgeting procedures			1	7
Assistant Teachers N=8				
Planning new structural facilities in the school		1		7
Planning new projects		1		7
Scheduling of school calendar		1	1	6
Assigning teachers to classes				8
Resolving problems with the community			4	3
Resolving academic issues		4	2	2
Resolving personal problems of staff		1	4	3
Resolving problems with parents	3	2	2	1
Admission of students				8
Involvement in budgeting procedures				8

As seen in Table 9, former teachers, classroom teachers and assistant teachers were never involved in budgeting procedures or assigning teachers to classes. Classroom and assistant teachers were also never involved in admission of students; whereas few former teachers were involved in admission of students but their involvement was low. Most of the participants were not involved in planning new facilities at the school, or planning new projects. Few of the former, classroom and assistant teachers were involved to some extent in resolving academic issues, and resolving problems with parents. Therefore, teachers' involvement in the managerial domain was very low compared to their involvement in the curricular and instructional domains. This aligns with the first preliminary theme (PT1); *decisions especially in the managerial domain were made at top of the hierarchy by the director and passed to the teachers to follow.*

To conclude the analysis of the questionnaire, although school matters were brought to discussion and teachers' suggestions were well received, reaching a decision by consensus was low as the coordinator had the final say in all school matters and decisions. That's why teachers level of involvement in the curriculum and instructional domain was present to some extent; whereas their involvement in the managerial domain was very low. Moreover, most of the teachers wanted more involvement in decisions related to the preschool curriculum and student matters since their involvement was limited due to the influence of the coordinator on the decisions. Teachers' participation in the decision making was hindered due to the school hierarchy and lack of knowledge about PDM. Since decisions were done by the directors, teachers did not know how to participate in PDM.

Analysis of BNSW-S

To explain whether PDM contributed or hindered teachers' intrinsic motivation, teachers were asked to fill in BNSW-S since it measured teachers' autonomy, competence and relatedness which are the basis of intrinsic motivation according to Deci and Ryan (2000).

The results of BNSW-S were analyzed in relation to the teachers' answers during the interviews. During the interviews, teachers were asked to explain how and why PDM contributed or hindered their intrinsic motivation. Then their answers were compared with their scores on BNSW-S. Table 10 shows the contribution/hindrance of PDM on motivation in relation to their three basic needs.

Table 10.

Checklist Matrix on Teachers' Participation in Decision Making and Motivation in Relation to their Three Basic Needs According to Self Determination Theory

		Participatory Decision Making		Basic Need Satisfaction Score		
	Teachers	PDM Contributing to Motivation (+)	PDM Hindering Motivation (-)	Autonomy score	Competence Score	Relatedness Score
Former Teachers	TF1		-	5	5	6
	TF2		-	3.7	4.6	4.6
	TF3	+		3.4	4.6	4.1
	TF4	+		4.4	5.5	5.5
	TF5		-	5	5.5	5
	TF6	+		4.7	5.5	4.7
	TF7	+		5.7	5.5	5.5
	TF8		-	1.5	5	4.2
				Average= 4.1	Average=5.1	Average=4.9
Class Teachers	T1	+		4.1	5.8	3.3
	T2	+		4.4	5	5.5
	T3	+		5.8	6	5.4
	T4	+		4.8	5	5.6
	T5	+		5.4	5.6	4
	T6	+		5.7	6.6	5.3
	T7	+		4.8	6	4.7
	T8	+		5.4	6.8	4.5
				Average=5.05	Average=5.8	Average=4.7
Assistant Teachers	AT1	+		5.5	6.8	6.6
	AT2	+		5.8	5.5	6.5
	AT3	+		5	5.5	4.3
	AT4	+		4.7	6.3	5.3
	AT5	+		4.7	5.3	3.3
	AT6		-	3	5.6	4
	AT7	+		4.7	6.3	5.1
	AT8	+		4.2	5	5.1
				Average=4.7	Average=5.7	Average=5.02

As shown in Table 10, the former teachers' total score on autonomy was 4.1, the total score on competence was 5.1 and the total score on relatedness was 4.6. This means that the former teachers were somehow autonomous, competent and related to the *School*. The scores on autonomy, competence and relatedness could explain the mixed results of the former teachers

who felt PDM hindered their motivation. For instance, TF2 and TF8 scored low on autonomy which means that these 2 former teachers were not feeling autonomous in their work and they felt their work was controlled. As for self determination theory, these three needs, autonomy, competence and relatedness which is the basis of motivation should be satisfied at the workplace. Since these 2 former teachers were not feeling autonomous in their work, they were not motivated. As for TF1 and TF5 although they were somehow autonomous, competent and related, they still felt that PDM did not contribute to their motivation. Factors such as school hierarchy, admin-teacher relationship, and lack of trust of the administration on teachers could explain this phenomenon.

As for the classroom teachers' basic need satisfaction score, the total score on autonomy was 5.05, the total score on competence was 5.8 and the total score on relatedness was 4.7. This means that the classroom teachers were somehow autonomous, competent and related to the *School*. Moreover, all of the classroom teachers believed that if they had the chance to take part in PDM then this involvement will contribute to their motivation.

As for the assistant teachers' basic need satisfaction score, the total score on autonomy was 4.7, the total score on competence was 5.7 and the total score on relatedness was 5.02. This means that the assistant teachers were somehow autonomous, competent and related to the *School*. Except for one assistant teacher, the rest of them agreed that if they are involved in PDM, this involvement will contribute to their motivation.

The results of the basic need satisfaction scores showed that the classroom teachers and the assistant teachers had somehow similar scores on competence. Moreover, the results show that most of the teachers were feeling competent in their work and this can be explained by the fact that teachers were empowered in their teaching practices through workshops. This can align

with the fourth preliminary theme (PT4); *teachers were empowered through training and workshop, but their empowerment wasn't used in PDM*. The classroom teachers had higher score on autonomy than assistant teachers; whereas the assistant teacher had higher score on relatedness than the classroom teachers. As for the former teachers, their score on relatedness was closer to the score of the classroom teachers; however, the former teachers were less autonomous than the classroom teachers and even the assistant teachers. Regarding teachers' score on autonomy, teachers felt somehow autonomous in their work. This can align with the sixth preliminary theme (PT6); *teachers' involvement in curricular and instructional decisions was limited as they felt their work was controlled by the coordinator and director*. Regarding the former teachers' competence, it was slightly lower than the classroom and assistant teachers' scores.

Most of the participants agreed that if they are given the chance to participate in PDM, they will feel more motivated as this involvement will make them feel autonomous, competent and related to the school. Also, their scores showed that none of the participants were highly autonomous, competent and related to the school. This aligns with the ninth preliminary theme (PT9); *due to imposed involvement, some teachers' intrinsic motivation was hindered*.

Analysis of the Emerging Themes

To summarize what was done so far, first codes were created on the meeting minutes. Then these codes were supported by examples from the meeting minutes which led to the emergence of patterns. These patterns led to the emergence of preliminary themes. These preliminary themes were transformed into themes after analyzing the questionnaire and BNSW-S. The preliminary themes that emerged were explained further through the analysis of the meeting minutes, questionnaire and BNSW-S and through bringing evidence from the lesson

plans and interviews. The preliminary themes were transformed to themes by having the questionnaire, BNSW-S and interviews as further evidence to support the themes. Table 11 summarizes the emergence of the themes from the codes and patterns as well as the various sources of data used to support these themes.

Table 11.
Emergence of Themes from the Patterns and Evidence from Sources of Data to Support the Emergence of Themes

Code	Patterns	Date Sources	Themes
ADM-D TE-H TI-M II-CO/M	P1, P2, P25, P37, P42	MM, Questionnaire 1 Section D (Table 13), I2, I6, I8, I9, I26	T1: Directors took all decisions in the managerial domain and passed on teachers to follow.
CO-D TE TS TD-R	P3, P4, P8, P9, P16, P39	MM, Questionnaire 1 Section C and D (Tables 9, 12), lesson plans 1 and 2, I1, I6, I17, I25, I27	T2: Teachers experienced some level of involvement in the curricular and instructional domain; however, most of the time the coordinator took the final decision and imposed it on the teachers.
ADM-D TE-H CO-D T-Ind II-CO/Cur	P1, P2, P3, P4, P5, P6, P24	MM, Questionnaire 1 Section B (Table 8), KG2 lesson plans 2013, I8, I27	T3: Most teachers showed indifference towards the taken decisions when they were not involved in some of the decision making process.
TE GD-EB TE-H	P7, P8, P9, P23, P25	MM, Questionnaire 1 Section B and C, BNSW-S (Table 14), lesson plans, I5, I6, I8, I10, I16, I27	T4: Teachers empowerment wasn't much used in PDM since most of the curricular and instructional decisions were taken by the director and coordinator without teachers' involvement.
EM II-CO/Ins II-GD II-GD/Cur II-CO II-CD/M	P10, P11, P12, P13, P17, P35, P40, P41	MM, Questionnaire 1 Section B, C, D (Tables 8, 9, 12, 13), lesson plans 2013-2014, I1, I5, I8, I18, I22, I27	T5: PDM wasn't promoted by the directors since teachers were mostly involved in school life and in tasks through imposed involvement and extrinsic motivation.
II-CO/Ins II-GD/Ins TD-C TE-H TI TI-Cur	P14, P18, P19, P20, P26, P27, P28, P29, P32	MM, Questionnaire 1 Section C and D (Tables 10, 12), BNSW-S (Table 14), I1, I14, I25	T6: Teachers wanted more involvement in curricular and instructional decisions as they felt their work was controlled by the coordinator and director.

T-IM+			
II-CO II-GD/Cur T-IN-	P15, P35, P38	MM, I14, I25, I26, I27	T7: Since kindergarten teachers were not taking the initiative, the coordinator and director were imposing on the teachers to be involved in school life.
T-IM+	P30, P31	MM, I8, I14	T8: Some teachers who were intrinsically motivated took the initiative to be involved in tasks regardless of imposed involvement and extrinsic motivation.
T-IM- II-GD/Cur T-IN-	P33, P34, P35, P38	MM, BNSW-S (Table 14), I5, I6, I8, I15, I25	T9: Due to imposed involvement, some teachers' intrinsic motivation was hindered.

As shown in Table 11, each theme was analyzed through the patterns that emerged from the codes. Moreover, each theme was further explained and supported through different data sources used such as meeting minutes, questionnaire, interviews, BNSW-S and lesson plans.

Theme 1: All decisions in the managerial domain were made by the director. Administrative decisions were highly repeated in all the meeting minutes. The examples in the meeting minutes show that the teachers were not involved in the decisions that the director made regarding the cancellation of the open house and not recruiting substitute teachers in the department. These decisions were taken by the director and imposed on the teachers. As T8 stated in interview 8 (I8):

“Although we planned for the open house and provided our feedback, the decision was already taken without our involvement and we had to implement it.”

Moreover, neither the departmental nor the general meeting minutes showed examples of situations where teachers discussed and agreed on decisions in the managerial domain. In addition, the lesson plans were not used while analyzing the first theme since they did not

provide any evidence regarding teachers' involvement in decision making in the managerial domain.

Questionnaire that teachers filled regarding their involvement in the managerial domain in section D shown in Table 9 also shows teachers' lack of involvement in the managerial domain. Few of the former, classroom and assistant teachers were involved to some extent in resolving academic issues, and resolving problems with parents. They always needed to consult the directors for approval in academic issues or solving problems with parents. Moreover, school hierarchy was one of the major factors that prevented teachers from being involved in PDM and teachers' answers during the interviews align with their answers on the questionnaire regarding the factors that hindered their involvement. For instance, TF6 mentioned in interview 6 (I6):

“My participation in solving academic issues or dealing with parents is limited. I can give ideas but I can't make decisions. There is a level of hierarchy to pass through to get the approval from the administration before proceeding with the idea.”

The directors also agreed during the interview that decisions in the managerial domain pertained to the administration. Decisions related to management such as school building, school budgeting, school policy, rules and procedures and school planning are taken by the directors and teachers were not involved since the directors believed that this was not the job of the teachers as they lacked the knowledge and skills and that the director had more expertise and experience in this matter. For instance, director 2 stated in interview 26 (I26):

“Matters related to recruitment policy or criteria, tuition, teachers' salaries, student admission or suspending students, school development are not part of the teachers' job.”

Teachers also agreed during the interviews that they were not involved in decisions in the managerial domain as they believed that the director took decisions without teachers' involvement. As TF2 stated in interview 2 (I2):

"I never had a decision in the managerial domain, at the end the administration decided and did what they wanted."

T1 also stated in interview 9 (I9):

"No difference is made when it comes to decision making in management since at the end the administration will do what they want and what they decide."

Theme 2: Teachers experienced some level of involvement in decision making in the

curricular and instructional domain. Compared to the administrative decisions and coordinator's decisions, teachers' decisions were the lowest. For instance, in DM34 teachers were given the chance to state their ideas in instructional matter such as the usage of the pocket charts. Although the coordinator listened to their ideas and suggestions, she took the final decision. This theme is also aligned with the teachers' answers on Section C in Questionnaire which is presented in Table 5. Unlike the former teachers, most of the classroom and assistant teachers agreed that most of the school matters were brought to staff meetings to discussion and adoption. This means that during the departmental meetings teachers were discussing school matters and they were given the chance to discuss school-related matters during their meetings unlike the general meetings which were informative in nature. Most of the former, classroom and assistant teachers agreed that although their suggestions were somehow well received by the coordinator, the coordinator had the final decision in school matters to a certain extent. That's why some of the former teachers and most of the classroom and assistant teachers agreed that decisions in the school, except for the administrative ones, were arrived at by consensus to some

extent since the final say pertained to the director and coordinator. Moreover, decisions regarding managerial domain were never brought to discussion in any of the departmental or general meetings. This means that most of the kindergarten teachers during their departmental meetings were discussing and sharing ideas regarding the curricular and instructional domain. For instance, TF1 stated in interview 1 (I1):

“On a school level or in the managerial domain, we did not participate in the decision making. I remember during the departmental meetings, teachers sat in small groups to decide on their curriculum and instructional strategies or activities but this was done on a small scale”.

Teachers' answers on Section D in Questionnaire which are presented in Table 8 shows teachers' involvement in the curricular and instructional domain and their results also align with this theme. Most of the former teachers and classroom teachers and few of the assistant teachers were involved to some extent in the curricular and instructional domain such as selecting resources and textbooks, solving learning problems, determining teaching methods, instructional and disciplinary policies. For instance, TF6 stated in interview 6 (I6):

“Somehow I am involved, to a certain extent I am involved in the instructional domain, but I believe my participation is limited. I am involved in planning my unit plans, but again not full participation as there is always someone to approve on them before proceeding in my activities.”

AT1 also mentioned during the interview 17 (I17):

“I am involved in class management and somehow in planning my unit plans. As long as I am dealing with my class according to the school rules and regulations, and as long as I am using the agreed behavioral system followed in the school, the coordinator doesn't

come and interfere in my class. In planning, I put my ideas and activities and I explain the rationale behind them, but later on I find out that the activities were removed or changed by the coordinator."

