

TEACHERS' INVOLVEMENT IN DECISION-MAKING AND ITS EFFECT ON
JOB COMMITMENT: A SURVEY OF PRIVATE SCHOOLS OF GAINDAKOT
MUNICIPALITY

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AN ABSTRACT

of the dissertation of *Hiralal Aryal* for the degree of *Master of Philosophy in Educational Leadership* presented on the 6 May 2026 entitled *Teachers' Involvement in Decision Making and Its Effect on Job Commitment: A Survey of Private Schools of Gaindakot Municipality*.

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Participatory decision-making has been widely recognized as a driver of organizational commitment in educational settings, yet its role in Nepal's private school sector is not studied enough. Demographic groups in Gaindakot Municipality's private schools may unevenly distribute teachers' participation in institutional decisions. This study examined the relationship between teacher involvement in decision-making and job commitment in private schools in Gaindakot Municipality. Specifically, it addressed four research questions related to the current level of teacher involvement and their job commitment, whether involvement and commitment differ significantly across demographic and school characteristics, and whether teacher involvement significantly predicts job commitment.

The study employed a quantitative survey design. From a population of 604 teachers, 265 were selected through cluster sampling, of whom 245 returned valid responses. Data was collected using two structured, self-administered Likert-scale questionnaires: the *Teacher Involvement in Decision-Making Scale* and the *Job Commitment Scale*. Both instruments exhibited sufficient internal consistency (Cronbach's $\alpha > .70$). I analyzed the data using descriptive statistics, the Mann Whitney *U* test, the Kruskal–Wallis *H* test with Dunn's post-hoc comparisons, Pearson and Spearman correlations, and simple linear regression.

The results show that teachers are involved in decision-making ($M=3.81$, $SD=0.40$). The involvement score runs like academics ($M = 3.81$) policy ($M = 3.75$) and administration ($M = 3.73$). Job commitment is similarly above moderate ($M = 3.92$, $SD = 0.33$), driven principally by affective commitment ($M = 4.20$) rather than continuance commitment ($M = 3.69$). Involvement varied significantly by age, gender, educational qualification, teaching level, and administrative role, whereas commitment varied significantly by age, school category, and school grading. A strong, statistically significant positive correlation was found between involvement and commitment ($r = .508$, $p < .001$), and involvement explained 25.8% of the variance in commitment ($R^2 = .258$, $p < .001$).

Including teacher involvement in evaluation rubrics and ensuring representation of female and young teachers in decision-making are recommended. Similarly, findings on commitment also indicate the need to introduce career development pathways and mentoring programs for young and fresh teachers. Institutional recognition systems to maintain emotional attachments and decrease teacher attrition are also important.

.....

6 May 2026

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शोध सार

शैक्षिक नेतृत्वमा दर्शनशास्त्रको स्नातकोत्तर उपाधिका लागि हिरालाल अर्याल को शोधप्रबन्धको शीर्षक “ निर्णय प्रक्रियामा शिक्षकहरूको सहभागिता र यसको कार्यप्रतिबद्धतामा पर्ने प्रभाव : गैँडाकोट नगरपालिकाका निजी विद्यालयहरूको एक सर्वेक्षण” २३ बैशाख २०८३ मा प्रस्तुत गरिएको थियो।

.....
सह. प्रा. शेषकान्त पंगेनी, पीएचडी
शोध निर्देशक

शैक्षिक संस्थाहरूमा सहभागितामूलक निर्णय-प्रक्रियालाई संस्थागत प्रतिबद्धताको एक प्रमुख निर्धारकको रूपमा विश्वव्यापी रूपमै स्वीकार गरिएको छ, तथापि नेपालको निजी विद्यालय क्षेत्रमा यसको भूमिकाको पर्याप्त अध्ययन भएको पाइँदैन। गैँडाकोट नगरपालिकाका निजी विद्यालयहरूमा जनसाङ्ख्यिक समूह अनुसार शिक्षकहरूको संस्थागत निर्णय-प्रक्रियामा सहभागिता असमान रूपमा वितरित हुन सक्छ। यस अध्ययनले गैँडाकोट नगरपालिकाका निजी विद्यालयहरूमा निर्णय-प्रक्रियामा शिक्षकको सहभागिता र कार्य-प्रतिबद्धताबीचको सम्बन्धको परीक्षण गरेको छ। विशेष गरी, यस अध्ययनले शिक्षकको सहभागिताको वर्तमान स्थिति र उनीहरूको कार्य-प्रतिबद्धता, जनसाङ्ख्यिक तथा विद्यालय विशेषता अनुसार सहभागिता र प्रतिबद्धतामा उल्लेखनीय भिन्नता छ वा छैन र शिक्षकको सहभागिताले कार्य-प्रतिबद्धतालाई उल्लेखनीय रूपमा पूर्वानुमान गर्छ वा गर्दैन भन्ने चार अनुसन्धान प्रश्नहरूको सम्बोधन गरेको छ। यस अध्ययनमा परिमाणात्मक सर्वेक्षण विधिको प्रयोग गरिएको छ। ६०४ जना शिक्षकको जनसाङ्ख्याबाट क्लस्टर नमुना विधिद्वारा २६५ जना छनोट गरिएकामध्ये २४५ जनाले वैध प्रतिक्रिया फिर्ता गरे। दुई संरचित, स्व-प्रशासित लिकर्ट-स्केल प्रश्नावलीहरू-‘निर्णय-प्रक्रियामा शिक्षक सहभागिता मापन’ र ‘कार्य-प्रतिबद्धता मापन’-मार्फत तथ्याङ्क सङ्कलन गरिएको थियो। दुवै प्रश्नावलीहरूले पर्याप्त आन्तरिक सङ्गति (Cronbach’s $\alpha > .70$) प्रदर्शन गरे। तथ्याङ्क विश्लेषणका लागि वर्णनात्मक तथ्याङ्कशास्त्र, Mann-Whitney U परीक्षण, Kruskal-Wallis H परीक्षण सहित Dunn को पश्च-तदर्थ तुलना, Pearson र Spearman सह-सम्बन्ध तथा साधारण रेखीय प्रतिगमन (Simple linear regression) को प्रयोग गरिएको छ।

अध्ययनको परिणामहरूले के देखाउँछन् भने शिक्षकहरूको निर्णय-प्रक्रियामा सहभागीता राम्रो छ। ($M=3.61$, $SD=0.8$) क्षेत्रगत रूपमा सहभागिता अङ्कको क्रम यस प्रकार छ: शैक्षिक क्षेत्र ($M=3.61$ निती क्षेत्र ($M=3.65$ र प्रशासनिक क्षेत्र ($M=3.63$) कार्य-प्रतिबद्धता पनि मध्यमभन्दा माथि रहेको छ। ($M=3.92$, $SD=0.33$) जुन मुख्य रूपमा निरन्तरता प्रतिबद्धता ($M=3.69$) भन्दा भावनात्मक प्रतिबद्धता ($M=4.20$) द्वारा सञ्चालित छ। उमेर, लिङ्ग, शैक्षिक योग्यता, शिक्षण स्तर र

प्रशासनिक भूमिका अनुसार सहभागितामा उल्लेखनीय भिन्नता पाइयो भने उमेर, विद्यालयको प्रकार र विद्यालयको ग्रेडअनुसार प्रतिबद्धतामा उल्लेखनीय भिन्नता देखियो । सहभागिता र प्रतिबद्धताको बीचमा सबल, तथाङ्गीय रूपमा उल्लेखनीय सकारात्मक सह-सम्बन्ध पाइयो । ($r = .506, p < .001$) र सहभागिताले प्रतिबद्धताको भिन्नताको २५.८% व्याख्या गरेको छ । ($R^2 = .258, p < .001$) ।

शिक्षकको सहभागितालाई मूल्याङ्कन रुब्रिकमा समावेश गर्न र निर्णय-प्रक्रियामा महिला तथा युवा शिक्षकहरूको प्रतिनिधित्व गर्न सिफारिस गरिन्छ । त्यसैगरी प्रतिबद्धतासम्बन्धी निष्कर्षहरूले युवा र नवप्रवेशी शिक्षकहरूका लागि वृत्ति विकासका मार्गहरू र सल्लाह-परामर्श कार्यक्रमहरू स्थापना गर्नुपर्ने आवश्यकतालाई पनि सङ्केत गर्दछ । भावनात्मक संलग्नता कायम राख्न र शिक्षक पलायन घटाउन संस्थागत पहिचान प्रणालीहरू पनि महत्त्वपूर्ण छन् ।

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२३ बैशाख २०८३

हिरालाल अर्याल

उपाधि उम्मेदवार

This dissertation is entitled *Teachers' Involvement in Decision Making and Its Effect on Job Commitment: A Survey of Private Schools of Gaidakot Municipality* presented by *Hiralal Aryal* on 6 May 2026.

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DECLARATION

I hereby declare that this dissertation is my original work, and it has not been submitted for candidature for any other degree at any other university.

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DEDICATION

I dedicate this research work to all my honorable teachers (Gurus) who are the sources of my inspiration. Their guidance helped me to be the better version of myself. Also, I would like to dedicate this work to my late father who instilled in me the value of knowledge.

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ABBREVIATIONS

ANOVA:	One-Way Analysis of Variance
ECD	Early Childhood Development
ECA	Extra-Curricular Activities
GM	Gaundakot Municipality
HOD	Head of Department
KUSOED	Kathmandu University School of Education
SDGs	Sustainable Development Goals
SESP	School Education Sector Plan
SPSS	Statistical Package for Social Science
TC	Teacher Commitment
TI	Teacher Involvement
UN	United Nations

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CHAPTER I

INTRODUCTION

This dissertation examines teacher involvement in decision-making and job commitment among teachers in private schools in the Gaindakot Municipality. The areas covered in this chapter are the background of the study, problem statement, purpose, four research questions with their corresponding hypotheses, rationale of the study, delimitations, and research gap.

Setting the Context

I always pondered on the role of teachers in organizational decision-making in private schools as my tenure as a head teacher at a private school for more than a decade. Specifically, I have observed varying levels of teacher participation and question the underlying causes of this dynamic. Are teachers hesitant to contribute to school procedures, or do existing leadership structures inadvertently exclude them from the process? There is not clear evidence to vouch for the source of insufficient involvement. Is it low self-efficacy, a lack of necessity, or a leadership's failure to motivate their staff. Therefore, rather than relying on assumptions about leadership's trust in teachers and teachers' reluctance to participate in decision-making, this study aims to examine teacher involvement empirically across multiple core dimensions of the school education system, including academics, the formation of institutional policy, and general school administration. Discussions on educational reform highlight the need of involving teachers meaningfully in school decision-making process. Teachers are more likely to accept and actively execute decisions made with their involvement, follow through on the decisions and are more committed towards achieving the school's common goals (Abu-Shawish, 2016).

Also, more people are realizing that teacher involvement is a key factor in improving the overall quality of education. This is because it makes teachers more committed to school policies and more motivated to follow them (Lin, 2014). Hence, I am eager to learn about teacher involvement in decision-making and its effects on school success and teacher commitment.

Background of the Study

Education harnesses intellectual power and prepares the brain for multi-sectoral development. The progress of the nation is determined by the quality of

education (Win et al., 2021). Therefore, improving educational quality is important for national development. To raise educational quality, the way head teachers make decisions is extremely important. Apart from the head teachers' approach, teachers' dedication and commitment can play a significant role in school improvement. The schools' success and failure are affected by the leadership. There are many areas in which teachers are directly involved in execution. Therefore, leadership plays a significant role in ensuring meaningful stakeholder engagement, such as that of teachers. Lafferty et al. (2024) mentioned that the fundamental concept of decision-making in educational institutions is that teachers who are implementers of the decision deserve significant involvement in the decision-making process.

Participation empowers teachers to be creative and innovative by developing their leadership. Also, such participation builds trust between teachers and heads, creating harmony and a joyful school environment.

On the other hand, diverse views and inputs from teachers' expertise enhance effectiveness, efficiency, and productivity in schools (Wadesango & Bayaga, 2013). Decisions made with participation are easy to implement, and the stakeholders take ownership. "When employees can participate in decision-making, they perceive it as organizational support that may facilitate group commitment" (Shikokoti & Chepkonga, 2023, p. 27). When teachers are committed to their group, they are more likely to collaborate. The collaboration may lead to problem-solving and innovation in school settings. Additionally, the collaborative sense can boost motivation and accountability.

Teachers shape student personality by imparting skills and knowledge, and they are directly responsible for shaping future workforce. Teaching profession is noble and rewarding. However, it is considered as difficult and stressful job. According to Gaire (2024), teaching job demands high range of workload which creates stress and consequently the teachers in Nepal are often stressed and burned out. They need psychological and emotional rewards to perform better as teachers. Such rewards and support will help increase teacher job satisfaction. Teachers' job satisfaction significantly and directly enhances their organizational commitment and professional passion (Shakya & Shakya, 2024). Giving teachers opportunities to express themselves and share their beliefs and ideas related to their everyday job could further strengthen institutional bonds. In the context of Nepal, institutional decision-making power remains quite centralized although Nepal's education policies

increasingly call for participatory governance. This means that teachers are only engaged in a limited manner or their involvement is tokenistic (Humagain et al., 2025).

During my career progression from a classroom teacher to an administrator, and finally to a head teacher, I always wondered why teachers don't take responsibility and ownership for decisions made by the school administration. The lack of ownership trend creates demotivation, which harms both school performance and long-term student learning achievement. Teachers without the power of exercising decision participation and are not sufficiently involved in decision-making, they feel like strangers in the school environment resulting in loss of commitment and dedication to the school and its activities (Bademo & Tefera, 2016). Conversely, when teachers have opportunities to contribute to decisions with the power to exercise liberty in choosing instructional materials or design their own lesson plans, they own those decisions and thus have high job satisfaction and performance (Bademo & Tefera, 2016; Shikokoti et al., 2023).

When educators experience low job satisfaction and morale, it develops a negative ripple effect. Such an effect directly impairs student academic achievement and broader educational goals. Additionally, although educational programs designed with large-scale stakeholders and decentralized governance structures tend to encourage participatory management, private schools often miss this opportunity to put participatory decision-making into practice. Allocating work duties without input from the implementors can make it harder for a teacher to advance professionally. In the context highlighted above, it is essential to examine the current situation of teacher involvement in decision-making processes of private educational institutions.

Problem Statement

Early legislative frameworks in Nepal, such as The Education Act of 1962 was the early and first legislative framework of Nepal which first distinguished public and private institutions. Following the framework, the enactment of the comprehensive Education Act of 1971 (Education Act 2028 BS) firmly established a strict hierarchy of educational authorities, putting the Ministry of Education at the top and considering an authority to make policy decisions of education (Government of Nepal, 1971). According to Humagain et al. (2025), school administration in the past exercised heavily rigid, top-down management approach as a result decision-making process became highly centralized. The existing Education Act and Regulations

categorize the schools into two main types: community schools and private schools.

Most of the time, non-shareholders are hired for middle-management posts at these private schools. Such management positions are like Heads of Departments, Level in-charges, Vice-Principals, and Coordinators. The people who started and own the institution, on the other hand, don't usually give intermediate management any real power. Instead, they are supposed to follow their managers' orders and report any problems (Poudyal, 2013). In the context of Nepal, it is evident that school leaders still exercise significant power over the decisions to be made in schools. This autocratic framework is not an isolated issue in Nepal only. Similar situation was found in Kurdistan Region of Iraq. The results of a study carried out in private schools in the Kurdistan Region of Iraq by are found to be similar. There are practices of top-down leadership which operates in an autocratic manner, and centralized decision-making both affecting organizational performance negatively with subsequent poor overall work environment for educators (Torlak et al., 2022).

The heavily centralized management style is not common in Nepal only. It aligns with global findings. This overwhelming situation creates a worrying dynamic wherein subordinate teachers feel undervalued and excluded from shaping their academic environment. Because of the lack of space for teachers' strong voices in private schools, the organization's operations suffer significantly. This situation creates a lasting teacher dissatisfaction, a lack of institutional ownership, and ultimately ends in a high turnover rate. My motivation to investigate the actual levels of teacher participation and their direct effect on job commitment in the private schools of Gaundakot municipality stems from the systemic issues, the lack of teacher involvement in the decision-making process, and its impact on the quality of education and student outcomes.

As the school teachers are directly involved in day-to-day teaching, they possess the most accurate understanding of the everyday students' needs. When Educational leaders actively engage teachers in decision-making, it not only enhances communication but also significantly deepens teachers' commitment. Teacher involvement in decision-making plays a crucial part in school success by fostering a sense of ownership among stakeholders including teachers who get motivated to deliver quality services to the students (Shikokoti et al., 2023) This feeling of belonging immediately leads to affective job commitment, which is the emotional attachment and dedication a teacher has to their school. While the worldwide

literature thoroughly documents this relationship, there is a notable lack of empirical research examining how this dynamic operates, especially in Nepal's private schools.

One of the most vital duties of an educational leader is making effective, collaborative decisions (Win, 2021). However, I have witnessed different scenarios in many private schools in Nepal. I have observed an authoritative, top-down decision-making style. Many private school founders and head teachers consider and treat teachers only as executors of decisions made at the top of the administrative hierarchy.

Rather than practicing shared leadership, there is a pervasive lack of trust in teachers' abilities to contribute to critical areas such as curriculum planning, school budgeting, or policy formation. This exclusion creates a severe operational problem; for example, when teachers are denied a voice, their motivation wanes, and their job commitment sharply diminishes. As Bademo and Tefera (2016) suggest, a lack of ownership in school decisions directly reduces job satisfaction. Gaire (2024), in his study found out that the lack of participatory power of teachers in the high-stress environment of schools in Nepal increases burnout and, in turn ignites the weak psychological bond between educators and the organization. Research from the Turkish school context adds a further dimension to this pattern: Yıldırım et al. (2019) found that low teacher participation in decision-making was associated with higher organizational cynicism. Exclusion from governance reduces commitment and also generates distrust and disillusionment toward the institution. Such a situation lands into a deterioration that is considerably harder to reverse than a simple decline in satisfaction scores. Schools claim that they provide opportunities to the teachers to get active but still in practice teachers are not involved in reality. This can be backed up by the situation wherein there is representation of teachers but teachers are there in the committee to back up and validate the management's decisions (Humagain et al., 2025). This weak relationship doesn't make individuals desire to keep their employment. According to Shakya & Shakya (2024) and Shrestha (2022) the primary determinants of teacher retention and sustained dedication are authentic and encouraging school environments, where educators actively contribute to policy formulation. Consequently, a significant research gap persists in transitioning from anecdotal information to quantitative evaluation of this issue. To this end, I designed this study to measure exactly how much private school teachers are genuinely

included in decision-making procedures and, crucially, to test the statistical relationship between that level of involvement and their overall job commitment.