The directors also agreed that teachers were involved in the curricular and instructional domain to a great extent since they had the opportunity to do their own lessons, decide on the activities, and implement them in class with some control from the coordinator. The director 1 stated in interview 25 (I25):

"Teachers are involved to a great extent especially in curriculum and instruction. Definitely there's some control from the curriculum department and the coordinators who ensure that the lessons reflect the school vision and standards, but all the lessons, assignments, tests are done by the teachers and they are not treated as robots as in other schools where the teacher has to memorize everything given to her."

The general director stated in interview 27 (I27):

"Everything related to their teaching domain such as choosing teaching strategies, teaching resources, planning their lessons, dealing with students' behaviors, meeting with the parents, classroom management and organization are all involved. They have the freedom to choose, plan, set and arrange their classes and materials."

The lesson plans collected also showed teachers' involvement in choosing teaching strategies and resources as well as planning their activities. All the lessons collected showed that teachers were using different strategies every year to introduce the concept taught and were using new resources. For instance, in Lesson Plan 1 in the year 2012, the concept of different types of houses were introduced through visual aids using the LCD; whereas the same concept was introduced in Lesson Plan 2 in the year 2014 using a song projected on the TV reflecting

different types of houses. This shows that teachers were involved in improving their teaching strategies and methods and were renewing their teaching resources. However, the lesson plans also showed that these activities, strategies and resources planned by the teachers had to be approved by the coordinator before being implemented in the classes. For instance, in Lesson Plan 1, the coordinator asked the teachers to use a story instead of pictures to discuss the different parts of houses (kitchen, living room etc.) and what they are used for. The title of the story was suggested by the coordinator and teachers substituted their activity and implemented it in their lesson plan and classes. Another example was in lesson plan 2 where teachers planned a worksheet about the concept heavy/light but they were asked to replace it with a game suggested by the coordinator since the worksheet was not approved due to its lack of clarity and level of difficulty.

Theme 3: When teachers were not involved in decision making, most of the teachers showed indifference. When the meeting minutes were analyzed, teachers' indifference was highly present. All decisions in the managerial domain were taken by the director and most of the curricular and instructional decisions were taken by the coordinator without teachers' involvement as when the coordinator decided to include learning centers in the curriculum and informed teachers about this decision. When teachers were not involved in decision making especially in the curricular and instructional domain, they were showing indifference. For instance, in DM13 the coordinator stated:

“Although you were informed at the beginning of the year about the director's decision regarding the issue of removing students' shoes in class and replacing them with special indoor shoes, many of you and your students were seen not wearing the indoor shoes

while in class. Many of you are not following the procedure and are disregarding the decision. Starting next week all teachers will implement the decision."

Also, teachers were opposing and resisting the decisions when they were not part of the decision making in the curricular and instructional domain. For instance, in GM13, the director stated:

"Although all of you were informed about the decision taken regarding the integration of technology and student-centered approach, many of you are still following the old seating arrangements in their classes which do not focus on group work and many of you are still using your old teaching methods and are resisting changing."

Moreover, during the interview 27 the director mentioned that when he decided to start hi-tech classrooms and to implement group work teaching strategies, many teachers resisted and complained. Similar resistance and indifference was shown by the kindergarten teachers when the coordinator decided to include the learning centers in the KG classes and imposed this decision on them. As TF8 stated in the interview 8 (I8):

"When learning centers were included in the curriculum by the coordinator, we were not part of this decision making, so my colleagues and I were opposing this strategy especially that it wasn't working in our classes as most of us did not have enough training in this area. I believe this a decision where we should have been involved as we know our students best."

This theme is also aligned with teachers' answers on Questionnaire in Section B as shown in Table 4. Most of the participants strongly agreed that PDM makes teachers to be more committed towards the decisions. Since PDM makes teachers be committed towards the

decisions, most of the participants strongly agreed that PDM generates greater acceptance of decisions.

The lesson plan analysis can provide further evidence as how some teachers were not accepting the decisions as was the case when the coordinator imposed on the teachers the decision regarding the implementation of the learning centers in the classes. Learning centers were applied in 2013 and activities related to the learning centers were included in all the lesson plans selected except for the lesson plans of KG2 teachers. No learning centers were integrated in the KG2 lesson plans. This example can be linked to the interview of the former teacher TF8 who used to teach KG2 classes and during the interview she mentioned that her colleagues and she were refusing the idea of the learning centers. TF8 mentioned in interview 8 (I8):

“Although my colleagues were also complaining among each other about the difficulties they were facing with the learning centers, most of them were implementing the idea of the learning centers in their own way since they weren't convinced or involved in the decision. As for me as a KG2 teacher I did not commit to this decision and kept on planning my lesson without implementing the learning centers in my class.”

Theme 4: Teachers' empowerment was n't much used in PDM. The analysis of the meeting minutes show that teacher empowerment was used in the school. For instance in DM21, a group of teachers were assigned as leaders to guide and train other kindergarten teachers to work on the curriculum such as writing lesson plans, preparing worksheets, using different teaching strategies etc. As T2 stated in interview 10 (I10):

“I felt empowered when I gave the workshop regarding using balloons in decoration. I felt I can give a lot to the school and can take bigger steps later on.”

The director also believed that teachers were empowered through attending workshops for professional development that were organized inside and outside the school as he stated in interview 27 (I27):

“I enrolled all kindergarten teachers in professional development workshops for one year, I selected some teachers who didn't have teaching diploma to take continuing education program and I also sent some teachers to attend workshops abroad. Definitely I expected from them to gain new skills and knowledge such as new teaching practices, approaches and strategies and to use them in their classes and curriculum.”

However, this empowerment wasn't much used in PDM since the director stated in the interview 27 that kindergarten teachers did their jobs only and most of the time they took decisions from the administrators and applied them. Teachers were not involved in the decision making since the director stated in the interview that he didn't want kindergarten teachers to be involved and expected them to focus on their teaching and students.

Besides empowering teachers through workshops, stating ideas and suggestions regarding school decisions was another form of empowerment in the school. For instance, in GM16, the director posed the decision taken by him regarding starting first day of school with the Nursery classes and then after one week starting KG2 and KG3 classes. Teachers discussed and debated about this decision by stating their ideas and opinions. Although they had a chance to state their voices, the decision of starting the Nursery classes before KG2 and KG3 wasn't changed and teachers had to agree with it. This shows that teacher empowerment wasn't used in PDM especially that the meeting minutes also showed examples of teacher empowerment being hindered. For instance, in DM17, teachers were asked not to discuss any issues with parents

outside their teaching practices and to refer them to the administrators in case of any concerns or complaints related to school in general. As T8 stated in interview 16 (I16):

“Other than planning activities and having the freedom to put my activities and ideas in the lesson plan, I don't feel I am involved in the school's decisions.”

Teachers' answers in Questionnaire in Section B and Section C align with this theme since most of the participants believed that PDM will make them feel empowered by gaining professional growth. However, the participants believed that although their ideas and suggestions were heard by the coordinator, the coordinator took final decisions and that's why reaching a decision through agreement was low. Interviews with the teachers also show that teachers were not empowered to make decisions. As TF5 mentioned in interview 5 (I5):

“My colleagues believed that participating in decision making was a waste of time and even if they stated their ideas, the administrators will do what they decided already.

That's why some teachers did not even take an active role in planning their lessons since they knew that the activities might change and the coordinator will put her ideas and activities.”

Moreover, since teachers were empowered through training and workshops and were being equipped with the necessary skills and knowledge in curriculum and instruction, teachers wanted to be involved in decisions related to curriculum and instruction since they believed that they have the knowledge, skills and experience in working in the curriculum and that they know their students' needs, interests and how they learn. Based on the knowledge they have about their students, they can make decisions and improvements in their planning. As TF6 mentioned in interview 6 (I6):

“While doing the unit plan, I find it very important for teachers to be involved in deciding upon the age appropriate activities in the unit plan since they have the skills and knowledge in child development.”

The results of basic need satisfaction scores in BNSW-S presented in Table 10 also align with this theme since the results showed that most of the teachers were feeling competent in their work. This can be explained by the fact that teachers were empowered in their teaching practices through workshops. However, this empowerment wasn't much used in PDM as T8 mentioned in interview 16 (I16):

“Although I have the experience and knowledge and can make decisions for the sake of school improvement, they never asked for my ideas or opinions regarding decisions they have taken and they never involved me in the decision making.”

Teachers' answers in Section C in Questionnaire regarding the factors that hindered their involvement also aligns with this theme since most of the participants believed that they lacked the knowledge about PDM and didn't know how to participate. Although teachers were empowered by having the necessary knowledge and skills in their teaching practices, they felt they lacked knowledge in decision making. As T2 stated in interview 10 (I10):

“As a teacher I didn't know how to participate in the decision making and when we were assigned tasks by the directors, I couldn't continue it since I didn't have a clear objective or guidelines to make decisions and continue with the given task.”

The lesson plans also provide further evidence of how teacher empowerment wasn't used in PDM. For instance, the unit plan format was changed in the year 2012 and in the year 2013 and 2014 and each year the unit plan format looked different than the other. None of the departmental meeting minutes showed any examples of situations where teachers discussed and

agreed on the unit plan format. The unit plans were changed by the coordinator without teachers' involvement. For instance, in the year 2013 when the coordinator introduced the idea of the learning centers, the unit plan format was also changed. Teachers did not have any say regarding the decision taken about the learning centers and they were asked to implement it in their lessons and classes. TF8 stated her concern about this matter during the interview when she stated the following in interview 8 (I8):

“Regarding the idea of the learning centers, me and my colleagues were surprised when we were informed by the coordinator that we will start using the learning centers approach in the KG classes. Teachers' ideas or input wasn't taken or even asked although this is a decision that we should have been involved in as we know our students and we have the skills and knowledge to make decisions regarding our curriculum and instruction.”

Theme 5: PDM was n't promoted by the directors since teachers were mostly involved in school life and in tasks through imposed involvement and extrinsic motivation. The analysis of the meeting minutes showed that extrinsic motivation and imposed involvement by the coordinator and director were highly practiced in the school which aligns with this theme. Extrinsic motivation was highly repeated in all the meeting minutes since teachers were involved in tasks through the use of rewards and punishment. For instance, in GM15, teachers who failed to submit their complete curriculum were not granted the holidays. During the interviews with the directors, they all agreed that they use extrinsic motivation such as appraisals, reward s, verbal feedback etc. to involve teachers in school life and in tasks. As the director mentioned in interview 27 (I27):

“We give raises, bonuses for the teachers who give more time for the school work.”

Imposed involvement by the coordinator was repeated in the meeting minutes and most of the imposed involvement was done in curriculum and instruction; whereas imposed involvement by the director was repeated mostly in instruction. Imposed involvement was done through delegating tasks and responsibilities to the teachers by asking them to be in different teams, committees and to send ideas and suggestions to ensure that all the members were involved in school life and in school tasks. Most of the former and classroom teachers during the interviews mentioned that PDM wasn't promoted since decisions were imposed on them and they were involved in tasks through imposed involvement. As TF8 stated during the interview 8 (I8):

"They don't encourage teachers to participate in decisions. We are forced to send ideas and suggestions and these are taken and changed as administrative decisions.

Participation can't be a forced task or obliged duty to carry out instead it should be a way of empowering teachers."

Teachers' answers on Section B in Questionnaire shown in Table 4 align with this theme since teachers believed that PDM will not make them work harder. This can be explained by the fact that teachers already had a lot of tasks and imposed responsibilities to carry out in the school, so they were already overloaded. As TF5 stated in interview 5 (I5):

"They don't see the load a kindergarten teacher has. Classroom responsibilities, planning activities, following up on student matters, calling absent students, emailing parents for feedback, preparing ideas and suggestions to the administration will make you exhausted, so whether I am involved or not in decision making won't make me work harder as we are already working a lot and have a lot to do."

Moreover, teachers' answers on Section C in Questionnaire shown in Table 5 align with this theme since teachers believed that although their suggestions were somehow well received by the coordinator, reaching a common decision through consensus was low as the coordinator took final decisions and imposed them on teachers. As AT2 stated in interview 18 (I18):

“Although we sit and discuss matters as a KG team and we provide different ideas, suggestions and solutions, we never reach a common decision and we never reach a decision through agreement.”

In addition, teachers' answers on Section D in Questionnaire shown in Table 8 and 9 align with this theme since teachers were not involved in decision making in the managerial domain which shows that PDM wasn't promoted. As for their involvement in the curricular and instructional domain, this involvement could be due to imposed involvement by the coordinator and director.

Teachers' answers on Section C in Questionnaire regarding the factors that hindered their participation shown in Table 7 also align with this theme. School hierarchy was the most common factor that most teachers considered being a hinder to their involvement in decision making, since decisions were done at the top and imposed on the teachers. Since the school hierarchy looks like a bureaucratic institution where most of the decisions are done at the top of the hierarchy, PDM can't be promoted.

Lesson plans collected can provide further evidence of imposed involvement in curriculum and instruction. For instance, in the year 2013 when the coordinator introduced the learning centers, all teachers were ordered by the coordinator to change their planning to include learning centers in their curriculum and this was also mentioned in the departmental meeting minutes DM12 in 2013. Also, in the year 2014 with the integration of technology, all teachers

changed their resources used and substituted them with digital stories and e-books. This made teachers to be involved in selecting resources and be involved in the instructional level; however, they did not have the total freedom to decide on these resources without taking the consent of the coordinator and director. While analyzing the lesson plans for the theme "Animals" in Nursery classes across the years, it was noted that all the activities were different and none was repeated in the coming years. The same was observed while analyzing the theme "My Body" in KG2 classes. The constant change in the lesson plans could be explained in two ways: either the teachers were using their new skills and knowledge they were gaining through the workshops to improve their teaching practices and curriculum, or they were changing the activities since the coordinator was imposing on them to do so. However, in this case study, teachers were always changing their lessons because they were asked to and not because they were empowered as TF1 stated in interview 1 (I1):

"Scope and sequence was changed a lot and redone many times year after year because the coordinator asked us to redo it and we didn't have any other choice but to revise it and do it all over again although these should be set for the coming years."

Unlike the teachers who believed that PDM wasn't promoted in the school, the directors believed that they were promoting PDM in the school through the general director's empowering behaviors and through giving teachers the chance to send ideas and suggestions for school improvement and innovation. The general director's empowering behaviors were repeated in the general meeting minutes 35 times. The director also mentioned in the interview that he was acting as a role model for his teachers to get them involved in school life as he stated in the interview 27 (I27):

"I am a role model for the teachers. When I ask them to be in a certain task or team in the school, I myself attend one of the teams and I work with the team. Preaching is not good only, you have to demonstrate and show them that you as a director is also involved and have a lot to do. This will encourage teachers as they will see their director as a good role model who is on site also and working hand in hand with them."

Although the general director was exhibiting empowering behaviors, the use of extrinsic motivation and imposed involvement were highly practiced in the school which were having a negative impact on teachers' involvement in decision making. For instance, the director believed that one of way promoting PDM in the school was through giving teachers the chance to send ideas and suggestions for school improvement and innovation. As the director stated in the interview 27 (I27):

"We are always open to new ideas, we ask teachers to send ideas and suggestions, and those who do are always recognized and thanked. We give chance for teachers to be in different committees and to have their input in these teams and tasks. In this way we are indirectly telling the teachers that we are involving them in PDM and in school life."