Purpose of the Study

The primary purpose of this study is to assess the current level of teacher involvement in institutional decision-making in private schools in Gaindakot Municipality, Nepal. Additionally, the study examines the statistical association between participatory involvement and teachers' overall organizational commitment.

Research Questions

The research questions aim to examine the role of teachers in private schools and how their involvement influences teacher commitment in private schools within Gaindakot Municipality.

1. What is the current level of teacher involvement in decision-making process in the private schools of Gaindakot Municipality?
2. What is the existing situation of teacher commitment on the job?
3. How do teachers' ages, genders, education levels, years of experience, levels of teaching, positions, and the types of schools they work at (category, grading) affect teacher involvement and their job commitment?
4. What is the effect of teacher involvement in decision-making on their overall job commitment?

Hypotheses

This study is conducted with the following hypotheses. The first two hypotheses are regarding the general levels of involvement and commitment. The third and fourth are formal inferential statistical hypotheses, and they test demographic differences and predictive relationships.

H1: Teacher involvement in decision-making process in the private school of Gaindakot Municipality is limited or low.

H2: The overall level of job commitment among these teachers is moderate to high, with the assumption that their commitment is primarily driven by interpersonal relationships with students rather than by institutional empowerment.

H3a: There is no statistically significant difference in teachers' involvement in the decision-making process with reference to demographic characteristics or school characteristics.

H3b: There is no statistically significant difference in job commitment of teachers on the basis of demographic and school characteristics.

H4: There is no statistical correlation between teacher involvement in the decision-making process and their job commitment.

Rationale of the Study

Based on my experience as a private school principal, I often wonder why teachers do not actively participate in decision-making. It might be due to a lack of practice in group, collective, and shared decision-making (SDM). Making a group or shared decision started in the West with the restructuring movements in the late 1980s (Hammad, 2010). SDM is one of the activities of exercising decentralization, understood as a practice of involving people in making decisions they will execute themselves. The teachers are more familiar with the day-to-day problems than the administrators, such as head teachers. When head teachers trust and involve teachers in decision-making, they exercise a distributed pattern of leadership. This kind of practice of distributing activities has a positive effect on students' learning achievements. "Teachers' involvement in decision-making improves the overall performance of the schools" (Bademo & Tefera, 2016, p.1241). Although some previous research has shown the positive impact of teachers' engagement in decision-making, only a few studies have evaluated the extent of teacher participation and engagement in decision-making in private schools in Nepal. "Teachers' involvement in the decision-making makes them more responsible and motivated. The more teachers are involved in staff decision-making, the more they are satisfied with their jobs" (Shikokoti et al., 2023, p. 29). And teacher satisfaction can help teacher retention. However, I usually see teacher turnover in private schools, and most of the principals I have met consider running them a challenge.

When head teachers recognize the importance of teacher input in decision-making, they are more likely to receive support from their subordinates. Participatory decision-making is one of the modern management styles and has a direct impact on academic achievement and the overall improvement of schools (Tijani, 2020). Teacher involvement ensures sustainable implementation, which drives school improvement. However, looking around, I can see that head teachers have no trust or faith in their teachers. They think teachers cannot contribute to decision-making and should follow directions and instructions that flow from the top down. The study is expected to suggest practical steps that school head teachers/principals and management can take to increase teachers' participation in decision-making.

As part of effective and accountable governance and management systems in school education, the School Education Sector Plan (SESP) 2022/23-2031/32 prioritizes the leadership of head teachers in schools, accompanied by an effective system accountable to students' learning. Under good governance, it stresses maintaining collaboration and meaningful input from guardians and other stakeholders in decision-making. However, it does not address including teachers in leadership development activities by engaging them in planning, decision-making, and related activities as part of their professional development.

There is a huge body of research globally shading light on the importance of participatory decision-making. However, there is lack of body of literature in South Asian schools, especially in Nepal. In such a context it is worth exploring the subject. Even while national regulations, such as the current Education Act, provisions teachers' active involvement in school governance, the actual situation doesn't make teachers in private schools feel that they control their schools or are truly involved. Because of this, teachers often feel they are just following rules and decisions established by others rather than being involved in developing such rules. This type of exclusion makes people less driven at work, less committed to their careers, and in the end, slow down the performance. So, it's crucial to learn what's really going on with teachers in Nepal right now. The findings of this study will provide tangible benefits for several key stakeholders, including:

a. School Leaders and Founders: The data will give head teachers meaningful, evidence-based ideas on how to change from an authoritarian style of leadership to one that is more collaborative. This will assist keep teachers at the school and make everyone feel better.

b. Educational Policymakers: This research will demonstrate the disparity between the intended objectives of the Education Act and its actual implementation in private schools. This will give the Ministry of Education and local governments the information they need to draft or update rules governing how things are run.

c. Teachers: The study will advocate for structured dimensions of inclusion, empowering educators to reclaim their professional autonomy and voice in academic procedures.

d. Students and the Community: In the end, making the school a place where teachers and the school management team can work together would directly aid

students, since motivated and empowered teachers are the most critical thing for getting a decent education.

Delimitations

This study examines only the specific link between teachers' involvement in school decision-making and their dedication to their organizational work. This study examines only the specific link between teachers' involvement in school decision-making and their dedication to their organizational work. While school governance encompasses numerous administrative domains, I have delimited the scope of teacher involvement strictly to three core operational areas: academics (curriculum planning and pedagogy), institutional policy (formation of rules, directives, and student conduct guidelines), and general administration (classroom management, timetables, and period length).

Additionally, the assessment of the dependent variable, job commitment, is conceptually constrained by Meyer and Allen's (1991) Three-Component Model. Additionally, the assessment of the dependent variable, job commitment, is conceptually constrained by Meyer and Allen's (1991) Three-Component Model. Under the scope of this study, I haven't included broader psychological ideas, such as general life satisfaction or different motivational theories. Instead, Study of commitment through the established dimensions: Affective Commitment (emotional attachment to the school), Continuance Commitment (the cost of leaving the job), and Normative Commitment (the moral obligation to stay) (Onukwu, 2021) are included in the scope of this study.

Chapter Summary

Drawing from my experience as a private school's head teacher, the chapter established that teacher participation and involvement are limited and unevenly distributed. The background of the study highlighted that teacher commitment is a driving force for school improvement. Despite the global recognition of participatory decision-making as a means of building teacher ownership, motivation, and institutional loyalty, Nepal's private schools are still practicing a centralized and autocratic system. The problem statement identified the policy-practice paradox in private schools. Founders and top management retain decision-making authority by making teacher involvement more tokenistic rather than legitimate. The lack of teacher involvement is linked to diminished teacher commitment, higher dissatisfaction, and higher turnover rates. In order to address the gap, I set out four

research questions that examine the current level of teacher involvement and their job commitment, the effect of demographic variables and school characteristics on both involvement and commitment, the statistical relationship between the two variables. Corresponding hypotheses were formulated to guide the statistical analysis. The rationale of the study highlighted the relevance of this study to various stakeholders, including school leaders, policymakers, teachers, and students. Finally, the chapter ends by defining the delimitations. Teacher involvement was limited to three domains: academics, policy formation, and general administration. Likewise, job commitment was examined through Mayer and Allen's (1991) as cited in Sodha (2019) three-component model of affective, normative, and continuance commitment. This chapter sets the stage for the literature review, methodology, and analysis presented in the subsequent chapters.

CHAPTER II

LITERATURE REVIEW

This chapter reviews the relevant literature on the two primary constructs: teachers' involvement in school decision-making and its impact on their overall job commitment. Because education is the foundational element of national development, harnessing intellectual power and preparing human resources across all sectors, the progress of a nation is ultimately determined by the quality of its education system (Win et al., 2021). Hence, I reviewed the available established knowledge to explore how educational leaders involve teachers in decisions and how that engagement affects their professional commitment.

It is essential to understand decision-making as a fundamental administrative function before examining participatory models. In educational leadership, decision-making is the cognitive and organizational process that involves identifying problems, evaluating alternatives, and selecting a specific course of action to achieve institutional goals. The decision-making process can be viewed on a continuum. At one end is unitary (or centralized) decision-making, an autocratic approach in which only top-level management takes over the authority to formulate policies without consulting stakeholders, simply passing directives down to lower levels for implementation. At the other end of the continuum is participative decision-making, which advocates for shared authority and collaborative leadership.

Participatory Decision-Making

Participatory decision-making (PDM) is a structured process having several forms depending on the level of authority granted to teachers (Vroom & Jago, 1988; Hoy & Tarter, 1993). The literature distinguishes three types of PDM depending on the degree of decision-making power shared with subordinates: the first is consultative, in which leaders seek teacher input and opinions but retain the final authority to make the decision (Likert, 1967; Vroom & Yetton, 1973); the second one is democratic or consensus, in which leaders and teachers vote or reach a mutual consensus, sharing equal weight in the outcome (Likert, 1967; Somech, 2010); and the last one is delegated, which comes with the complete autonomy for teachers to make decisions over specific domains, such as classroom pedagogy or localized disciplinary rules (Hoy & Tarter, 1993; Vroom & Jago, 1988).

The actual process of PDM consists of active information sharing, collaborative problem identification, joint brainstorming of solutions, and shared responsibility for implementation (Mehta, 2015). Chesire and Kipkoech (2011) say that this participatory process increases benefits of the school by improving the quality of decision-making.

Teachers' involvement in various stages of decision-making process, makes teachers own and internalize the outcomes. Furthermore, Shikokoti and Chepkonga (2023) note that employees develop a sense of organizational support when they are involved, and that their participation directly fosters group commitment.

Despite the authentication of the benefits of teacher participation and involvement in decision-making, I noticed that many private schools are still conservative on including teachers in effective school management. According to Bademo and Tefera (2016), when teachers are excluded from decisions related to everyday matters, they feel like outsiders. When the teachers are excluded from the opportunity of involvement in decision making reduces their sense of bonding, attachment, and institutional obligation, leading to a sharp decline in job satisfaction and organizational performance.

When leaders make decisions on their own and merely demand compliance, teachers show little interest in carrying out those mandates effectively (Mustafa, 2010). The extent to which teachers are invited into the decision-making process is entirely dependent on the head teacher's leadership style. In my review of the literature, several empirical studies provide concrete examples of how specific leadership frameworks dictate teacher engagement.

A head teacher who exercises an autocratic leadership style centralizes power, ignoring the importance of involvement in decision-making. This way of running administration where mutual trust is not available creates a stressful workplace. In such a workplace, teachers are disregarded and told what to do. Conversely, a democratic or transformational leadership style actively draws on the opinions of those most affected by the policies. Bademo and Tefera (2016) demonstrate that when democratic leaders involve teachers in areas such as curriculum, assessment, and school discipline, teachers take immediate ownership of the outcomes, thereby directly increasing their job satisfaction. Basically, school leadership and the management style they adopt determines whether a school operates as a collaborative team or a divided hierarchy. Win et al (2021) assert that providing genuine

opportunities for teachers to participate in decision-making increase the chance of quality instructional implementation and enhanced student outcomes. In contrast, a lack of involvement leads to tedious instructional practices and institutional failure (Win et al., 2021).

Shared Decision-making

Shared decision-making is rooted in decentralized governance and collaborative leadership on its core by following a formal administrative framework wherein all stakeholders share power, authority, and responsibility. One of the most important parts of a shared institutional vision is shared decision-making. This makes everyone talk to each other and be honest. Hoe (2007) defines this shared vision as a condition in which employees throughout the organization are given the autonomy to make choices that directly complement the organization's intended objectives. Hoe further elaborates that in such an environment, every employee is greatly aware of the organization's achievement targets, allowing the traditional, rigid chain of command to be revised by reducing strict forms of top-down control.

Although Hoe's literature does not belong to education sector and originates from the corporate management sector, the principles shared decision-making apply directly to the field of education. Teacher involvement ensures stakeholder ownership and guarantees the effective, smooth implementation of the decisions made. Shikokoti and Chepkonga (2023), mention that employees perceive the opportunity to get engaged in school decision-making process as tangible organizational support, which inherently facilitates group commitment.

Historically, the formal notion of shared decision-making started in the West during the educational restructuring movement of the late 1980s (Hammad, 2010). Today, modern educational management theory posits that decisions taken with the active participation of stakeholders have a direct, measurable impact on the overall improvement of the school and the academic achievements of its students (Tijani, 2020). Consequently, I consider teacher involvement to be an inevitable and essential component of modern school governance. Active involvement in decision-making narrows the hierarchical gap between head teachers and instructional staff by providing teachers with the opportunity to shoulder shared institutional responsibilities.

Teachers' Commitment to the Job

According to Sandhu (2015), organizational commitment is characterized by a teacher's loyalty to their institution and active participation in its decision-making processes. Teachers' commitment to their jobs can be interpreted as the bond they feel with their jobs and the institution they work for. Job commitment is defined as an employee's willingness to follow and respect organizational norms and values, and to be involved in and participate in the affairs of an organization to facilitate the attainment of desired objectives (Onukwu, 2021). Teacher commitment reflects teachers' feelings of fidelity and adherence to the school they teach (McInerney et al., 2015). If the teachers do not have the willingness to leave the job and want to continue working as they value the experience they have accumulated during their service, they are committed to the job. According to Awyan & Quines (2025), commitment not only shapes individual teachers' job satisfaction but also enhances the overall effectiveness of the school system, influences school productivity, and affects teacher retention. When educational institutions actively invest in teacher training and professional development, educators may develop a stronger bond with their school in two ways: First, one way is as Meyer and Allen (1991) named it, "normative commitment," the feeling that teachers owe it to their organization to stay and contribute for the support they receive from the schools they work for. Second, involvement in decision-making serves as a meaningful opportunity for career growth and can enhance emotional connection of the employees. The emotional bond subsequently builds commitment to their organization. Jehanzeb and Mohanty (2018) deemed this kind of relationship of involvement and commitment relevant, particularly when employee values align with those of the institution. Within the context of this study, this resulting commitment is interpreted as a core dimension of overall teacher job commitment.

Various studies show that teacher participation in decision-making increases their commitment to their jobs and to the organizations they work for. McInerney et al. (2015) mentions that there are three components of commitment: *affective commitment*, *continuance commitment*, and *normative commitment*. These three components are taken as constructs of teacher commitment on the job. "An affective commitment is regarded as a positive feeling of identification, attachment, and involvement of an employee in the work of the organization" (Sodha, 2019, p.50). Continuance commitment comes into the picture when employees consider the costs

of leaving the organization” (Mayer & Allen, 1984 as cited in Sodha, 2019). In the same way, “Normative commitment incorporates a sense of obligation of the employee towards the organization.” (Mayer & Allen, 1984 as cited in Sodha, 2019). Employees with normative commitment will remain in an organization and continue working on moral and ethical grounds. Hence, we can see commitment brings an attachment with a positive feeling towards the organization they are working for. The attachment and positive feelings make them work for longer, as they can see the cost of leaving.

Affective Commitment

Teachers with affective commitment develop a strong emotional connection and attachment to the school they are working for. Affective commitment steams out of a passionate psychological and emotional connection between the employees and the organization wherein individual employee’s personal goals are aligned with the institution's achievements (Wapmuk et al., 2022). Educators with high affective commitment take immense pride in their school. Furthermore, affective commitment significantly deepens when teachers feel their professional input and daily efforts are genuinely valued by school leadership.

Continuance commitment

When an employee calculates the material and psychological costs of leaving the organization, it is called continuance commitment. According to Amedi and Lundkvist (2018), Continuance commitment is the employee’s intention to remain in the organization because they believe leaving would entail costs. They feel the employing organization is a comfortable place to work without losing anything.

Normative commitment

The employee feels a duty and obligation towards the organization. The employee does not see the moral ground for leaving the organization due to normative commitment. Normatively committed employees believe leaving their company would be disastrous, which makes them feel guilty about leaving because they will leave a knowledge/skill hole, increasing the strain on their colleagues (Wapmuk et al., 2022). To create normative commitment among employees, it is essential to encourage them to work together to solve problems. This normative feeling is valuable only when employees feel the organization recognizes the value of their knowledge and experience. This knowledge and experience can provide meaningful input into decision-making.

Empirical Review on Teacher Participation and Organizational Commitment

I reviewed empirical literature from various journal articles by researchers from different countries. The articles relate to leadership and stakeholders' involvement in decision-making. Here, I have presented some reviews to meet the objective of my study.

Teacher Involvement and Its Impact on Performance

I studied several empirical findings obtained by using survey research designs around the globe incorporating diverse educational contexts. Tijani (2020), found out that when school administrators provided teachers with consistent opportunities to contribute to various school activities and to overall planning, teachers' job performance and effectiveness remained notably high in public secondary schools in Kwara State, Nigeria. Tijani's findings are similar to the results obtained by Thierback (1981) in the United States that examined the relationship between teachers' actual and desired involvement in decision-making. Thierback's findings showed that there was a direct relationship between a teacher's level of job satisfaction and their level of involvement in the decision-making process, regardless of their initial interest in the specific administrative issues being decided.