However, teachers, especially the assistant teachers, believed although sending ideas and being in different teams and tasks was one way of promotion, most of the time they felt these are duties they had to do. During the interviews with the assistant teachers, most of them had similar answers regarding this matter. For instance, AT6 stated in the interview 22 (I22):

"The school asks from the teachers to send ideas and suggestions and they expect from us to be in teams and tasks. What they do with these suggestions, I really don't know as most of these suggestions stay as mere suggestions."

Theme 6: Teachers wanted more involvement in the curricular and instructional decisions.

While analyzing the meeting minutes, it was noted that teacher involvement in decisions related to curriculum and instruction willingly without outside pressure was lower than imposed involvement. Moreover, teachers' decisions were lower than coordinator's decisions and administrative decisions. For instance, in DM17 teachers discussed and evaluated their teaching strategies and agreed on ways of improving these strategies. Although teachers were involved in this decision in the curricular domain, still their involvement was limited as most of the decisions pertaining to curriculum and instruction was taken by the coordinator and director and the frequency of the codes provide further evidence of this theme.

Teachers' answers on Section D in Questionnaire which is presented in Table 8 align with this theme. Most of the participants were involved to some extent in the curricular and instructional domain such as solving learning problems, determining teaching methods, instructional and disciplinary policies. However, their involvement was limited and controlled and this can be supported by the interviews with the directors since they stated in the interviews that teachers are involved in curricular decisions by making their own lesson plans, but these lessons should be checked and approved by the coordinator and the curriculum department. The same was applied in student matters since teachers did not have full autonomy to decide on things related to student matters without referring to the directors or waiting for their final approval. As director 1 stated in interview 25 (I25):

“If it is a decision related to teaching then definitely teachers are somehow involved. Definitely there's some control from the curriculum department and the coordinators who ensure that the lessons reflect the school vision and standards, but all the lessons, assignments, tests are done by the teachers.”

Teachers' answers on Section C in Questionnaire regarding the two decisions they wanted to participate in which is presented in Table 6 also align with this theme. Most of the participants wanted more involvement in the curricular and instructional domain. Participating in decisions related to the preschool curriculum and student matters were the most areas in which teachers wanted more involvement since they believed that they have the knowledge, skills and experience in working in the curriculum and that they know their students' needs, interests and how they learn. Based on the knowledge they have about their students, they can make decisions and improvements in their planning. A few former and few classroom teachers wanted more involvement in decisions related to the managerial domain specifically in choosing teachers. For instance, TF1 mentioned in the interview 1 (I1):

“Some decisions should be taken by the teachers such as class materials needed, classroom management, curriculum being used, teaching strategies and anything related to students learning since the teachers know their students and some things teachers know that the administrators might not know since they are not in the class with the kids, so they can't make the right decisions.”

Regarding teachers' scores on autonomy on BNSW-S presented in Table 10 support this theme as teachers felt somehow autonomous in their work. The classroom teachers had higher score on autonomy than assistant teachers; however, the former teachers were less autonomous than the classroom teachers and even the assistant teachers. T6 answer during interview 14 (I14) also provides further evidence of how teachers involvement was limited in the curricular and instructional domain. T6 stated in interview 14 (I14):

“All I know is that we don't take decisions independently. Even if they are decisions related to my students and classroom there is always someone I have to refer to take the

approval before proceeding with it. Although I feel I am able to make decisions regarding my students learning and behavior as I know my students, I have to inform the coordinator about my decision to take her consent before implementing it."

Moreover, lack of trust from the administrators was one of the factors that hindered teachers' participation in decision making and made their involvement limited and controlled by the coordinator and director. As TF1 stated in interview 1 (I1):

"They don't trust the teachers and there is lack of trust in teachers' say."

Theme 7: The coordinator and the director used imposed involvement since they believed

that teachers were not taking the initiative. The meeting minutes and the patterns that emerged from the examples in the meeting minutes align with this theme. This theme is further supported through teachers' and directors' interviews. The Questionnaire, BNSW-S and lesson plans weren't used in this theme since no alignment was noticed. The meeting minutes showed that imposed involvement applied by the coordinator and the director on the teachers played a major part in involving teachers in school related matters especially in curriculum and instruction. Imposed involvement by the coordinator and director were equally exercised on the teachers as was analyzed in the meeting minutes. The pattern that emerged was that the coordinator was imposing on the teachers to be involved since the teachers were not taking the initiative to improve their teaching skills. The coordinator mentioned in DM25:

"None of the kindergarten teachers took the initiative to participate in the school's workshop that is going to take place during the vacation."

The director also agreed with the coordinator's viewpoint regarding lack of teacher initiative as he stated in the interview 27 (I27):

“Since they don't take the initiative to work extra and to make a change, we give them extra tasks to do as when we asked everyone to be part of a team in the school.”

The interviews with the teachers also showed that few teachers were taking the initiative and that the same teachers were always involved and taking on tasks willingly as T6 mentioned in the interview 14 (I14):

“There's dependency on the teachers who are always involved and active members during the meetings. Some teachers always take the initiative to get ideas, give suggestions, share new thoughts, and get materials for the department; whereas most of the teachers depend on these few teachers who are always taking the initiative.”

Unlike the teachers' interviews, who believed that few teachers were taking the initiative, directors had a different viewpoint regarding kindergarten teachers initiative and involvement. Interviews with the directors showed that none of the kindergarten teachers were taking the initiative to be involved in school improvement and school life. As director 2 stated in interview 26 (I26):

“They can make a change in their department especially if each teacher comes up with one idea then we will have 30 different ideas to study and maybe implement in the school, but this needs initiative from the teachers which is missing in the kindergarten teachers.”

Since initiative was missing in the kindergarten teachers according to the directors, that's why they were always being asked by the directors to take on different tasks. As director 1 stated in interview 25 (I25):

“Most of the time kindergarten teachers are in tasks because the director tells them they have to be in a task. If it is left to them, I guess maybe more than half won't take part.”

Theme 8: Some intrinsically motivated teachers took the initiative to be involved in tasks regardless of imposed involvement and extrinsic motivation. The patterns that emerged from the meeting minutes align with this theme. The meeting minutes showed examples of teachers' intrinsic motivation and the pattern that emerged was that even though some teachers were not assigned tasks or were in teams, these teachers were still taking the initiative to carry out different tasks and they enjoyed being involved. For instance, in GM3, few kindergarten teachers continued being involved in planning, sending ideas and preparing activities even if they weren't assigned tasks in the department. The director stated in GM3:

“Motivation is intrinsic, those who have it will continue teaching with passion and enthusiasm and they will do it well. They will be involved in school life more and more since they will develop a sense of belonging.”

Moreover, the meeting minutes showed examples of teachers' initiative. For example, one of the assistant teachers (AT4), during the DM16 took the initiative to get materials for the department with a huge discount although she was neither asked by the coordinator nor was given the duty of purchasing the items with reduced prices. The interviews with the teachers also showed that some kindergarten teachers were already taking the initiative in the department as when TF8 and T6 stated in the interview 8 and interview 14:

“I took the initiative to take part in writing the handbook along with a small team of kindergarten teachers” (I8), “I always take the initiative to stay after school hours even if I am not asked to” (I14).

In addition to the patterns and interviews, the frequency of the codes explains further this theme. Teachers' initiative (T-IN+) was repeated 31 times, teachers' intrinsic motivation (T-IM+) was repeated 21 times and teachers' involvement (TI) was repeated 28 times. The

frequencies of the three codes can explain the fact that teachers who were motivated were the ones taking the initiative in the department and were involved in the curricular and instructional domains. For instance, AT4 who took the initiative in DM16 also stated in the interview 20 that:

“Although I wasn't in any team or committee, and I wasn't in the planning, I always kept on sending ideas and preparing activities and attending their planning meetings to share my activities.”

Theme 9: Due to imposed involvement, some teachers' intrinsic motivation was hindered.

The patterns that emerged from the meeting minutes showed that due to the imposed involvement by the director and coordinator in curriculum, some teachers were not showing any enthusiasm while implementing their activities and were not taking the initiative to make improvements in their curriculum or instruction since they felt overloaded and stressed. For instance in DM35 and DM5 the coordinator stated:

“Some educators are not showing any interest or enthusiasm while implementing the activities in their classes to grab their students' attention.”(DM35). “Some educators are complaining and showing negative attitudes about the work flow during the planning and working in the curriculum.”(DM5).

Teachers' answers on BNSW-S presented in Table 10 also align with this theme as their scores showed that none of the participants were highly autonomous, competent and related to the school, and according to self determination theory, these three basic needs (autonomy, competence and relatedness) should be satisfied for an individual to experience intrinsic motivation. Most of the classroom and assistant teachers agreed that if they were given the chance to participate in PDM, they will feel more motivated as this involvement will make them feel autonomous, competent and related to the school. As T7 stated in interview 15 (I15):

“Being involved in the school’s decision making will motivate me like when I set my class I will feel more comfortable and I will feel I belong to the school and throughout the year when I face problems and I put strategies to solve the issue and improve them all this motivates me since I will feel independent and competent.”

Unlike the classroom and assistant teachers who mainly believed that PDM will contribute to their motivation, the former teachers had mixed results. Half of the former teachers felt PDM will contribute to their motivation as TF6 stated in interview 6 (I6):

“PDM will make me trust in my potential and abilities and work more. When teachers own the ideas, they feel more responsible and do more effort to let the decision work and succeed.”

The other half former teachers believed that PDM hindered their motivation due to imposed involvement and school hierarchy. As TF8 stated in interview 8 (I8):

“When I tried to participate in decisions, I wasn’t heard and my ideas were neglected since decisions are done at the top of the hierarchy, so I decided not to say anymore and I felt de-motivated.”

Moreover, their scores on autonomy, competence and relatedness could explain the mixed results. For instance, TF2 and TF8 scored low on autonomy which means that these teachers were not feeling autonomous in their work and they felt their work was controlled. Since they weren’t feeling autonomous in their work, their motivation was hindered. As for TF1 and TF5 although they were somehow autonomous, competent and related, they still felt that PDM hindered their motivation due to school hierarchy.

Although teachers believed that they will feel more motivated if they were given the chance to take part in PDM, the directors had different viewpoints. The interviews with the

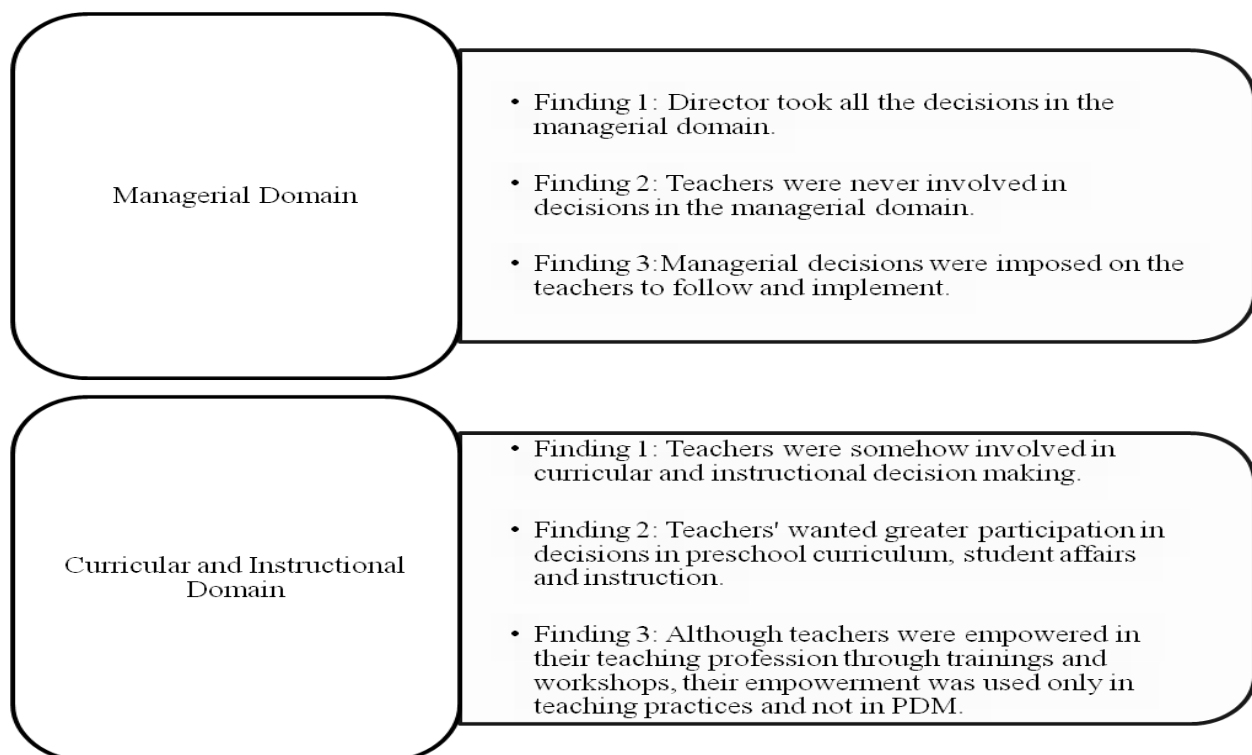
directors showed that the directors believed that they were not forcing anyone to take part in decision making and that they were open to any idea or suggestion. Moreover, they believed that teachers' motivation played a big role in teacher participation. As director 1 stated in interview 25 (I25):

“Nothing prevents teachers from participating; we as administrators are always open to new ideas and suggestions. It is just that teachers are not interested and they are not motivated to take part.”

Summary

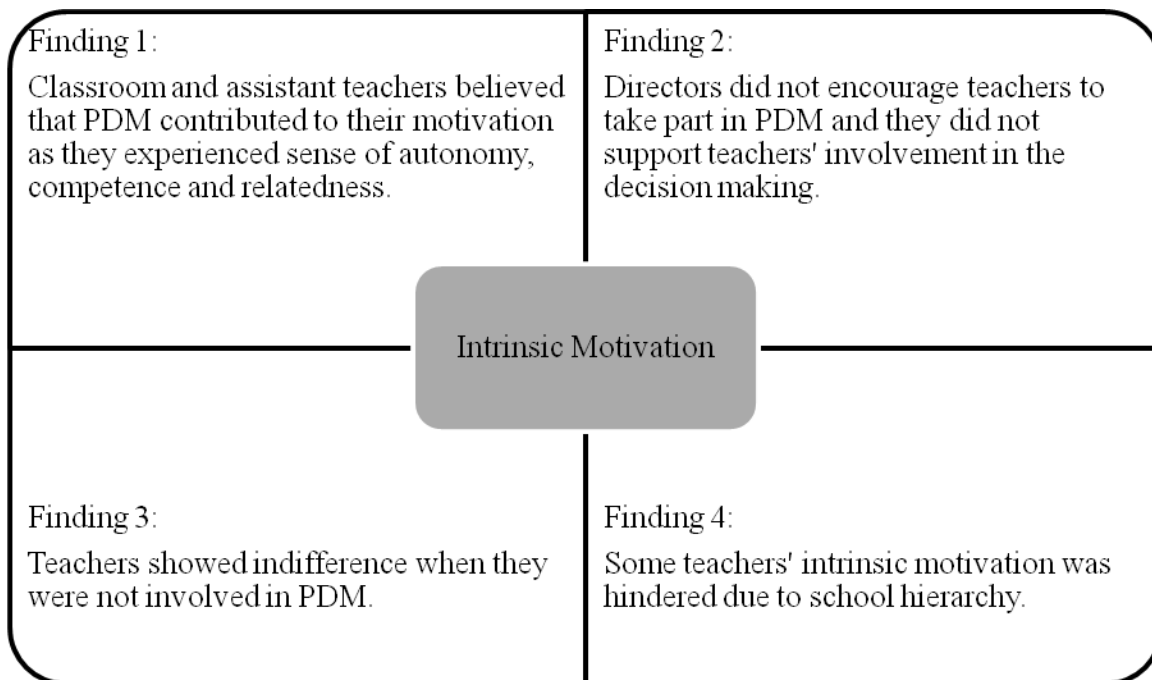
The results presented in this chapter are summarized and presented in Figure 1 and Figure 2. Figure 1 shows the findings regarding kindergarten teachers' involvement in decision making in the three domains: curriculum, instruction and management.