Likewise, a study conducted in Onitsha State of Nigeria by Afolabi (2022) came out with the finding that teachers' participation in school management and decision-making was a significant determinant of teacher productivity. Studies conducted in Ekiti State, Nigeria, confirm or validate the repetition of this trend. The research by Olorunsola and Olayemi (2011) about the connection between teacher's participation in decision-making and job satisfaction in secondary schools matched with the result of research conducted by Ayegbusi and Ogunlade (2020) after ten years. Their research concluded that teachers participating in decision-making is an indicator of their job satisfaction in identical circumstances. Another study carried out in the public secondary schools of Kenya by Shikokoti et al. (2023) reveals a similar result to the previous literature. The study showed a direct relationship between the degree of teacher involvement in decision-making and their resulting job satisfaction. Alwadi (2024) conducted a survey in ten public schools of Riyadh, Saudi Arabia which came out with the result that participation in decision-making determined teacher job satisfaction.

The above studies conducted for several decades across different geographical locations along with their findings and results show a clear universal phenomenon: a

positive correlation between participatory leadership, teacher job satisfaction and overall school performance. Most of these researches focus on public and community school settings and hence there is a clear need on exploring the subject in Nepal with reference to private schools.

The dynamics of job security, management structure, and administrative power are vastly different in private institutions. Furthermore, there is a distinct lack of recent empirical evidence testing these variables within South Asian educational systems. This geographical and institutional difference justifies this research, which seeks to assess the effects of shared decision-making within the highly centralized private schools of Nepal, in general, and in Gaidakot Municipality in particular.

Desired Contribution and Actual Participation in Making Decisions

A common problem in the literature on educational leadership is the large gap between how much teachers want to be involved and how much they are allowed to be involved. In this regard, Bademo and Tefera (2016) conducted a cross-sectional survey in Ethiopian secondary schools to investigate this specific gap. Their results showed that teachers had a strong, deep desire to be involved in both academic and administrative decision-making, but school administration made it very hard for them to do so. After matching the result from the same national environment, Ayele (2014) studied teachers' satisfaction and commitment in their jobs in Hadiya Zone schools in Southern Ethiopia and concluded that there was a strong association between the two concepts. Additionally, this suggests that when teachers work in positive environment where they can have their inputs and participate productively, their commitment in the organization grows stronger respectively.

Humagain et al. (2025) in their study reveal that decision-making in Nepalese schools is centralized although the government and its policies promote decentralized school governance. Poudyal (2013) observed that private school owners in Nepal reserve the authority on decision-making in the areas of resource distribution and, communication. The centralized, autocratic structure restricts spontaneous teacher involvement. The lack of inclusion fosters a rigid environment. Such environment fails to support the institution's broader educational objectives and directly affects the teaching staff's organizational commitment. Their findings further highlight that school founders, who are generally investors in private schools, reduce the actual teacher involvement to tokenism. The professional independence and shared leadership framework remain unfulfilled in private school context and this

phenomenon is a direct contributor to the increased job stress and reduced organizational commitment currently visible in Nepalese schools (Gaire, 2024; Shakya & Shakya, 2024).

Policy Review of Participatory Educational Governance

In this section, I reviewed the national policies which provision easy access of stakeholders in the concerning areas of the concerned. The Constitution of Nepal (2015) strongly encourages inclusive governance (Government of Nepal, 2015). It mandates that all stakeholders have a representative voice in nationwide policy decisions. Within the educational sector, in both community schools led by head teachers or private schools led by principals, the constitutional mandate legally and philosophically supports a shift away from autocratic management toward a highly participatory approach. Likewise, other educational policy documents such as the Education Act, outline structures for shared governance. This document provisions representative participation of teacher representatives in School Management Committees. This shows that the national policy framework advocates meaningful inclusion of educators in institutional decision-making. This study must emphasize this framework because it reveals the apparent contrast between the government's desired participatory goals and the centralized, discriminatory practices already prevalent in private educational institutions.

Sustainable Development Goal 4 and Teacher Empowerment

The United Nations Sustainable Development Goal (SDG) 4 advocates for accessible fair and high-quality education and lifelong learning opportunities for everyone. In order to ensure easy access to quality education clear management framework which requires agile, participatory decision-making driven by the teachers. The SDG framework's focus is on fair and open democratic decision-making process. Such democratic process requires teacher involvement in making decisions at their schools. This involvement makes teachers more committed to their jobs. In the end, a dedicated and empowered teaching staff is the most important factor in providing the long-lasting, high-quality education that SDG 4 calls for.

Education Acts, Rules, Policies, and Policy Documents

The Education Act (1971) and the Education Rules (2002/2059 BS) are the main policy documents which govern the operation of schools and other educational institutions. There are different levels of legal support for teachers' engagement depending on the decision-making area provisioned in the documents:

The first is School Management and Strategic Planning. The education policies mandate the formation of a School Management Committee (SMC) and a Parent-Teacher Association (PTA) with the representation of teachers.

The second is Curriculum Development. Core curriculum development in Nepal is highly centralized and is developed by the Curriculum Development Center (CDC). However, the National Curriculum Framework provides provisions for a "local curriculum" (up to basic levels), theoretically granting teachers and local stakeholders autonomy to design localized content.

And third is Student Evaluation. Policy frameworks were developed to delegate responsibility to teachers for evaluating students' learning and achievement through daily formative and summative assessments. Hence, Continuous Assessment Systems (CAS) within the curriculum of grades one, two, and three are a perfect example of teachers' involvement in decision-making.

The Education Rules (2059 BS) set the legal basis for the head teacher's power. This policy envisions the head teacher as a school's academic and administrative chief. Furthermore, the head teacher is tasked with overseeing cooperation among teachers, students, and guardians (Government of Nepal, 2002). However, the policies do not specify the way of distributing authority by deputing tasks to assistant head teachers, heads of departments (HODs), or class coordinators.

Theories of Teacher Involvement and Empowerment

This study is grounded in four theoretical frameworks. The first theory employed is Social Exchange Theory (Blau, 1964). Social Exchange Theory iterates that there is reciprocal mechanism wherein when teachers get opportunity to participate, they have enhanced organizational loyalty. The second theory in the theoretical framework is Participative Leadership Theory (Lewin et al., 1939). This theory provides the conceptual basis for teacher involvement by specifying the conditions of shared decision-making. The third theory is Distributed Leadership Theory (Harris & Spillane, 2008; Spillane, 2006). This theory asserts the dimensions of authority distribution in the realm of inclusive governance practices within educational institutions. In addition, the critical theory of educational administration (Freire, 1970) is used for the interpretation of the results. The critical lens helps to examine patterns of power stratification revealed by the data, particularly the unequal distribution of participatory access across gender, age, and positional groups. The theories presented here provide a theoretical basis for developing an understanding of

how decentralized decision-making affects teachers' psychological and professional commitment.

Social Exchange Theory

The main theory linking the independent and dependent variables is social exchange theory. Blau (1964) explained that social relationships are established through reciprocal exchange; when one entity invests resources in another, the recipient cultivates trust and a need to reciprocate. Unlike economic transactions, social exchanges are indefinite and maintained by the anticipation that kindness would be reciprocated over time (Cropanzano & Mitchell, 2005).

In the school context, when management grants teachers meaningful participation in academic, policy, and administrative decisions, this inclusion serves as an organizational investment. The teacher perceives it as evidence that the institution values their professional judgment, which Eisenberger et al. (1986) as a formalized entity of organizational support. Teachers who feel their organization values their opinions want to reciprocate by contributing to greater loyalty to the organization. Therefore, teacher involvement in the decision-making procedure is theorized as an apparent and evident manifestation of the organizational support for teachers. Such meaningful involvement makes teachers feel they are active stakeholders in achieving the institution's outcomes rather than merely implementers of decisions made centrally and externally. The opportunities provided to the teachers to participate in decision-making make them feel their contribution in organizational outcomes. When they know their involvement, they develop a sense of pride and co-ownership. Teachers' feeling of co-ownership helps strengthen the emotional bond and attachment, resulting in reduced turnover intentions. However, systematic exclusion from decision-making chances creates low organizational regard, weakens the willingness to reciprocate, and erodes commitment over time (Jehanzeb & Mohanty, 2018). This theory hooks well with the private school context in Gaindakot Municipality. Private schools in Nepal generally lack clear, structural retention incentives, such as government pensions and civil service tenure (Thapa, 2015); in the absence of such incentives, affective commitment can be enhanced through participatory inclusion. If decision-making involvement and authority are secured for certain demographics and for teachers' roles or administrative positions, the commitment-enhancing benefits are distributed disproportionately, producing a

stratified commitment landscape. This prediction directly informs Research Questions 3 and 4, making social exchange theory the study's central explanatory framework.

Participative (Democratic) Leadership Theory

The theory has two rationales in an educational setting. Teacher involvement is rationalized by the lens of democracy and the second lens of psychology. The democratic lens holds that teachers, as professional stakeholders whose daily practice is directly shaped by institutional decisions, have a legitimate right to raise their voices on matters of curriculum, policy, and administration (Mustafa, 2010). When this right is respected, teachers develop a sense of institutional ownership; when it is denied, they are merely implementers of decisions made by others. The teachers playing the role of implementers rather than decision contributors foster alienation rather than commitment. The psychological rationale, grounded in the work of Dachler and Wilpert (1978, as cited in Mustafa, 2010), states that participation fulfils basic human needs, including affiliation, autonomy, and self-esteem, which cannot be served by extrinsic rewards such as salary and other perks. Teachers who have the opportunity to participate in decisions experience enhanced self-efficacy and professional identity, both of which are recognized antecedents of organizational commitment (Somech & Bogler, 2004; Sunitha & Kalaivani, 2023).