Figure 1. Kindergarten Teachers' Involvement in Participatory Decision-Making in the Managerial, Curricular and Instructional Domain



The results in this case study showed that the director was the sole decision maker in the *School* especially in the managerial domain. Teachers were somehow involved in decision making in the curricular and instructional domains, but their involvement was controlled by the directors and the coordinator. Since teachers were trained through workshops, they felt competent enough to make decisions in curriculum and instruction and wanted more involvement in these two domains; however, their empowerment was used only in their teaching practices. Most of the teachers did not know how to participate in decision making as they lacked the skills and knowledge.

Figure 2. Kindergarten Teachers' Involvement in PDM and their Intrinsic Motivation



As for the teachers' intrinsic motivation, most of the participants believed that PDM contributed to their motivation. They also believed that if they were given the opportunity to take part in decision making, they will feel more autonomous, competent and related to the school. However, unlike the directors who believed that teachers had a voice in school-related matters, teachers

believed that they did not receive any encouragement or support from the directors to be involved in PDM. That's why when decisions were taken without their involvement, they showed indifference. Moreover, since decisions were done at the top of the hierarchy with minimal teacher involvement, some teachers' intrinsic motivation was hindered.

CHAPTER 5

Discussion

This chapter discusses the findings of the case study in relation to the three research questions presented in Chapter One. The research questions were answered by the following nine themes that emerged through this study:

- Theme 1: All decisions in the managerial domain were made by the director.
- Theme 2: Teachers experienced some level of involvement in the curricular and instructional domain.
- Theme 3: When teachers were not involved in decision making, most of the teachers showed indifference.
- Theme 4: Teachers' empowerment wasn't much used in PDM.
- Theme 5: PDM wasn't promoted by the directors since teachers were mostly involved in school life and in tasks through imposed involvement and extrinsic motivation.
- Theme 6: Teachers wanted more involvement in curricular and instructional decisions.
- Theme 7: The coordinator and director were using imposed involvement since they believed that teachers were not taking the initiative.
- Theme 8: Some intrinsically motivated teachers took the initiative to be involved in tasks regardless of imposed involvement and extrinsic motivation.
- Theme 9: Due to imposed involvement, some teachers' intrinsic motivation was hindered.

This chapter discusses the findings of this case study in relation to the relevant literature, highlights the contributions of the study and provides recommendations for future research and practice.

Theme 1: All decisions in the managerial domain were made by the director. The findings in this case study showed that kindergarten teachers were not involved in decision making in the managerial domain since the director made decisions as he had more knowledge and expertise in this domain. Moreover, this study found out that kindergarten teachers were not empowered as they lacked the necessary skills to be involved in decisions in the managerial domain. The findings in this case study align with the existing literature since research has shown that principals tend to involve teachers more in students' affairs and instructional issues rather than in the school administration and managerial domain. School administration is the domain where teachers have reported the lowest levels of participation, as well as the greatest levels of deprivation (Sarafidou & Chatziioannidis, 2013). Also, teachers have not been empowered and prepared to take on leadership roles and administrators have not been prepared to accommodate teacher involvement (Klecker & Loadman, 1998). This is why school principals refrain from involving kindergarten teachers in the school's decision making to avoid immature decisions (Ho, 2010).

Therefore, based on the findings, this case study recommends principals to empower their teachers in school management and to give them leadership roles to help them contribute in school improvement especially that school improvement can fail if teachers do not support and implement the decisions. Future research is also recommended to study the role of empowerment on kindergarten teachers' involvement in the managerial domain and how such empowerment can bring school improvements.

Although the findings in this study align with the international literature, this case study adds to the literature in the Arab regions since data on early childhood in the Arab countries is rare in a number of key areas of decision making such as participating in financial and human resources, educational context and early childhood learning and outcomes (Faour, Hajjar, Bibi, Chehab, & Zaazaa, 2006).

One of the contributions of this case study was that the lack of PDM was explained through neo-liberal perspective. Moreover, this case study showed that neo-liberal mentality was present in the school and that decision making was centralized. Also, the school operated in a somehow bureaucratic manner where decisions were made at the top of the hierarchy by the directors who had authority and power and teachers were the implementers of these decisions having minimum say in educational matters.

Since neo-liberalism and bureaucratic approach to education do not solve the educational problems (Smith, 2003) and since decision making is still centralized in most Arab countries and schools, this case study recommends school principals operating schools in a bureaucratic way to shift to a more democratic, participatory approach in order to be able to find solutions to the existing problems in the schools. Future research is recommended to study the impact of bureaucracy in education and on schools in the Arab countries as well as the impact of PDM on solving some educational problems.

Theme 2: Teachers experienced some level of involvement in the curricular and instructional domain. In this case study, the results showed that most of the decisions regarding curriculum and instruction were taken by the coordinator. Teachers in this case study experienced some level of involvement in curriculum and instruction, but decision making was mainly in the hands of the coordinator and teachers rarely made decisions in these domains.

Teachers were required to refer to the director and coordinator before implementing any idea. The finding in this study also aligns with the existing literature since the focus of decision making in schools rests mainly with Head teachers, administrators, principals, Board of Governors (BOG) and Parents Teachers Association (PTA) (Kiprop & Kandie, 2012). They make important decisions such as choice of curriculum, material, type of test used to evaluate instruction, mode of teacher motivation and disciplinary decisions with minimal teacher involvement (Kiprop & Kandie, 2012). Studies have shown that teachers' involvement in decision making in the curricular domain was still low since they implemented the curriculum imposed on them by the school instead of participating in decisions related to the curriculum (Duze, 2011, Ho, 2010, Mattar, 2010).

During PDM, reaching a collective agreement needs extensive meetings, discussions and planning (Schneider & Mack, 2014). Although in this case study, the structure of decision making in the school showed that meetings were frequently held in the school and school matters were brought to discussion during the departmental meetings where teachers shared their ideas and suggestions, reaching a collective consensus or agreement was still low in the school since the coordinator and the director had the final word in school-related matters and most of the decisions in the curriculum and instruction were taken by them. The directors and coordinator made teachers feel that they have a voice in the school by sharing their ideas and suggestions, but teachers were not the core of decision making.

This case study recommends practitioners to evaluate and improve the structure of decision making in their schools. It also recommends that principals evaluate and understand the areas in which teachers lack participation and to find ways to enable teachers to take part in curricular and instructional decisions.

This case study contributes to theory by adding to the existing literature especially that there is limited research on early childhood education in Lebanon (Faour, 2003). Moreover, most of the studies on PDM in the Arab regions were conducted on teachers in the elementary, intermediate and secondary level and a limited number of studies have been conducted on Lebanese kindergarten teachers' involvement in decision making. Therefore, this case study adds value by bringing new information to the literature with some attempt to fill in a gap present in the current literature in the Arab world. Future research is also recommended to study how PDM would be different if Grade 1 teachers were included in this study instead of just kindergarten teachers.

The curriculum in the Arab world focuses on conformity and reflects the Western beliefs and some principals are taking the Western curriculum and applying them in their schools with little consideration about the students' learning and experiences. Based on the findings of the study, principals should involve kindergarten teachers in curricular decisions to make the necessary improvements since teachers know their students best and are the main implementers on the ground. Future research is recommended to study how imposed curriculum can have an impact on kindergarten teachers' attitude and performance.

Theme 3: When teachers were not involved in decision making, they showed indifference.

In this case study, the results showed that teachers believed that PDM enhances the quality of decisions and promotes commitment towards the decisions. The results also showed that teachers were showing indifference when the decisions especially in curriculum and instruction were taken without their involvement and were imposed on them. Since teachers were not part of this decision making, their indifference made the decision fail. This is why in the coming years; learning centers were removed from the preschool curriculum as teachers did not support it. The

results of the case study align with existing literature since studies have shown that decisions taken without the input of the teachers are bound to face indifference or resistance as teachers might disregard a decision which can lead to school's failure (Duze, 2011, Wadesango, 2012). Studies have also shown that school restructuring will not improve schools if undertaken solely from an administrative or managerial point of view (Klecker & Loadman, 1998).

For decisions to be effective and for teachers to support these decisions, this case study brings additional price of evidence that teachers must be an integral part of decision making if changes are to be truly effective, since it is up to the teachers to be the main implementers of change in the schools (Sarason, 1992).

Since innovation and change were constantly present in the *School* and since they encouraged teachers to be life-long learners and contributors of the society, this case study sheds light to the practitioners to understand whether kindergarten teachers were contributing to school by taking an active part in school innovation and change. This case study gives recommendations to the practitioners to support and empower their teachers to take part in decision making if their aim is to bring change and success to their schools.

Future research is also recommended to study the effect of kindergarten teachers' indifference on students' learning and how such indifference can make schools fail.

Theme 4: Teachers' empowerment was n't much used in PDM. This case study showed that although the school empowered the teachers by creating opportunities for competence to be developed and displayed through trainings and workshops, teachers were not given the opportunity to participate in the decision making process and their empowerment wasn't much used in PDM. Although teachers were given responsibilities, they did not have the total freedom and choice to take part in PDM. Studies have shown that one of the dimensions of empowerment

is the participation of teachers in decisions that affect their work. Providing teachers with a role in school decision making is a key element in empowerment (Short, 1994).

One of the contributions of this case study was that it added a new piece of information on the present literature. The present studies have shown that preschool teachers did not have the sufficient professional knowledge to participate effectively in curriculum and pedagogical decisions due to their low level of qualification and low level of training (Li, 2006, Ho, 2010). However, this case study showed that kindergarten teachers had the necessary skills and knowledge as they were enrolled in trainings and different workshops to enhance their teaching strategies and practices, but the directors did not support their involvement. Therefore, teachers could have used this empowerment in curricular and instructional domain if they were given the opportunity by the directors to have a say in these matters.

Two factors can explain the reason why teachers were not involved in PDM and were not given the chance by the directors. First, the coordinator and the directors could have been biased and did not trust in the kindergarten teachers' abilities to make decisions. Also, they believed that decision making was the job of the director as he had more knowledge and expertise in the school. Second, the school culture and the bureaucratic approach practiced in the school did not facilitate PDM to take place smoothly since even teachers during the interviews mentioned that school hierarchy and teacher-admin relationships were factors that hindered their participation. If this research is to be duplicated in the future, classroom and departmental meeting observations should be included while collecting data to further understand the school culture and climate. Classroom observations will give further information about the type of decisions kindergarten teachers make in their classrooms. Departmental meeting observations will explain further teachers' involvement in decision making as well as the relationship between teachers and

coordinator. Future research is also needed to understand how school climate and culture can have an impact on participatory decision-making.

Participating in the school's decision making empowers teachers by delegating authority and responsibility, strengthens their perception of personal ability and fosters their beliefs that they can create the results they really desire (Sarafidou & Chatziioannidis, 2013). In this case study, although teachers were given responsibilities and they believed they had the skills needed to improve their curriculum and instruction, they did not believe that they can create the results they desired since decisions were taken by the directors and coordinator. Therefore, this case study contributed to teachers' morale and perception as how they viewed themselves especially that the society perceives kindergarten teachers as "baby-sitters" who cannot make any judgments about students' learning. Future research is also recommended to study how society perceives kindergarten teachers' roles and how this perception affects kindergarten teachers' involvement in decision making.

Based on this finding, this case study recommends practitioners to find out the capabilities and interest of the teachers and to assign them their desired level of participation. Principals need to train and empower teachers through professional development to have the necessary skills and capacities to use towards school improvement and management. Moreover, it recommends school principals to have a positive outlook towards their kindergarten teachers and to perceive them as educators who have the power to make a difference in their students' learning.

Theme 5: PDM was n't promoted by the directors since teachers were mostly involved in school life and in tasks through imposed involvement and extrinsic motivation. The findings in this case study showed that although the director was exhibiting empowering behaviors,

extrinsic motivation was highly used in the school which might have influenced teachers' performance and involvement in PDM. Research has shown that the use of extrinsic motivation yields positive outcome on a short term basis since teachers are motivated more by intrinsic rather than by extrinsic rewards (Hoy & Miskel, 2005). Studies have shown that schools that were supportive of teachers' involvement had positive outcome on teacher motivation and willingness to persist in tasks and projects (Lam, Cheng & Choy, 2010). Studies have also shown that principals who exhibit empowering behaviors had positive outcome on teacher motivation (Davis & Wilson, 2000).

Most of the studies conducted on teachers' involvement in decision making focused on empowerment and leadership roles, and teachers were not forced to be part of the decision making process. However, in this study, the term imposed involvement was used and this can be considered as one of the contributions of this study since the term imposed involvement was not used in previous literature and teacher involvement in decision making wasn't a forced task as was in the school in certain areas. Therefore, based on the findings in this study, it is recommended that researchers conduct further studies on the term imposed involvement to understand its role and impact on teachers' performance and morale.

PDM provides a platform for teachers to work collaboratively with their colleagues and the principal who provides teachers with opportunities to participate in decision making, works with them as partners and devolves authority and power, and builds leadership capacity for all (Pashiardis, 1994). However, in this case study, the results showed that teachers and directors were rarely working collaboratively and although teachers were empowered and given some leadership abilities, authority evolved around the directors as decisions were taken by the directors without teachers' involvement. Moreover, PDM can't flourish under a controlling,

bureaucratic or authoritarian leadership and that's why PDM wasn't promoted in the school since it functioned as a bureaucratic institution with a top down hierarchy. That's why most of the participants believed that the school hierarchy was the major reason that hindered their participation in decision making.

Based on the findings of this study, it is recommended that principals understand the impact of their empowering behaviors on their staff. It recommends principals to examine and to understand the different approaches or techniques they are using to empower and encourage teachers to take part in the decision making process. The study also recommends school principals to satisfy the needs of the teachers by focusing on work content factors which are intrinsic to the work itself such as empowerment.

Future research should be conducted to study the role of the principals' empowering behaviors on kindergarten teachers' motivation.

Theme 6: Teachers wanted more involvement in decisions in the curricular and instructional domains. The results of the case study showed that kindergarten teachers felt that their involvement in decisions related to curriculum and instruction was limited and their work was controlled by the coordinator who constantly interfered in teachers' planning and instructional matters. Moreover, the findings showed that teachers could not implement any teaching strategy or technique without taking the consent of the directors and coordinators. Even in student matters, teachers were asked to refer to the directors in case of any issue related to students or parents before taking any decision. Therefore, the participants wanted more involvement in decisions in the preschool curriculum and student matters in this case study. Besides limiting teachers' roles, teachers' empowerment was also being hindered in this way. Since teachers were being empowered through training and workshops to enhance their teaching

skills and knowledge, the findings showed that teachers felt competent enough to make decisions regarding the curriculum and students' learning as they know their students best and how they learn. However, by not allowing teachers to use this empowerment in such areas, teachers were being disempowered as they weren't able to use their skills effectively and for the welfare of the students.

The findings of this study aligned with the existing literature. Although teachers should be the decision makers regarding curriculum and pedagogy since teachers know their students best, studies have shown that preschool teachers felt deprived since they had greater desire for greater participation in pedagogical and curriculum decisions (Darling-Hammond, 2005). Teachers wanted increased participation in areas related to curriculum, pedagogy and assessment since they knew what was best for their students and were responsible for their learning outcome and achievement (Ho, 2010).

Having the kindergarten teachers as the main participants in the study added to the research especially that little information exists about kindergarten teachers in Lebanon and there is a lack of research on best educational practices that is grounded in the Arab culture and the experiences of its practitioners (Akkary & Rizk, 2011). Moreover, based on the findings in this case study and since teachers felt competent enough to make decisions related to the curriculum and instruction, it is recommended that kindergarten teachers become integral part of decision making especially that the curriculum in the Arab counties needs reform as it focuses on Western beliefs and do not reflect the best practices and experiences of Arab students. So this case study brought evidence as how kindergarten teachers can be the pioneers to make changes and educational reforms. By involving kindergarten teachers in the decision making process not only

helps in reforming and improving educational practices, but also helps schools fight neo-liberalism from intruding in their schools and affecting their goals and learning outcomes.

This case study helps practitioners to understand the importance of kindergarten teachers' involvement in pedagogical decision making to ensure that decisions are based on the development and well being of students. This case study recommends school principals to involve kindergarten teachers in the school's decision making as part of school change and improvement and as part of determining best practices for their students.

Theme 7: The coordinator and director were using imposed involvement since they believed that kindergarten teachers were not taking the initiative. Sylvia and Hutchinson (1985) concluded that when teachers are given the freedom to try new ideas, they achieve a certain level of responsibility and intrinsic work elements that support teacher motivation. However, in this case study, teachers did not have the freedom to try new ideas as their work was controlled by the coordinator and teachers were ordered and forced to carry out different tasks. Teachers also were not given the opportunity to take on responsibilities willingly as tasks were delegated to them by the directors and coordinator which did not leave teachers the chance to take the initiative to take on roles and responsibilities. Also, teachers' indifference could be one of the factors that prevented teachers from taking initiative although this hypothesis should be further studied in future research.

Teachers could have felt powerless which caused them to refrain from taking the initiative, but this hypothesis needs to be studied in future research. As Sarason (1996) explained when one's ideas, opinions and interests are not heard and when one's role is to conform to other and to do what one is told to do, feeling of powerlessness results which can have self-defeating consequences for everyone in the school.

The case study also showed that when teachers' ideas and decisions were rejected and not heard, teachers stopped taking the initiative to take part in PDM as they all agreed that they were wasting their time since the directors will make the last decision regardless of teachers' input. Therefore, this case study enlightens the practitioners to create an environment where teachers feel valued and able to contribute to the school.

Theme 8: Some intrinsically motivated teachers took the initiative to be involved in tasks regardless of imposed involvement and extrinsic motivation. Teachers are primarily motivated by intrinsic rewards such as self-respect, responsibility and a sense of accomplishment (Ellis, 1984). In this case study the results showed that regardless of imposed involvement and extrinsic motivation, some teachers continued taking the initiative and were intrinsically motivated. This can be explained by the fact that these teachers when they were involved voluntarily without outside pressure, they were experiencing a sense of accomplishment and were feeling responsible; however, this is a hypothesis that needs to be studied further in future research.

According to Deci and Ryan (2000), competence, autonomy and relatedness should be satisfied as these psychological needs are the basis of intrinsic motivation. These needs can be satisfied at the workplace through employee involvement and through empowerment. The participants agreed that PDM contributed to their motivation since they felt empowered and felt competent, autonomous and related to the school. Therefore, these teachers who felt empowered and experienced competency, autonomy and relatedness in their teaching profession were the ones who were taking the initiative and were involved in some decisions in curriculum and instruction. However, this hypothesis needs to be further studied in future research.

Studies concluded that PDM has positive outcomes on affective domains such as job satisfaction and job commitment (Cheng, 2008). However, there was no focus on whether there was a significant relationship between PDM and intrinsic motivation (Cheng, 2008). This case study contributed to the literature by explaining PDM from a new perspective since it related to intrinsic motivation and had self determination theory as the base of the study. Although various studies have been conducted on PDM and motivation, this case study focused on the basic psychological needs as bases for intrinsic motivation and explained PDM from this perspective. Combining PDM and intrinsic motivation with self determination theory was a new topic since previous research was conducted on teachers' job satisfaction and morale. What distinguished this study was that intrinsic motivation was the focus in this study. There is certainly the need of studies to explain whether a relationship exists between PDM and intrinsic motivation especially that this case study did not seek to establish such a relationship. Instead, it aimed at developing an understanding of how teacher involvement in PDM can contribute to (or hinder) a teacher's intrinsic motivation, specifically autonomy, competence and relatedness. This research generate s hypotheses that can be tested in future studies. Future studies are recommended to study the impact of PDM on teachers' autonomy, competence and relatedness.

Theme 9: Due to imposed involvement, some teachers' intrinsic motivation was hindered.

Research studies found out that employee involvement improves job satisfaction, provides higher levels of employee morale and motivation, contributes to greater commitment to organizational goals, and develops a collaborative spirit among all members of the organization (Fulton & Leech, 2008; Cheng, 2008). However, the results of this study showed that teachers did not commit to the decisions when decisions were taken without their input, and some participants believed that PDM did not contribute to their motivation since they were not given the chance to

participate especially that decisions were done at top of the hierarchy and passed down to the teachers to follow. Hangreaves (1994) noted that teachers' psychological needs may be threatened by failing to allow teachers' authentic voices to be heard. Therefore, when these participants' voices were not heard, their basic psychological needs were threatened. So, they felt de-motivated, disempowered and powerless in their teaching profession since they experienced professional self doubt and they questioned their individual self worth in the educational system (Overton, 2009).

The findings help teachers and administrators to understand how teachers experience autonomy, competence and relatedness when they take part in the school's decision making. The findings of the study interest school principals and educators in order to improve the educational practices in the early years and to improve teachers' social status and motivation through empowering them.

Conclusion

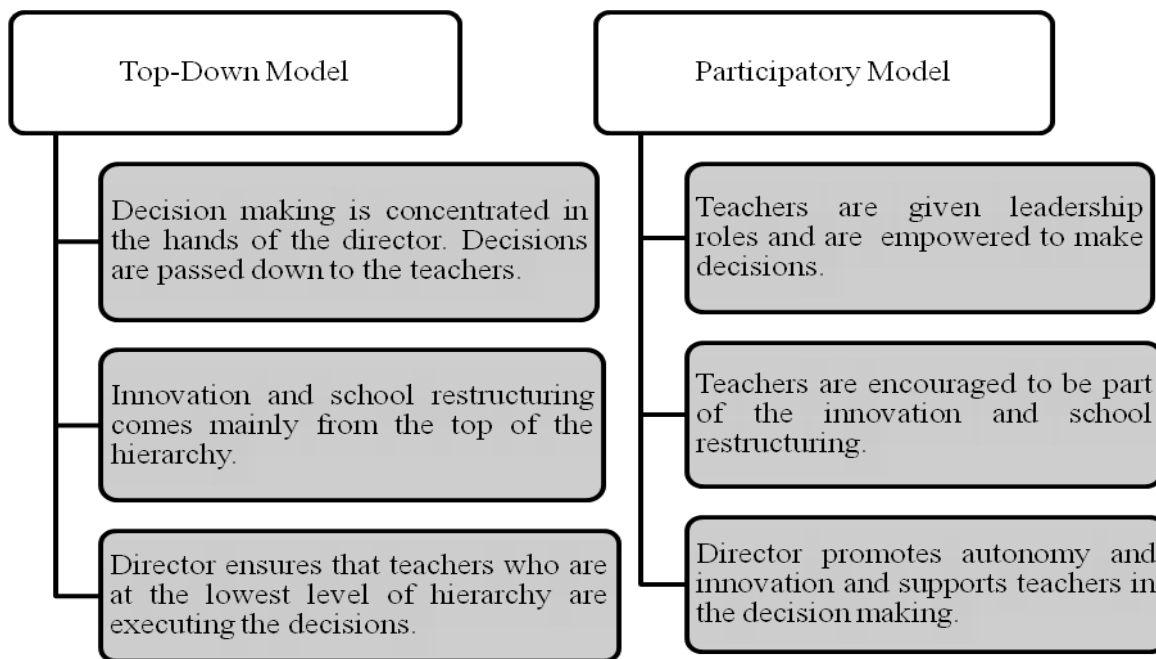
The three research questions posed in this case study were answered and explained through the themes that emerged from the patterns. The study concluded that kindergarten teachers experienced minimum encouragement to take part in PDM. Moreover, teachers showed indifference when they were not involved in decision making. Although teachers felt empowered and competent enough to make decisions regarding their curriculum and instruction, they agreed that their empowerment wasn't used in PDM since the coordinator and the directors did not trust in their abilities and that they were skeptical to involve them in decision making.

None of the teachers were involved in decisions in the managerial domain. Teachers were somehow involved in the curricular and instructional domains, but their involvement was limited as they had to refer to the coordinator and the director before implementing any idea or taking

any decision. The classroom and the assistant teachers agreed that PDM contributes to their intrinsic motivation as they feel empowered by experiencing autonomy, competence and relatedness. Some of the former teachers believed that the lack of PDM hindered their motivation since they believed that PDM wasn't applied at the school as most of the decisions were made at the top of the hierarchy and passed down to the teachers.

Based on the findings, the case study concluded that PDM was not fully applied at the *School*. The *School* seems to be a bureaucratic institution which does not fully advocate PDM. Figure 3 represents a model of the structure of decision making at the *School* compared to that of a participatory model.

Figure 3-Model of Decision Making at the *School*: Top-Down vs. Participatory Model



The *School* operated as a top-down model since most of the decisions were made by the director and passed down to the teachers to follow and implement. Moreover, school restructuring was also done at the top of the hierarchy. Since school restructuring can fail if taken

only from a managerial point of view, this case study recommends the school directors who practice top-down decision models to adopt a participatory model where decisions are decentralized and teachers are encouraged to take part in decision making and in school restructuring by empowering and giving them leadership roles.

Besides adopting a participatory model, this case study recommends directors to find out the capabilities and interest of the teachers and to assign them their desired level of participation. Moreover, clear guidelines and criteria should be established for PDM at schools. Directors must give kindergarten teachers more opportunities to make decisions related to their curriculum and instruction and must empower them to be leaders. They need to establish a culture conducive to PDM at their schools and support their teachers so that they feel at ease.

Although the general director was exhibiting empowering behaviors, the use of extrinsic motivation (EM) was high. Moreover, the lack of trust present in the school hindered teachers' autonomy, making them feel insecure. These innate needs, which are the basis of motivation, could be hindered if they are not satisfied at the workplace. Therefore, it is recommended that directors create a school climate which is based on trust and collaboration between teachers and themselves. It is also recommended that directors focus and implement empowering behaviors and intrinsic work elements in their schools. Some of these elements may include self-respect, sense of accomplishment, and personal growth. These are needed to keep teachers motivated and involved in decision making processes.

References

- Akkary, R. K., & Rizk, N. (2011). TAMAM: An Innovative Model for Educational Reform in the Arab World.
- Akkary, R. K., & Rizk, N. (2012). The TAMAM Project: Shifting the Paradigm of Educational Reform in the Arab World. *Journal of International Education and Leadership*, 2(3).
- Al-Ashhab, A. (2001). *Participation Degree of the Faculty Members in Jerusalem Schools in Decision Making and its Relationship to the Belonging to the Education Profession* (Unpublished MA thesis). Jerusalem University, Jerusalem
- Al-Bloushi, A. B. S. (2002). *Participation Principle in the Educational Decision Making in the Secondary Stage Schools, Sultanate of Oman*. (Unpublished thesis). Sultan Qabus University, the Sultanate of Oman.
- Al Hadhoud, D. A. (1996). The decision-making process in the schools of public education. *The Educational Journal*, 11(41).
- Al Sufiani, M. (2012). *The Degree of Secondary Teachers' Participation in Schools Decision Making in Taif Government*. Thesis (14912), retrieved from www.shamaa.org
- Amissah, C. E. (2009). Teacher participation in decision-making: A case study of some selected basic schools in the Shama Ahanta East Metropolis. Institute for Educational Planning and Administration. University of Cape Coast.
- Arab League Educational, Cultural and Scientific Organization [ALESCO] (2008). A Plan for the development of education in the Arab countries. Egypt.
- Arterbury, E., & Hord, S.M. (1991). Site-based decision making: its potential for enhancing learner outcomes. *Issues...about Change* 1(4).
- Brodinsky, B. & Neill, S. B. (1983). Building Morale. Motivating Staff: Problems and Solutions. AASA Critical Issues Report No. 12. Sacramento, CA: *Education News Service*, 227-549.

Carr, W., & Kemmis, S. (2003). *Becoming Critical: Education Knowledge and Action Research*. Routledge, London.

Cheng, C. K. E. (2008). The effect of shared decision-making on the improvement in teachers' job development. *New Horizon in Education*, 56(3), 31-46.

Chivore, B. R. S. (1986). Teacher Education in Post-independent Zimbabwe: problems and possible solutions. *Journal of education for teaching*, 12(3), 205-231.

Coch, L., and J. R. P. French Jr. (1948). "Overcoming Resistance to Change." *Human Relations*, 1(4), 512-533.

Conway, J. A., & Calzi, F. (1996). The Dark Side of Shared Decision Making. *Educational leadership*, 53(4), 45-49.

Clarendon (2009). "Motivating Teachers to Improve Instruction" 1999 was reprinted in its entirety from Information for School Leaders prepared for the Association of California School Administrators (<http://www.acsa.org>) members by the Boulevard, Arlington VA 22201 (<http://www.ers.org>), NAEN, 15

http://www.osba.org/Resources/Article/Employee_Management/Motivating_Teachers_to_Improve_Instruction.aspx

Darling-Hammond, L. (2005). *Instructional Leadership for Systemic Change: The story of San Diego's Reform* (Vol. 3). R&L Education, Toronto.

David, J. L. (1989). Synthesis of Research on School-Based Management. *Educational Leadership* 46 (8), 45-53.