Distributed Leadership Theory

Distributed leadership theory asserts that the school decision-making process is guided by reframing leadership as a collective rather than an individual function. Spillane (2006) conceptualized leadership not only as the property of a single administrator but also as a practice that spans interactions among leaders, followers, and their situational context, including organizational routines, decision-making structures, and institutional tools. The theory doesn't support the assumption that effective school governance flows downward from a principal or proprietor; rather, it emphasizes that school effectiveness improves when decision-making authority is distributed across the school community.

The present study focuses on the importance of stakeholder involvement in the decision-making process. Traditionally, the governance model in Nepalese private schools tends to concentrate authority in the hands of shareholders and head teachers. The teachers are functioning primarily as implementers rather than co-creators of institutional decisions. Hence, distributed leadership advocates that by deliberately extending decision-making responsibility to teachers across academic, policy, and

administrative domains, schools can reduce the gap between leaders and followers and build collective capacity for institutional improvement (Bush et al., 2019). Likewise, schools can increase teacher effectiveness, promote capacity building, enhance teacher and student relationships, and, in turn, improve student achievement by following the norms of distributed leadership theory (Choi, 2023).

Distributed leadership theory contributes to this study by analyzing two different perspectives: diagnostic and prescriptive. Diagnostically, it provides an outline for interpreting the findings of research question 3 (RQ3) on group differences: if involvement is focused among teachers with formal administrative roles and less among those without such roles, this indicates a governance structure that is positional rather than genuinely distributed. Prescriptively, the theory reassures the implications of this study, in which a transition from consultative to distributed models is identified as a concrete pathway for broadening participatory access. The theory warns that the administrative role noticeably affects involvement but not commitment. Likewise, assigning responsibilities without genuine decision-making authority results in role expansion without empowerment. Eventually, the above pattern fails to yield the commitment benefits predicted by social exchange theory. Distributed leadership thus complements the other two foundational theories by specifying the structural conditions under which participatory decision-making can be institutionalized across the school organization.

Critical Theory of Educational Administration

Critical perspectives on educational administration are employed in this study as an interpretive lens for discussing patterns of power stratification in the findings, rather than as a foundational theory of the research design. Foster (1986) argued that contemporary educational administrative structures function to redefine existing power relations and further stressed that leadership should serve as a critical practice to ensure equitable institutional provisions. Collinson (2021) supported this perspective by emphasizing leadership's role in distributing power among leaders, managers, and followers and in determining who is included and excluded in institutional decision-making. Leadership is not established by formal designations but is developed through interactions and the qualitative relationships exercised among members working in an organization to achieve the common goal (Harris & Spillane, 2008).

This theoretical lens is used in the discussion chapter to analyse the results of group differences (RQ3). The proprietor-led governance model common in Nepalese private schools emphasizes more participatory access based on seniority, gender, and positional authority. This pattern reinforces the very inequities. However, distributed and participative leadership theories urge the dismantling of the inequity in teacher participation. The study finds no significant difference in commitment among these marginalized groups. The data suggests that while the desire to engage is widespread, the opportunities to do so are not. The critical theory helps to see the study's findings as both empirical information and a need for more equitable school governance within the framework of the power dynamics.

Theoretical Integration

The above-stated theories complement the distinct dimensions of the conceptual framework presented in the study. Distributed leadership theory reinstates that leadership is not the exclusive domain of a single administrator or a leader. However, it exercises a practice distributed across multiple actors. It frames teacher involvement in decision-making as a legitimate form of leadership, which provides the theoretical basis for the study's independent variable. Through an empirical study conducted in Turkish schools, Colak et al. (2014) found that informal leadership roles given to teachers reinforced commitment in educational organizations. Eventually, it proves that distributing leadership roles to school teachers has produced significant, trustworthy benefits in institutions.

. The participative leadership theory provides the normative and empirical basis for expecting that inclusive governance correlates with positive organizational outcomes. It grounds the main hypothesis that a higher level of organizational effectiveness is intrinsically associated with the inclusion of educators through inclusive administrative structures. The social exchange theory supports the idea that a psychological mechanism is developed in teachers by linking involvement in decision-making to organizational commitment. The theory ensures that organizational commitment is a reciprocal outcome; when schools invest in teachers by sharing decision-making authority, teachers perceive this as institutional support. As a result, teachers reciprocate their involvement in decision-making through enhanced affective, normative, or continuance commitment. The critical educational leadership lens provides a provision of opportunity to challenge why many private schools in Nepal continue to operate under centralized, owner-driven structures.

Research Gap

Upon reviewing the relevant literature, I have come across several studies on the relevant theme conducted in diverse global contexts. Some of the studies includes those administered in countries such as Turkey, Nigeria, Kenya, and Israel. The studies explored the relationship between participatory decision-making and teacher commitment. Likewise, we can find relevant studies in the Nepalese educational context. Some studies carried out in the context are those by Humagain et al. (2025), Shakya & Shakya (2024) and Gaire (2024). However, upon review of these works, I can see the areas that are not addressed and need further exploration of the topic. The gaps are in three different areas: contextual, content-related, and practical.

The first prevailing gap is a gap of context. The majority of existing Nepalese studies on teacher participation and organizational dynamics focus on community (public) schools or higher education institutions (Shakya & Shakya, 2024). Teacher participation in both community and private schools in school management committees is structurally ensured by the Education Act. However, most of the institutional (private) schools operate under fundamentally different ownership and governance models. This governance model is often characterized by centralized, founder-driven management. Empirical attention has been very limited in exploring how the governance model operates and decision-making involvement is practiced within the private schools of the Gaundakot Municipality. Thus, this lack of systematic study leaves a pronounced contextual void in the literature.

Second, a content and methodological gap is evident. We can find previous studies conducted in the Nepalese context on teacher job satisfaction and occupational stress. There is a lack of quantitative research that isolates the specific variables of teacher involvement in decision making and organizational commitment within a single framework. Specifically, no study has examined domains such as curriculum planning versus rule-making, distinct from the three dimensions of Meyer and Allen's (1991) organizational commitment model: affective, continuance, and normative commitment.

Third, a practical gap persists. Private schools in Nepal are widely reported to experience high teacher turnover rates, which directly threatens educational continuity and quality. Yet, limited empirical evidence exists to guide private school founders in using evidence-based strategies to address this challenge. This study addresses that practical gap by investigating whether structured teacher involvement in decision-

making is associated with higher levels of commitment, thereby generating actionable data that may inform retention strategies in the private school sector.

Conceptual Framework

Figure 1

Conceptual Framework of Teacher Involvement and Job Commitment

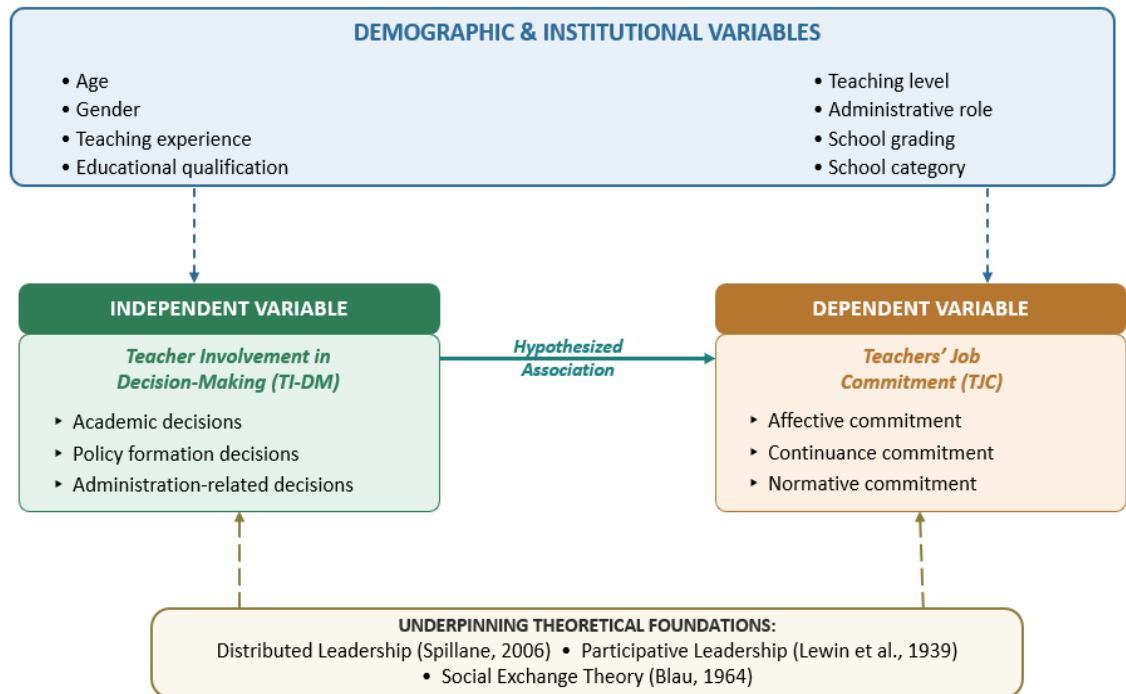


Figure 1 illustrates the conceptual framework that guides this study. Three variables and their interconnected relationships are depicted in the framework. Teacher involvement is an independent variable. This variable is divided into three domains: academics, policy formation, and administrative decisions. The Teacher Commitment is a dependent variable. Commitment is measured across the three dimensions of Meyer and Allen's (1991) organizational commitment model: affective, continuance, and normative commitment. The main relationship in the framework mentions that the degree of teacher involvement in decision-making is positively associated with their level of organizational commitment. This hypothesis is theoretically anchored in distributed leadership theory, participative leadership theory, Social exchange theory and critical theory. All the theories suggest that by sharing decision making authority educations institutions foster greater organizational attachment among employees. The framework also includes other variables, such as demographic and school characteristics. The variables include age, gender, teaching experience, educational qualification, level of appointment, administrative role,

school grading, and school category. The variables are analysed as grouping factors in the study to test whether teachers' participation levels or commitment differ significantly across demographic and institutional sub-groups.

Chapter Summary

The chapter presented a detailed review of the theoretical, empirical and policy related to teacher involvement in decision-making and job commitment. It showed the distinction between centralized, autocratic and participative, collaborative models of decision making. The review set the cornerstone that if there is genuine involvement of teachers in decision-making, they develop the sense of ownership and organizational loyalty. Conversely their exclusion leads to disengagement, low level of satisfaction and reduced commitment.

The review of the variable; teacher commitment confirmed that teacher commitment is shaped by how teachers feel the value of their professional contribution in decision-making process. The empirical review from Nigeria, The United States, Kenya, Ethiopia, which represent a wide global context, showed a consistent positive relationship between teacher involvement in decision-making and job satisfaction, commitment and performance. Mosheti (2013) examined the three-variable relationship between participation, job satisfaction, and commitment in African secondary schools using quantitative designs Adequate empirical evidence were not available in the context of private schools in South Asian region like Nepal.

The policy review examined some prevailing policies of Nepal which include the provision of stakeholders' engagement. The constitution of Nepal (2015), the Education Act and the Education Rules (2059 B.S.) are some of the policies reviewed. The theoretical foundations of the study were anchored in the interconnected framework of Social Exchange Theory, Distributed Leadership Theory, Participative Leadership Theory and Critical Theory. The chapter highlighted the three research gaps: a contextual gap, a content gap, methodological gap and a practical gap. Finally, the chapter concludes with the presentation of conceptual framework guiding the study.

CHAPTER III

METHODOLOGY

This chapter describes the systematic procedures used to explore the relationship between teacher involvement in the decision-making process and Teacher commitment on the job. Additionally, it outlines the philosophical grounding that guides the study, the specific research design, the selection of participants, and the instruments used for data collection. Also, this chapter describes the statistical techniques employed to analyse the data and the ethical considerations maintained throughout the study.

Philosophical Underpinnings of Research

Every research methodology is anchored in a philosophical paradigm, a "basic set of beliefs that guides action" (Guba, 1990, p. 17). A research paradigm is typically defined by its positions on ontology (the nature of reality), epistemology (the nature of knowledge and how it is obtained), axiology (which addresses the role of values in research) (Creswell & Creswell, 2018; Kivunja & Kuyini, 2017), and methodology (the systematic approach to inquiry) (Guba & Lincoln, 1994). This particular study. The philosophical paradigm guiding this quantitative study is post-positivism.

Research Paradigm

While traditional positivism assumes that objective truths can be discovered with certainty through empirical observation, post-positivism acknowledges that all observation is fallible and that researchers can only approximate objectivity (Creswell & Creswell, 2018). Post-positivism is characterized as a scientific approach adapted for the complexities of the social sciences, recognizing that while an objective reality exists, human knowledge of that reality is inherently evolving, imperfect, and context-bound (Taylor & Medina, 2013). This philosophy is appropriate for the present study because the aim of this study is to measure human behaviour (commitment) and find the current state of institutional practices (decision-making) through structured, quantitative observation. The main aim of a post-positivist approach is to produce generalizable knowledge regarding social patterns and the relationships between specific variables (Taylor & Medina, 2013). In this study, I seek to identify the social pattern of teacher commitment and examine the relationship between teacher involvement in decision-making and job commitment. In this study, the findings are

established by analyzing objective, numerical data obtained from participants to test the hypothesized association between teacher involvement in decision-making and organizational commitment.

Ontology

Ontology is all about the fundamental nature of reality. The ontological stance of this research is critical realism. Critical realism asserts that a single, objective reality exists outside the realm of human knowledge and that this reality can be imperfectly and probabilistically captured due to the intrinsic limitations of human intellectual mechanisms (Guba & Lincoln, 1994). Although there is a possibility of subjectivity within social contexts, this study treats the reality of school governance as a measurable entity. This stance is necessary to provide the objective, quantified data required to assess the current structural realities of teacher involvement in decision-making in private schools of Gaindakot Municipality.

Epistemology

Epistemology addresses how knowledge is obtained and what constitutes valid evidence. The epistemological stance of this study is a modified dualist/objectivist stance, which holds that while complete independence between the investigator and the investigated object is the ideal, it can only be approximated rather than fully achieved (Guba & Lincoln, 1994). Objectivity is the basic standard of quantitative research. However, post-positivism recognizes that the researcher's background and values may influence the study process. I have used a quantitative survey design. This design focuses on the creation of knowledge through the process of statistical hypothesis testing. By using a structured survey questionnaire, I maintain a necessary distance from the subjects and thus ensures that data collection is contextualized and conducted as objectively as possible (Creswell & Creswell, 2018).

Axiology

Axiology is all about the role of values and bias in the research process. Complete value-neutrality, value-aware and bias controlled stance come under post-positivism. Post-positivism recognizes that complete objectivity is unattainable, yet strives to minimize the influence of personal values through methodological safeguards (Creswell & Creswell, 2018; Kivunja & Kuyini, 2017). In this study, while a value-based concern for teacher empowerment drives the selection of the research topic, the data collection and analysis processes are designed to minimize personal bias. Giving statistical values helps maintain objectivity. Importance is not given to

individual subjective opinions. The approach of not giving value to individual opinions ensures that the conclusions drawn in the study reflect statistical relationships between the variables rather than the researcher's personal opinion and advocacy.

Research Design

This study employs a quantitative research approach and a cross-sectional survey design being guided by the post-positivist paradigm. The quantitative method seeks to test hypotheses through measurable data and yet acknowledging the inherent complexity of social phenomena. As the aim of this study is to statistically evaluate the relationship between the independent variable (teacher involvement in decision-making) and the dependent variable (teachers' organizational commitment) without manipulating the natural educational environment (Creswell & Creswell, 2018), a quantitative survey design is the most appropriate method for this study.

Site of the Study

The study site is the Gaindakot Municipality (GM) in Nawalparasi West District. According to the Gaindakot Saikshik Bulletin (2081 BS), 59 schools are operating within the municipality: 33 community schools, 21 private schools, and 5 religious schools. The total student population in GM is 20,070. The population distribution of community, private and religious schools is 9528, 9528 and 106 respectively.

The data shows that 52 % students of Gaindakot Municipality study in private schools. However, there is an apparent discrepancy in the distribution of teachers, with 349 in community schools and 535 in private schools. Furthermore, out of 1,138 students, only 409 (35.94%) were from private schools appearing the Secondary Education Examination (SEE). This above figure shows a significant decline in private school enrolment at higher grade levels when we make comparison with community schools. Despite serving the majority of students at lower levels, private secondary schools fail to retain. These phenomena suggest that there are potential issues in institutional effectiveness and teacher engagement. This situation necessitates empirical investigation. Therefore, this site was selected to explore the governance structure of teacher involvement and job commitment, specifically within GM's private educational sector.

Population and Unit of Analysis

According to Ahmad et al., (2023); Creswell & Creswell, (2018) a population is the entire group of individuals in a community who share a common characteristic and constitute the primary focus of the study. A sample, drawn from this population by following a systematic procedure, is used to make valid inferences about the population as a whole (Ahmad et al., 2023). For this study, the individual teacher working in the private schools of Gaindakot Municipality serves as the unit of analysis. The target population comprises all teachers teaching at various levels in all the private schools of Gaindakot Municipality. There are 19 private schools in the municipality, all included in the study. The target population comes to the total number of 604 teachers currently working in the 19 private schools ($N = 604$).

Sampling Technique and Sample Size

I used a stratified random sampling technique in this study to obtain a representative sample. The procedure of stratified sampling is to divide the total population into subgroups and then select a sample within each subgroup and make proportionate representation, thereby increasing the accuracy of estimates compared to simple random sampling (Taherdoost, 2016). I categorized the target population ($N = 604$) into five strata based on educators' primary teaching level.

The sample proportions look as follows.