Davis, J., & Wilson, S. M. (2000). Principals' efforts to empower teachers: Effects on teacher motivation and job satisfaction and stress. *The clearing house*, 73(6), 349-353.

Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: human needs and the self-determination of behavior. *Psychology Inquiry*, 11(4), 227-268.

Dewey, J. (December 1903). "Democracy for the Teacher." *Elementary School Teacher*.

Duignan, P. & Bezzina, M. (2006). Distributed leadership: the theory and the practice. CCEAM Annual Conference. Lefkosia, Cyprus.

Dunst, R. (1991). Issues in empowerment. Presentation before the annual meeting of Childrens' Mental Health and Service Policy Convention, February, Tampa, Florida.

Duze, C. O. (2011). Students' and teachers' participation in decision-making and impact on school work and school internal discipline in Nigeria. *African Research Review*, 5(2), 200-214.

Ellis, T. I. (1984). Motivating teachers for excellence. *ERIC Clearinghouse on Educational Management: ERIC Digest*, 6.

Faour, B. (2003). *Early Childhood Teachers in Lebanon: Beliefs and Practices* (Doctoral dissertation, University of Leicester).

Four, B., Hajjar, Y., Bibi, G., Chahab, M., & Zaazaa, R. (2006). Comparative regional analysis of ECCE in four Arab countries (Lebanon, Jordan, Syria, and Sudan). *Arab Resource Collective*, 2007-2007.

Frayha, N. (2009). The Negative Face of the Lebanese Education System.
www.lebanonrenaissance.com

Gillard D. (2011). Education in England: a brief history www.educationengland.org.uk/history

Glenn, K. (1990). Teacher empowerment. *Music Educators Journal*, 77(2), 4.

Hargreaves, A. (1994). *Changing Teachers, Changing Times*. New York: Teachers College Press.

Harrison, C. R., Killion, J. P., & Mitchell, J. E. (1989). Site-Based Management: The Realities of Implementation. *Educational Leadership*. 46(8), 55-58.

Herzberg, F. (1964). The Motivation-Hygiene Concept and Problems of Manpower. *Personnel Administration*, 27 (January-February), 3-7.

Hlebowitsh, P. (2012). When best practices aren't: A Schwabian perspective on teaching. *Journal of Curriculum Studies*, 44(1), 1-12.

Ho, D. C. W. (2010). Teacher participation in curriculum and pedagogical decisions: Insights into curriculum leadership. *Educational Management Administration & Leadership*, 38, 613-624. doi: 10.1177/1741143210373739

Hoy, W. K. & Miskel, C.G. (2005). *Educational Administration: Theory, Research and Practice*. McGraw Hills, New York.

Hursh, D. (2000). Neoliberalism and the control of teachers, students, and learning: The rise of standards, standardization, and accountability. *Cultural Logic*, 4(1).

Johnson, B. & McElroy, T.M. (2010). *The Edutainer: Connecting the Art and the Science of Teaching*. R&L Education, United Kingdom.

Keith Swanwick, Papers from the Conference of the National Association for Education in the Arts (Great Britain), October 1987, NAEA Take-Up Series No. 6, 29.

Kiprop, C. J. & Kandie, S. J (2012). An investigation into teacher participation in decision making in public secondary schools in Kenya: a case of Baringo district. *Elixir Educational Technology*, 53, 11824-11828.

Klecker, B. J., & Loadman, W. E. (1998). Defining and measuring the dimensions of teacher empowerment in restructuring public schools. *Education*, 118(3), 358-370.

Kocabaş, I. (2009). The effects of sources of motivation on teachers' motivation levels. *Education*, 129(4), 724-733.

Lam, S., Cheng, R., & Choy, H. C. (2010). School support and teacher motivation to implement project-based learning. *Learning & Instruction*, 20, 487-497, doi:10.1016/j.learninstruc.2009.07.003

- Lawton, D. (2013). *Education and Labour Party Ideologies, 1900-2001 and Beyond*. Routledge, London.
- Leech, D., & Fulton, C. R. (2008). Faculty perceptions of shared decision making and the principal's leadership behaviors in secondary schools in a large urban district. *Education-Indianapolis Then Chula Vista*, 128(4), 630-644.
- Leedy, P. D., & Ormrod, J. E. (2005). *Practical Research Planning and Design* (5th ed.). Pearson Merrill Prentice Hall, New Jersey.
- Lepper, M. R., Sethi, S., Dialdin, D., & Drake, M. (1997). Intrinsic and extrinsic motivation: A developmental perspective. *Developmental psychopathology: Perspectives on adjustment, risk, and disorder*, 23-50.
- Li, H. (2006). School based curriculum development: an interview study of Chinese kindergartens. *Early Childhood Education Journal*, 33(4), 223-229.
- Lightfoot, S. L. (1986). On goodness of schools: Themes of empowerment. *Peabody Journal of Education*. 63(3), 9-28.
- Mattar, D. (2010). Teachers' motivation in the Lebanese public schools. *International Journal of Arts and Sciences*, 3(11), 458-502.
- McMurtry, J. (1998). *Unequal Freedoms: The Global Market as an Ethical System*. Toronto, Canada: Garamond.
- Merriam, S. B. (1998). *Qualitative Research and Case Study Applications in Education*. San Francisco, CA: Jossey-Bass.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. (2nd Ed). Thousand Oaks, CA: Sage Publications.
- Mullins, L.J. (2005). *Management and Organisational Behaviour*. Seventh edition. Prentice Hall, London.

- Ogundele, A. (1995). Secondary school principal and perceived teacher participation in the decision-making process in school. *Research in Education*, 1, 217-227.
- Okumbe, J.A. (1998). Educational Management: Theory and practice: *Nairobi University press*.
- Overton, J. (2009). Early childhood teachers in contexts of power: empowerment and a voice. *Australasian Journal of Early Childhood*, 34(2), 1.
- Pinar, W. F. (2004). *International Handbook of Curriculum Research*. Routledge, London.
- Ryan, R. M, & Deci, E. L. (2000). Intrinsic and extrinsic motivations: classic definitions and new directions. *Contemporary Educational Psychology* 25, 54–67 doi:10.1006/ceps.1999.1020
- Ryan, R. M, & Deci, E. L. (2000). Self determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-78 doi: 10.1037/0003-066X.55.1.68
- Sarafidou, J., & Chatziioannidis, G. (2013). Teacher participation in decision making and its impact on school and teachers. *International Journal of Educational Management*, 27(2), 170-183, doi:10.1108/09513541311297586
- Sarason, S. B. (1996). *Revisiting "The Culture of the School and the Problem of Change"*. New York: Teachers College Press.
- Sarason, S. B. (1992). *The Predictable Failure of Educational Reform: Can We Change Course Before it's Too Late?* San Francisco: Jossey-Bass.
- Schneider, G.T. & Mack, L.J. (2014). School-Based Decision making - Key Elements, Scope of Decision-Making, Decision-Making Structures Education Encyclopedia StateUniversity.com
- Schneider, G. T. & Rice, E. M. (1994). "A decade of teacher empowerment: An empirical analysis of teacher involvement in decision-making, 1980-1991." *Journal of Educational Administration*, 32(1), 43-58, doi: <http://dx.doi.org/10.1108/09578239410051844>
- Sedgwick, R. (2000). Education in Lebanon Today. *World Education News & Review*.

Sergiovanni, T. J. (1992). *Moral Leadership*. San Francisco, Jossey Bass Publishers.

Shah, A. (2010). A Primer on Neoliberalism. *Global Issues*.

<http://www.globalissues.org/article/39/a-primer-on-neoliberalism>

Shim, S. H. (2008). A philosophical investigation of the role of teachers: A synthesis of Plato, Confucius, Buber, and Freire. *Teaching and Teacher Education*, 24(3), 515-535.

Short, P. M. (1994). Defining teacher empowerment. *Education*, 114(4), 488-493.

Smith, D.G. (2003). Curriculum and teaching face globalization. *International Handbook of Curriculum Research*. 2nd edition. Routledge, New York.

Somech, A. (2010). Participative decision making in schools: A mediating-moderating analytical framework for understanding school and teacher outcomes. *Educational Administration Quarterly*, 46(2), 174-209.

Spillane, J. (2005). *Distributed Leadership*. 4th edition. Jossey-Bass, San Francisco.

Sylvia, R. D., & Hutchinson, T. (1985). What makes Ms. Johnson teach? A study of teacher motivation. *Human Relations*, 38, 841-856, doi: 10.1177/001872678503800902

Tracy, Sarah J. (2010). *Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact*. Malden, MA: Wiley-Blackwell.

Vengrasalam, R. (2000). *Participatory Decision Making Emerged in the Field of Education Because of Claims of Professionalism Among Teachers*. Thesis. University Malaysia Sarawak.

Vogt, J. F., and K. L. Murrell (1990). Empowerment in organizations: How to spark exceptional performance. San Diego: Pfeiffer.

Wadesango, N. (2012). The influence of teacher participation in decision-making on their occupational morale. *Journal of Social Sciences*, 31(3), 361-369.

Watfa, A. A. (2000). *Bunyat Al-Sulta Wa Ishkaliat Al-Tasult al-tarbaoui fi al-watan al- PT Arabi*. Beirut, Markaz dirassat al-wihdah al- Arabia. (2nd ed). (*Authority Structure and the Problematics of Educational Authoritarianism in the Arab World*. Beirut, Lebanon: Center for Arab Unity Studies).

Weiss, C. (1994). Shared decision making about what? A comparison of schools with and without teacher participation. *The Teachers College Record*, 95(1), 69-92.

Yin, R.K. (1984). *Case Study Research: Design and Methods*. Beverly Hills, California: Sage Publications.

Yin, R. K. (1994). *Case Study Research: Design and Methods*. (2nd ed.). Thousand Oaks, CA: Sage Publishing.

Yin, R.K. (2004). Case study methods. *COSMOS Corporation*.

Zemelman, S., Daniels, H., & Hyde, A. (1998). *Best Practices: New Standards for Teaching and Learning in America's Schools*. Portsmouth, NH: Heinemann.

APPENDIX A

Letter of Consent for the General Director and Campus Directors

Dear Sir,

As part of my MA study undertaken at Haigazian University, I am researching kindergarten teachers' involvement in decision making and their intrinsic motivation.

The purpose of the research is to gain more understanding about the extent of kindergarten teachers' involvement in the *School's* decision making process in the curricular, instructional and managerial domains. This is a case study that aims at understanding whether being involved in the school's decision making enhances kindergarten teachers' intrinsic motivation. The kindergarten teachers participating in the study will be asked to fill in a questionnaire and attend interviews. The interviews will be audio recorded. Moreover, some lesson plans will be used, departmental and general meeting minutes will be gathered to analyze teachers' involvement in the decision making process. I would also like to interview the Directors to see their perspectives on participatory decision making and I would like to have your consent if you are willing to answer some questions as an interview form. If you decide to participate in this study, all your contributions and the school name will remain anonymous in the study. Participation is voluntary and you can withdraw from the study at any time. If you have any concerns regarding the research study and ethical conduct of the research please contact my thesis advisor.

Thank you for your time and cooperation,

Nathalie Koundakjian

APPENDIX B

Letter of Consent for the Kindergarten Teachers

Dear teachers,

As part of my MA study undertaken at Haigazian University, I am researching kindergarten teachers' involvement in decision making process and their intrinsic motivation.

The purpose of the research is to gain more understanding about the extent of kindergarten teachers' involvement in the school's decision making process in the curricular, instructional and managerial domains. The study also aims at understanding whether being involved in the school's decision making enhances kindergarten teachers' intrinsic motivation.

If you choose to be a part of this research, you will be asked to fill in a questionnaire and sit for an interview. The interviews will be audio recorded. If you decide to participate in this study, all your contributions and the preschool site will remain anonymous in the study.

Participation is voluntary and you can withdraw from the study at any time. If you have any concerns regarding the research study and ethical conduct of the research please contact my thesis advisor at Haigazian University.

Below is a consent form to fill in if you wish to be involved in this study.

I, the undersigned, agree to participate in this study.

Name: _____

Signature: _____

Date: _____

Thank you for your time, I look forward to talking with you soon,

Nathalie Koundakjian

APPENDIX C

Questionnaire from Amissah (2009) for Kindergarten Teachers

A research is being conducted into the level of teacher participation in the decision making process in the Kindergarten level. It would be appreciated if you would help by sparing some of your time to respond to this questionnaire. Be assured that all information volunteered for this exercise will be treated as confidential and utilized only for research purpose.

SECTION A

DEMOGRAPHIC DATA

Please fill in the spaces provided below the information required, or where respond choices are provided. Tick "X" in the appropriate box next to the appropriate statement.

Name of the participant: _____

1. Age:
 - a) Up to 30 years
 - b) 31-40 years
 - c) 41-50 years
 - d) Over 51 years

2. Marital Status:
 - a) Married
 - b) Divorced
 - c) Single
 - d) Widowed

3. Number of years spent in present school:
 - a) Under 5 years
 - b) 11-20 years
 - c) 21-29 years
 - d) Over 30 years

4. Years of teaching experience:
 - a) Under 10 years
 - b) 11-20 years
 - c) 21-29 years
 - d) Over 30 years

5. Education level: _____
6. Diplomas Gained: _____

SECTION B

**TEACHERS' PERCEPTIONS ON TEACHER PARTICIPATION IN SCHOOL
DECISION MAKING PROCESS**

The following statements relate to actual teacher participation in basic school decision making process. Please indicate the extent to which you agree or disagree in the areas in which you are involved in decision making by placing an "X" on the appropriate statement.

- 5 – Strongly agree
- 4 – Agree
- 3 – Undecided
- 2 – Disagree
- 1 – Strongly disagree

Teacher participation in decision making process					
Enhances the quality of decisions	5	4	3	2	1
Helps teachers gain professional growth	5	4	3	2	1
Makes teachers' work harder	5	4	3	2	1
Generates greater acceptance of decisions	5	4	3	2	1
Reduces heads influence	5	4	3	2	1
Promotes commitment to decisions	5	4	3	2	1

SECTION C

THE STRUCTURE OF DECISION MAKING PROCESS IN THE SCHOOL

The following statements relate to actual teacher participation in basic school decision making process. Please indicate the extent to which you agree or disagree in the areas in which you are involved in decision making by placing an "X" on the appropriate statement.

- 5 - To a great extent
- 4 - To some extent
- 3 - To a lesser extent
- 2 - Not at all
- 1 - None of the above

Staff meetings are frequently held in my school	5	4	3	2	1
Most of the school matters are brought to staff meetings for discussion and adoption	5	4	3	2	1
The head seldom has the final word in school matters	5	4	3	2	1
Teachers' suggestions are well received by the head	5	4	3	2	1
In my school decisions are always arrived at by consensus	5	4	3	2	1
Minority group of teachers always opposes the majority in my school	5	4	3	2	1
Senior teachers often dominate discussions in the meetings	5	4	3	2	1

Given the opportunity to be involved in the school decision making process, which decisions do you most like to participate in?

Please give reasons for your answer in the following.

Give two decisions in which you feel your participation is necessary:

List 2 factors which you think prevent you from participating fully in the decision making process of your school:

SECTION D**TEACHER PARTICIPATION IN SCHOOL DECISION MAKING PROCESS**

The following statements relate to actual teacher participation in basic school decision making process. Please indicate the extent to which you agree or disagree in the areas in which you are involved in decision making by placing an "X" on the appropriate statement.

- 5 - To a great extent
- 4 - To some extent
- 3 - To a lesser extent
- 2 - Not at all
- 1 - None of the above

In the instructional and curriculum domain, I am involved in:					
Selecting specific textbooks	5	4	3	2	1
Selecting specific resources	5	4	3	2	1
Solving learning problems	5	4	3	2	1
Determining appropriate teaching methods	5	4	3	2	1
Establishing general instructional policies	5	4	3	2	1
Establishing classroom disciplinary policies	5	4	3	2	1
Assigning duties in extracurricular activities	5	4	3	2	1

In the managerial domain, I am involved in:					
Planning new structural facilities in the school	5	4	3	2	1
Planning new projects	5	4	3	2	1
Scheduling of school calendar	5	4	3	2	1
Assigning of teachers to classes	5	4	3	2	1
Resolving problems with the community	5	4	3	2	1
Resolving academic issues	5	4	3	2	1
Resolving personal problems of staff	5	4	3	2	1
Resolving problems with parents	5	4	3	2	1
Admission of students	5	4	3	2	1
Involvement in budgeting procedures	5	4	3	2	1

APPENDIX D**Basic Needs Satisfaction at Work Scale (BNSW-S)**

The following questions concern your feelings about your job during the last year. (If you have been on this job for less than a year, this concerns the entire time you have been at this job). Please indicate how true each of the following statement is for you given your experiences on this job. Remember that your boss will never know how you responded to the questions. Please use the following scale in responding to the items.

When I am at work	Not at all true			Somewhat true			Very true
1. I feel like I can make a lot of inputs to deciding how my job gets done.	1	2	3	4	5	6	7
2. I really like the people I work with.	1	2	3	4	5	6	7
3. I do not feel very competent when I am at work.	1	2	3	4	5	6	7
4. I feel pressured at work.	1	2	3	4	5	6	7
5. People at work tell me I am good at what I do.	1	2	3	4	5	6	7
6. I get along with people at work.	1	2	3	4	5	6	7
7. I pretty keep much to myself when I am at work.	1	2	3	4	5	6	7
8. I am free to express my ideas and opinions on the job.	1	2	3	4	5	6	7
9. I consider the people I work with to be my friends.	1	2	3	4	5	6	7
10. I have been able to learn interesting new skills on my job.	1	2	3	4	5	6	7
11. When I am at work, I have to do what I am told.	1	2	3	4	5	6	7
12. People at work care about me.	1	2	3	4	5	6	7
13. Most days I feel a sense of accomplishment from working.	1	2	3	4	5	6	7
14. My feelings are taken into consideration at work.	1	2	3	4	5	6	7
15. On my job I do not get much of a chance to show how capable I am.	1	2	3	4	5	6	7
16. There are not many people at work that I am	1	2	3	4	5	6	7

close to.							
17. I feel like I can pretty much be myself at work.	1	2	3	4	5	6	7
18. The people I work with do not seem to like me much.	1	2	3	4	5	6	7
19. When I am working I often do not feel very capable.	1	2	3	4	5	6	7
20. There is not much opportunity for me to decide for myself how to go about my work.	1	2	3	4	5	6	7
21. People at work are pretty friendly towards me.	1	2	3	4	5	6	7

Scoring information: Form three subscale scores, one for the degree to which the person experiences satisfaction of each of the three needs. To do that, you must first reverse score all items that are worded in a negative way (i.e. the items shown below with (R) following the item number). To reverse score an item, simply subtract the item response from 8. Thus, for example, a 2 would be converted to a 6. Once you have reverse scored the items, simply average the items on the relevant subscale. They are:

Autonomy: 1, 4(R), 8, 11(R), 14, 17, 20(R).

Averaged Autonomy Score =

Competence: 3(R), 5, 10, 13, 15(R), 19(R).

Averaged Competence Score =

Relatedness: 2, 6, 7(R), 9, 12, 16(R), 18(R), 21.

Averaged Relatedness Score =

This questionnaire is downloaded – and reformatted – from www.psych.rochester.edu/SDT

APPENDIX E

Sample Interview Questions for the Kindergarten Teachers

1. Apart from teaching, what other responsibilities do you have at the school?
2. What do you know about participatory decision making? How important do you think it is? Why?
3. How is participatory decision-making applied here at the school?
4. To what extent are you involved in decision making and in what areas are you involved? Give an example.
5. To what extent do you believe that your colleagues in the KG department are involved in decision making?
6. Do you think being involved in the decision making process contributed or hindered your motivation? Why? Give an example.
7. What factors hindered your participation in decision making?
8. How does the school/administration promote/encourage teachers' participation in decision making? Provide example.

APPENDIX F

Sample Interview Questions for the General Director and the Campus Directors

1. What do you know about participatory decision making? How important do you think it is? Why/why not?
2. How is decision making applied here at your school?
3. How does the school involve teachers' in participatory decision-making? Can you give an example?
4. What do you think of teachers' participation in decision making at the school?
5. To what extent do you allow teachers to participate in different decision making?
6. In what areas of decision making do teachers actively participate? School planning; school curriculum and instruction; school policy, rules and procedures; school budgeting and income generating; student affairs and disciplinary problem; and decision concerning school building.
7. To what extent do you think Kindergarten teachers get involved and participate in decision making concerning the school?
8. What factors do you think hindered their participation?
9. What kinds of encouragement do you provide to increase their participation?
10. What is your role as a director in promoting teachers' involvement in school management/decision making? Provide an example.

APPENDIX G

Coding of Departmental Meeting Minutes

Meeting Minutes

Date of the Meeting:	Friday, November 8 th , 2013
Time of the Meeting:	4:00-5:00 PM
Location:	
Attendees:	
Absentee(s):	
Held by:	
Title of the Meeting:	Cafeteria suggestion/ideas, student files, student cases, general announcements.

Agenda	Given Task / Decisions / Solutions
	The meeting was held in order to discuss cafeteria suggestion/ideas, student files, student cases, general announcements.

Agenda	Discussion	Given Task / Decisions / Solutions
Committees	<p>Miss [redacted] informed KG teachers about the two committees: planning and material committee. Teachers were informed about the job description of each committee as well as the tasks of these committees. Miss [redacted] mentioned that even if one of the members in the committee comes to meeting not prepared, the meeting will be cancelled and Miss [redacted] will directly send a feedback about the matter to the administration.</p> <p>Miss [redacted] mentioned that these committees will ease the flow of work since the meetings that are being held by the teachers are not being efficient since many teachers are depending on each other and that's why they are not taking the meetings seriously.</p> <p>Miss [redacted] informed teachers that in case any teacher has any question or concern about this issue, she should send an email.</p>	
Cafeteria	Miss Nathalie mentioned that students are buying lot of things during lunch time and they are having lot of sugar. Also, during breakfast time, students are not getting milk, teachers are giving them water. Miss Nathalie informed the teachers that milk is being served during breakfast time;	Teachers suggested having milk and cereal also as part of the breakfast menu and to have zouhourat also during breakfast.

Comment [u1]: Administrative Decision (ADM-D)
The ones involved in the committee are empowered and their empowerment is enhanced. But the others who are not in any of the committee the empowerment is hindered.

Comment [u2]: Administrative Decision (ADM-D) in curriculum and instruction

Comment [u3]: Teachers' Indifference (T-Ind)

Comment [u4]: Teachers' suggestion (TS)
Teachers' decision considered (TD-C)

Participatory Decision-Making and Kindergarten Teachers' Intrinsic Motivation 148

	<p>however, some teachers are not telling or encouraging students to drink milk. Teachers informed Miss [redacted] that the quantity of milk is not enough for all the classes and that only Nursery students are getting milk.</p> <p>Miss [redacted] mentioned that jam sandwiches are also not being served although they are stated in the menu of the cafeteria. Miss [redacted] will check about this issue since jam is available too.</p>	<p>Teachers also suggested serving croissant (thyme and cheese) from time to time.</p> <p>Miss [redacted] will ask the cafeteria staff to prepare more milk for breakfast and to add zouhourat too.</p> <p>Teachers agreed that students buy in the morning during breakfast time and they will eat them during lunch time to avoid chaos in the cafeteria and to save time since lunch time is being a bit hectic.</p> <p>Students can buy cupcakes, corn flakes and corn flakes bar, and nuts.</p>	<p>Comment [u5]: Teachers' involvement in decision making (TI)</p>
Student files	<p>Miss [redacted] mentioned that students' sheets and artwork should be sent with them by the end of every theme. Teachers should agree by level the day they will send students' work since some classes are taking the activities on different days.</p> <p>Miss [redacted] mentioned that blue files will be requested and teachers will put the names of the students on stickers and this file will be used for German and English classes.</p> <p>Miss [redacted] suggested having a cover as well in the front and at the back of the file indicating the logo of the school, the name of the student, class and section as well as the class logo.</p>	<p>Miss F [redacted] will check the price of the files (it might be around 5.500 L.L.) and will send the request.</p> <p>Circular will also be sent to the parents informing them about returning the files after checking the sheets and removing them.</p> <p>Miss [redacted] also suggested for KG2 teachers to start training the students after December how to use their files and how to put the papers in the English and German section with the guidance of the teacher since this will help them in Grade 1.</p>	<p>Comment [u8]: Teacher initiative (T-IN+)</p>
Dealing with students	<p>Miss [redacted] reminded teachers that shouting and yelling in class are against the school mission and vision. Many complaints are being heard from parents and students about this issue and teachers should take these complaints seriously and refrain from using these ineffective techniques in class and to use more appropriate strategies to handle their classroom.</p> <p>Miss [redacted] also mentioned that teachers should be very alert and organized in their work since many students' belongings are being left in class and no one is following on them. Parents are sending emails following on their child's belongings.</p>		<p>Comment [u10]: Imposed involvement by the coordinator in instruction (II-CO/Ins)</p>
Toileting	<p>Miss [redacted] informed KG teachers in Doha that teachers can't use the last toilet for the students in the KG. They should go to the toilet next to the teachers' room.</p> <p>Miss [redacted] mentioned that throughout the observation, it was noticed that students are going to the toilet alone. KG1 students were left alone on many occasions and teachers were sending the students alone to the toilet. Miss [redacted]</p>		<p>Comment [u12]: Teacher indifference (T-Ind)</p>

Participatory Decision-Making and Kindergarten Teachers' Intrinsic Motivation 149

	<p>reminded teachers that even KG2 students can't go alone for the time being since they still need their teachers' supervision and guidance.</p> <p>Miss W suggested having napkins (thick tissue paper) in the toilets for drying hands (for students to use) since they are not being able to dry their hands with the drying machine and they are waiting for their turn for a long time.</p>		<p>Comment [u13]: Teachers' suggestion (TS) Teacher decision considered (TD-C)</p>
<p>Student cases/behavior</p>	<p>Teachers from each level are asked to write preliminary names of students who might have behavioral and academic problems. Teachers are asked to write brief summary/feedback about these students.</p> <p>Miss mentioned that KG2 Doha need lot of discipline since they are not aware of any rules and they are behaving in any way they like without responding to their teachers.</p> <p>Below are the names of the students that are showing some signs of difficulties (academic and behavioral). These names are preliminarv and they will be subject to change after</p>	<p>Miss : took the names of the students from every level (both branches) to follow up on these matters and to have close observations.</p> <p>Miss suggested KG2 teachers in Doha to sit together and find ways to solve these behavioral problems in class which is affecting the entire learning atmosphere in class and these students are getting all the teachers' attention that shy and quiet students are being neglected.</p> <p>Miss also suggested teachers to ask after the parents during their office hours to start a close follow up with them.</p>	<p>Comment [u14]: Imposed involvement by the coordinator (II-CO) In student matters</p> <p>Comment [u16]: Teacher empowerment hindered (TE-H) Coordinator following up and observing the student cases instead of giving this responsibility to the teachers</p> <p>Comment [u15]: Imposed involvement by the coordinator (II-CO) in instruction</p> <p>Comment [u17]: Imposed involvement by the coordinator (II-CO) in instruction</p> <p>Comment [u18]: Imposed involvement by the coordinator (II-CO) in instruction</p>
<p>Teachers attitude in general</p>	<p>Miss said that it is not professional and not acceptable to blame each other and tell each other that this student wasn't behaving this way in my class last year or this year. Instead they are asked to sit together and share</p>		<p>Comment [u19]: Teachers' Conflict (T-Con)</p>

Participatory Decision-Making and Kindergarten Teachers' Intrinsic Motivation 150

	<p>experiences, techniques and strategies to help these students and to help the teachers to solve behavioral problems in their classes. This attitude shows lack of team spirit and lack of support to each other.</p>	
<p>Phone in the KG department</p>	<p>Miss reminded teachers that they should answer the phone in the KG department. Teachers most of the time are ignoring the phone call and teachers from other departments are coming to inform teachers about the pickup notes or to give other information.</p>	

Comment [u20]: Teacher empowerment (TE)

Imposed involvement by the coordinator (II-CO) in instruction

Comment [u21]: Teachers' indifference (T-Ind)

APPENDIX H

Coding of the Interviews

Sample of KG teachers interview answers

Teacher 1:

1. Apart from teaching, what other responsibilities did you have at *School*?

I was the coordinator for half a year as I was given this position by the administration in the middle of the year. I was also in the curriculum committee where we worked on the scope and sequence, I planned multicultural events, I was responsible for a class, I interviewed new teachers/applicants. During summer time, I worked at the School library to fix the books. I attended planning meetings on weekends to plan for three months ahead.

Comment [NK1]: ADM-D

Comment [NK2]: TI-Cur

Comment [NK3]: TI-Ins

Comment [NK4]: TI-M

Comment [NK5]: TI-Ins

Comment [NK6]: TI-Cur

2. What do you know about participatory decision making? How important do you think it is? Why?

It means both administration and teachers decide together on one idea. It is very important because the teachers' input and their feedback and experience is different than the administration's perspective since teachers are thinking of the kids and class and how can the administration know what's best for the class since they haven't been in a classroom at all. So it can be a compromise decision. Some things teachers know that administration might not know. For example, a teacher requested classroom furniture and she knows why she needs the furniture for class organization, safety, classroom management etc. but the administration said no. The administration never been in class, they might not know. Another example for instance although this doesn't apply in the *School* as we don't have kids who repeat classes is when the administration decides that a student must fail and repeat the same class but the teacher says no he/she shouldn't repeat the same class. I am sure the teacher has many reasons behind her decision such as the student's social background, academic level etc. At the end someone will decide and at the end the administration will do the decision but let teachers make them feel it's the teachers' choice and make them feel they did something or have been heard and understood.

Comment [NK7]: T-Com

Comment [NK8]: TD-R

Comment [NK9]: ADM-D

Comment [NK10]: T-A and T-Com

Comment [NK11]: T-R

3. How is participatory decision making applied here at the *School*?

In the planning meetings, teachers decided as level on their planning. During the departmental meetings which were held every Wednesday no decisions were done unless we had multicultural events when teachers were asked to choose a country. Decisions were mainly done as small groups where some teachers were compromising during their level meetings.

Comment [NK12]: TD (in curriculum)
TI-Cur

Comment [NK13]: II-CO/Ins

Comment [NK14]: TI-L

4. To what extent were you involved in the decision making and in what areas are you involved? Give an example.

I was involved in the curriculum where we did the scope and sequence, skills to be taught and used in each class and age appropriate strategies as which activity suits which age group the best.

Comment [NK15]: TI-Cur

Comment [NK16]: TI-Ins

5. To what extent do you believe your colleagues were involved in the decision making process in the KG?

In Doha campus out of 12 teachers only 4 or 5 were involved in the decision making. It depends on the type of decision and it depends on the teacher. Miss X. was the most teacher involved in the departmental meetings deciding and people were listening to her choices, decisions.

Comment [NK17]: TI-L

6. Do you think being involved in the decision making process contributed or hindered your motivation? Why? Give an example.

It didn't motivate and I don't know how much it contributed. Making decisions is always a good thing but whether it's effective it's questionable since for instance scope and sequence was changed a lot and redone many times year after year because the coordinator asked us to redo it year after year and we didn't have any other choice but to revise it and do it all over again although these should be set for the entire coming years.

Comment [NK18]: TI-HIM

Comment [NK19]: II-CO/Cur

7. What factors hindered your participation in the decision making?

Hierarchy and the feeling to please the administration with the right answer so you won't upset them. Teachers hesitate to say what they feel or want cause they are scared. You don't know how they'll think about you. The relationship between administration and teachers is not so close. It also depends on teachers' experience, education, knowledge and not just any teacher. There's also motivation when you're motivated you know how to decide. Teachers say isn't as important as the administration as they don't trust the teachers and there's lack of trust in teachers' say and I feel that teachers since they know their students and classroom their decisions should be as important as the administration's decisions.

Comment [NK20]: PDM-F-SH

Comment [NK21]: PDM-F-ADM-T/R

Comment [NK22]: PDM-F-Exp., K-

Comment [NK23]: PDM-F-M-

Comment [NK24]: PDM-F-Tr-

Comment [NK25]: T-Com

8. How does the school/administration promote/encourage teachers' participation in decision making? Provide example.

I don't remember any promotion or encouragement in participating unless in departmental meetings when they asked what do you think. No one motivated me from the administration but as a head she did when teachers sat in small groups to decide but this was also done on a smaller scale.

Comment [NK26]: II-CO

Comment [NK27]: GD-EB-

Comment [NK28]: TI-L

APPENDIX I**Illustration of a List of First-Level Codes from Departmental and General Meeting Minutes**

Illustration of a List of First-Level Codes from Departmental and General Meeting Minutes

Involvement	
Teachers Involvement	TI
Teachers Involvement in Curriculum	TI-Cur
Teachers Involvement in Instruction	TI-Ins
Teachers Involvement in Management	TI-M
Imposed Involvement	
Imposed Involvement by Coordinator	II-CO
Imposed Involvement by Coordinator in Instruction	II-CO/Ins
Imposed Involvement by Coordinator in Curriculum	II-CO/Cur
Imposed Involvement by Coordinator in Management	II-CO/M
Imposed Involvement by Campus Director	II-CD
Imposed Involvement by Campus Director in Instruction	II-CD/Ins
Imposed Involvement by Campus Director in Curriculum	II-CD/Cur
Imposed Involvement by Campus Director in Management	II-CD/M
Imposed Involvement by General Director	II-GD
Imposed Involvement by General Director in Instruction	II-GD/Ins
Imposed Involvement by General Director in Curriculum	II-GD/Cur
Imposed Involvement by General Director in Management	II-GD/M
Initiative	
Teachers Initiative Present	T-IN+
Teacher Initiative Absent	T-IN-
Decisions	
Coordinator's Decision	CO-D
Administrative Decision	ADM-D
Teachers' Decisions Considered	TD-C
Teachers' Decisions Rejected	TD-R
Motivation	
Teachers Intrinsic Motivation Present	T-IM+
Teachers Intrinsic Motivation Absent	T-IM-
Extrinsic Motivation	EM
Empowerment	
Teacher Empowerment	TE
Teacher Empowerment Hindered	TE-H
General Director's Empowering Behaviors	GD-EB+
General Director's Empowering Behaviors Absent	GD-EB-
Teacher's Indifference	T-Ind
Teacher's Suggestion	TS

Teachers' Conflict
Parallel Work Present
Parallel Work Absent

T-Con
PW+
PW-

APPENDIX J**Illustration of a List of First-Level Codes from the Interviews**

Illustration of a list of first-level codes from the interviews

Involvement	
Teachers Involvement	TI
Teachers Involvement High	TI-H
Teachers Involvement Low	TI-L
Factors Hindering Participatory Decision Making	PDM-F-
Teacher's Autonomy	T-A
Teacher's Competence	T-Com
Teacher's Relatedness	T-R
Decisions	
Teachers' Decisions Present	TD+
Teachers' Decisions Missing	TD-
Participatory Decision-Making	
Participatory Decision-Making Applied	PDM+
Participatory Decision-Making Not Applied	PDM-
Participatory Decision-Making Somehow Applied	PDM+/-
Motivation	
Teachers' Involvement Contributing to Intrinsic Motivation	TI-CIM
Teachers' Involvement Hindering Intrinsic Motivation	TI-HIM
Empowerment	
Empowerment present	E+
Empowerment missing	E-

APPENDIX K

Descriptive Codes of the Meeting Minutes

Descriptive Codes of the Meeting Minutes

Teachers Involvement (TI) – During the departmental meetings, teachers are involved in stating their ideas regarding school matters, student matters, curriculum, instruction and they are involved in carrying out tasks voluntarily requiring making choices and decisions in curriculum, instruction and management.

Imposed Involvement (II) – The term imposed involvement was created since in the context of the departmental and general meetings, the terms “should”, “must”, “are asked to” were used repetitively by the coordinator and the director which showed that they ordered the teachers to be involved in decision making regarding curriculum, instruction and management and to carry out tasks already assigned by the director or coordinator. In this context, teachers carry out these tasks without having any choice or any say since they are forced to be involved.

Imposed Involvement by the coordinator in Instruction (II-CO/Ins) – The coordinator imposes on the teachers to be involved in instructional matters such as preparing and selecting instructional material and resources in their classes, preparing educational activities, finding new teaching strategies and methodologies.

Imposed Involvement by the coordinator in Curriculum (II-CO/Cur) – The coordinator imposes on the teachers to be involved in the curriculum such as preparing and amending unit plans, working as a team to plan lesson plans, preparing assessment checklists, preparing the yearly plans.

Imposed Involvement by the coordinator in Management (II-CO/M) – The coordinator imposes on the teachers to be involved in managerial matters such as staff development, recruiting teachers, school budget, and school development and renewal.

Imposed Involvement by the Campus Directors in Instruction (II-CD/Ins) – The campus director imposes on the teachers to be involved in instructional matters such as preparing and selecting instructional material and resources in their classes, preparing educational activities, finding new teaching strategies and methodologies.

Imposed Involvement by the Campus Director in Curriculum (II-CD/Cur) – The campus director imposes on the teachers to be involved in the curriculum such as preparing and amending unit plans, working as a team to plan lesson plans, preparing assessment checklists, preparing the yearly plans.

Imposed Involvement by the Campus Director in Management (II-CD/M) – The campus director imposes on the teachers to be involved in managerial matters such as staff development, recruiting teachers, school budget, and school development and renewal.

Imposed Involvement by the General Director in Instruction (II-GD/Ins) – The general director imposes on the teachers to be involved in instructional matters such as preparing and selecting instructional material and resources in their classes, preparing educational activities, finding new teaching strategies and methodologies.

Imposed Involvement by the General Director in Curriculum (II-GD/Cur) – The general director imposes on the teachers to be involved in the curriculum such as preparing and amending unit plans, working as a team to plan lesson plans, preparing assessment checklists, preparing the yearly plans.

Imposed Involvement by the General Director in Management (II-GD/M) – The general director imposes on the teachers to be involved in managerial matters such as staff development, recruiting teachers, school budget, and school development and renewal.

Teachers Initiative Present (T-IN+) – Teachers take the initiative to be involved in tasks and decision making without being asked. Teachers willingly participate in such tasks without any forced pressure.

Teachers Initiative Absent (T-IN-) – Teachers do not take any initiative to be involved in tasks and decision making.

Teachers Involvement in Curriculum (TI-Cur) – The degree of teachers' involvement in choosing, determining, and designing curriculum, yearly plan, lesson plans, unit plans, and assessment voluntarily without any forced pressure.

Teachers Involvement in Instruction (TI-Ins) – The degree of teachers' involvement in choosing and determining teaching methodologies and strategies, selecting toys and educational resources and materials voluntarily without any forced pressure.

Teachers Involvement in Management (TI-M) – The degree of teachers' involvement in human resources management (staff development, recruiting teachers), admission of students and financial management (school budget) and school renewal and development.

Coordinator's Decision (CO-D) – Coordinator takes decisions regarding curriculum, instruction and management without involving the teachers and in some situations, the coordinator takes the final decision after listening to the teachers' decisions and suggestions.

Administrative Decision (ADM-D) – Decisions regarding curriculum, instruction and management are taken by the campus directors and/or the general director and are imposed on the teachers to follow and implement.

Teachers Decisions Considered (TD-C) – During the departmental meetings, teachers state their ideas and debate to reach a decision regarding curriculum, instruction and management which are taken into consideration by the coordinator or the general director.

Teachers Decisions Rejected (TD-R) - During the departmental meetings, teachers state their ideas and they inform the administration about the reached decisions regarding curriculum, instruction and management but they are refused, ignored or neglected by the coordinator or the general director.

Teachers Intrinsic Motivation Present (T-IM+) – Teachers engage in an activity for its own sake for the pleasure and satisfaction derived from participating in it and they exert more effort in their work. Teachers have a sense of belonging to the school and are involved in school matters willingly.

Teachers Intrinsic Motivation Absent (T-IM-) – Teachers do not exert any effort or do not show any motivation to improve and be involved in planning, activities, and school matters especially when decisions are imposed on them.

Extrinsic Motivation (EM) – Motivating teachers through rewards such as monetary items (salary raise, bonus, less hours of work) and recognition (recognizing the teachers who are doing extra work at school and mentioning their names in the departmental meetings) or through punishment such as salary deduction, taking away the holidays, warning, threats, probation.

Teacher empowerment (TE) – Teachers have a voice in the school's decision making by stating their ideas and giving them a sense of control in their work. Teachers are also empowered by training and attending workshops to develop and update their knowledge and teaching strategies and through discussing and sharing ideas and suggestions about school matters through

meetings. Teachers are empowered by delegating authority and responsibility to them, strengthening their perceptions of personal ability and fostering their belief that they can create the results they really desire.

Teacher empowerment hindered (TE-H) – Teachers' empowerment is hindered when teachers do not have a voice in the school matters, when curriculum committee and group of other teachers from other departments and administration control kindergarten teachers' work and planning.

General Director's Empowering Behaviors (GD-EB+) – The general director encourages working collaboratively, recognizes each person's uniqueness, trusts the teacher's potentials/abilities, has a vision for the future, and has an internal process for renewing the *School*.

General Director's Empowering Behaviors Absent (GD-EB-) – The general director doesn't show any promotion or encouragement for his teachers to participate in decision making and lacks trust in his teachers abilities and decisions.

Teachers' Indifference (T-Ind) – During the departmental and general meetings, when decisions were taken without teachers' input especially in the curricular and instructional domains, teachers showed resistance and tried not to commit or implement the decisions imposed on them.

Teachers' Suggestions (TS) – Ideas offered by the teachers during the departmental meetings regarding the three domains: curriculum, instruction and management. Sometimes teachers' suggestions remain mere suggestions, and in other situations these suggestions are taken into considerations by the coordinator or the general director and are turned into decisions.

Teachers' Conflict (T-Con) – During departmental meetings, teachers argue and disagree with each other on a certain decision, idea, suggestion or feedback.

Parallel Work Present (PW+) – Teachers in both campuses work in the same way in planning and implementing the curriculum, fostering the same skills in students through similar instructions and strategies.

Parallel Work Absent (PW-) – Teachers in both campuses work in different ways in implementing the curriculum, fostering the skills in students through different instructions and strategies.

APPENDIX L

Descriptive Codes of the Interviews

Descriptive Codes of the Interviews

Teachers Involvement High (TI-H) – Based on the teachers' interviews and campus directors' viewpoint, teachers' level of involvement in the *School's* decision making can be considered high when most and all of the kindergarten teachers are involved in making decisions.

Teachers Involvement Low (TI-L) – Based on the teachers' interviews and campus directors' viewpoint, teachers' level of involvement in the *School's* decision making can be considered low when some or few kindergarten teachers take the initiative to be involved in making decisions.

Teachers' Decisions Present (TD+) – Teachers are involved in the *School's* decision making process in the curriculum, instruction and management.

Teachers' Decisions Missing (TD-) – Teachers are not involved in the *School's* decision making process in the curriculum, instruction and management.

Participatory Decision-Making Applied (PDM+) – Participatory decision-making is fully applied at the *School* through teachers' involvement in the decision making process.

Participatory Decision-Making Not (PDM-) – Participatory decision-making is not applied at the *School* since decisions are taken by the administration.

Participatory Decision-Making Somehow Applied (PDM+/-) – Participatory decision making is somehow applied at the *School* through involving teachers in some of the decisions especially in instruction and curriculum.

Teachers Involvement Contributing to Intrinsic Motivation (TI-CIM) – When teachers are involved in decision making and take initiatives to participate in decision making process during the departmental meetings, they become more motivated.

Teachers Involvement Hindering Intrinsic Motivation (TI-HIM) – Teachers' intrinsic motivation is hindered when they are burdened with lot of tasks and imposed involvement during the departmental meetings.

Factors Hindering Participatory Decision Making (PDM-F-) – Some of the factors that prevent teachers' participation in the school's decision making are: school hierarchy (SH), teacher-administration relationship (ADM-T/R), lack of trust (Tr-), lack of experience (Exp-), lack of knowledge (K-), lack of time (T-), parallel work (PW), group dynamics where large number of teachers participate in a certain decision (GD), lack of motivation (M-), and teachers' decisions rejected (TD-R).

Teacher's Autonomy (T-A) – Teachers feel independent in their classes; they have the freedom to create new activities and to plan their lessons and make choices to modify their classroom management techniques and teaching strategies and to amend their lessons and curriculum.

Teacher's Competence (T-Com) – Teachers feel they are able to carry out tasks since they feel they have the knowledge and experience and are competent in their field. They also feel they are responsible for their classes and have the capabilities to teach and decide what suits best for each student.

Teacher's Relatedness (T-R) – Teachers feel committed and related to their work and they feel they belong to the *School*.

Empowerment Present (E+) – Teachers believe that sending ideas and suggestions about *School* related matters is a form of empowerment. Being in a team or committee, attending workshops

and trainings are also forms of empowerment.

Empowerment Missing (E-) – Teachers believe that they do not receive any empowerment by the administration to participate in the decision making process. They feel they are obliged to carry out tasks.