- i. Pre-Primary (Play Group to Kindergarten): 123 teachers (20.4%)
- ii. Lower Basic (Classes 1–5): 196 teachers (32.5%),
- iii. Higher Basic (Classes 6–8): 145 teachers (24.0%),
- iv. Secondary (Classes 9–10): 110 teachers (18.2%), and
- v. Upper Secondary (Classes 11–12): 30 teachers (5.0%).

As some teachers were found teaching at cross-levels, teacher levels were determined by the majority of classes they taught. The minimum required sample size was determined using Yamane's (1967) simplified formula

$$n = \frac{N}{1 + Ne^2}$$

In the formulae, n = minimum sample size, N = total population size (604), and e = desired margin of error (0.05 for a 95% confidence level).

The sample size was determined as follows.

$$n = \frac{604}{1 + 604 * 0.0025} = \frac{604}{2.51} = 241$$

It should be noted that Yamane's formula assumes simple random sampling; however, it is widely used in educational research to establish a baseline sample size that is then allocated proportionally across strata (Israel, 1992). To account for potential non-response and attrition, an additional 10% was added. After this addition, the final target sample size becomes 265 teachers. The sample was allocated to each stratum using proportional allocation $n_h = \left[\frac{N_h}{N} \right] \times n$.

In the above formulae, N_h is the Stratum, Population, and n_h is the Sample for each of the five strata. Within each stratum, respondents were selected by lottery until the required number per stratum was reached (see Annex 1 and Annex 4 for selection tables).

Instrumentation and Data Collection

I used the hard-copy survey questionnaire during visits to all 19 selected schools. Respondents completed the survey individually, but were grouped to allow standardized instructions and immediate collection. The survey instrument utilized a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) to measure two primary constructs: Teacher Involvement in Decision-Making (24 items) and Teachers' Organizational Commitment (24 items). The complete instrument is available in Annex 2.

Quality Standard

A quality standard in quantitative survey research is ensuring the reliability and validity of research findings. When the collected data are accurate and representative of the population, researchers can draw meaningful conclusions applicable to the population as a whole. The quality standard of research encompasses high reliability, validity, and adherence to ethical principles.

Reliability and Validity

Quantitative research involves investigating variables by analyzing data obtained through a carefully designed questionnaire. The questionnaire is used to measure the survey, and to achieve accurate and beneficial results in the study, the instrument must possess certain qualities (Sürücü & Maslakçı, 2020). The essential qualities are reliability and validity of the scales used.

The reliability of a survey instrument refers to its ability to produce consistent and reproducible results (Mellinger & Hanson, 2020). To prevent result distortion while minimizing errors, the researchers require maintaining reliability. If there is

consistency and similarity across measurements from two or more administrations of an instrument, it is considered reliable. A strong positive correlation between the results of measuring instruments indicates reliability (Sürücü & Maslakçı, 2020). There are various methods to determine reliability. Test-retest, alternative forms, and internal consistency, including split-half, item-total correlations, and the alpha reliability coefficient, are among the methods to mention (Sürücü & Maslakçı, 2020). Among the various methods, the alpha reliability coefficient method uses statistical calculations to estimate Cronbach's Alpha. Although I constructed items using the Delphi technique, which involves consulting experts, I double-checked them to ensure reliability. The instrument's reliability was assessed by calculating reliability estimates for each scale in the decision-making and commitment subscales. I administered Cronbach's Alpha test. The test was applied to both involvement and commitment variables. The accepted level is 0.7. Moreover, the Cronbach's Alpha Coefficient is above the acceptable level in my research (Annex 3). Additionally, I provided test-retest correlations to ensure reliability. The questionnaire was pilot-tested to increase reliability.

Validity is a quality of a questionnaire that appropriately and accurately tests what it is designed to test. Validity refers to the extent to which the measuring instrument measures the quality it is designed to measure (Anastasi & Urbina, 1997, as cited in Sürücü & Maslakçı, 2020). Hence, validity is connected to the purpose of research and its results. Although we can identify numerous types of validity, we can account for some of the most widely discussed. They are Content validity, Construct validity, Face validity. Content validity refers to the extent to which a survey covers all the aspects of a construct. Although there is no statistical test to determine content validity, I requested the experts to review the questionnaire and provide feedback whether the items are relevant, clear, and align with the constructs specified in decision making and teachers' commitment.

Additionally, my colleagues also provided feedback on the items. Another way to establish validity is pilot testing. I administered a pilot test and, based on the feedback, revised the items. The above activities satisfy the condition of content validity. Construct validity is related to the extent to which an instrument measures a theoretical construct, i.e., a concept, behaviour, or quality. This validity is useful for determining whether participants reflect the behaviour or quality being measured in quantitative research (Sürücü & Maslakçı, 2020). As most of the items were

constructed based on available literature, construct validity is established.

Additionally, the factor analysis test can be used to confirm this validity. I have not used this test as my research work satisfies the validity condition with other measures. Face validity is determined by getting participant feedback and expert review. I pilot-tested the instrument and, based on the pilot feedback, made necessary changes to improve the clarity of the questions. By revising questionnaires, I ensured the items were clear to respondents and aligned with the exploration's intended purpose.

Ethical Standard

I followed the ethical guidelines for conducting the research study. I kept the following ethical considerations in mind. All the research works are grounded in moral values and ethics so that none of the respondents is harmed physically or mentally. I fully complied with the Kathmandu University, School of Education (KUSOED) ethical guidelines and ensured the following.

I obtained consent from the respondents and informed them of their right to withdraw. The respondents were well informed that they could opt out of the study at any time without any consequences. The respondents' responses are dealt with in full confidentiality. The respondents did not write any identifying information during the survey. In the hard copy of the questionnaire, there was a part "Instructions for completing the survey," and point no.1 mentioned "Your responses will be kept completely confidential. Data will be reported in aggregate form, ensuring that no individual responses can be identified." The respondents had no option but to write the phone number or anything. I did not provide unauthorized access to the data. I enumerated the data and entered it into SPSS.

All the respondents were treated fairly without any discrimination. I avoided bias in the survey design, sample selection, and data analysis.

Data Processing and Statistical Analysis

The completed survey questionnaires were screened for missing values and incomplete responses. Although participants were briefed on the importance of fully completing the survey, 20 questionnaires were found to be incomplete and were excluded from the analysis. This yielded a final usable sample of 245 responses out of 265 distributed (response rate: 92.4%). The survey instrument was designed to ensure complete anonymity; no identifying information, such as names, contact numbers, or email addresses, was collected. All usable data were entered into the Statistical Package for the Social Sciences (SPSS), version 25 (IBM Corp., 2017).

In the course of the study, I assessed the survey instrument's reliability using Cronbach's alpha for each construct and sub-scale. Similarly, the data were then examined for normality using the Shapiro-Wilk test and for homogeneity of variance using Levene's test. Additionally, Scatterplots were inspected to verify the linearity assumption for correlation and regression analyses.

Descriptive Profile of Respondents

I used two statistical computations: frequencies and percentages to describe the demographic and institutional characteristics of the sample, including age, gender, educational qualification, total teaching experience, current school teaching experience, teaching level, administrative role, school category, and school grading.

Research Question 1 (RQ1) and Hypothesis 1 (H1)

RQ1 concerns the current level of teacher involvement in decision-making in private schools in Gaindakot Municipality. H₁ anticipated that teacher involvement in the decision-making process is limited. I used descriptive statistics to test it. The composite involvement score for each of the three involvement sub-scales (academic decisions, policy formation decisions, and administration-related decisions) was calculated by using the mean and standard deviation. I interpreted the calculated means against the theoretical midpoint of the five-point Likert scale (i.e., 3.00) to determine whether level of involvement fell below, at, or above the moderate threshold.

Research Question 2 (RQ2) and Hypothesis 2 (H2)

RQ₂ asked about the current level of job commitment among private school teachers in Gaindakot Municipality. H₂ predicted teachers' job commitment to be moderate to high. This hypothesis was grounded in the belief that commitment is primarily driven by interpersonal relationships with students rather than by institutional empowerment. As with H₁, it was assessed through descriptive statistics. Means and standard deviations were computed for the composite commitment score, and each of the three commitment dimensions (affective, continuance, and normative commitment), and the results were interpreted relative to the scale midpoint.

Research Question 3 (RQ3) and Hypothesis 3 (H3)

RQ₃ examined: How do the teacher involvement and job commitment differ significantly by demographic characteristics (age, gender, educational qualifications, teaching experience, teaching level, and administrative role) and school characteristics (school category and school grading)?

The corresponding null hypotheses were: H_{3a} — there is no statistically significant difference in teacher involvement across these characteristics; and H_{3b} — there is no statistically significant difference in teachers' job commitment across these characteristics.

For demographic and school variables with two independent groups (e.g., gender), the independent samples *t*-test was used as the primary analysis. For variables with three or more groups (e.g., age categories, educational qualification, teaching level), one-way analysis of variance (ANOVA) was employed. As the data didn't meet the assumptions of normality or homogeneity of variance, nonparametric tests such as the Mann-Whitney U test (for two groups) or the Kruskal-Wallis H test (for three or more groups) were used. Omnibus tests calculated statistically significant results. However, post hoc pairwise comparisons were performed using Tukey's HSD (following ANOVA) or Dunn's test with Bonferroni correction (following Kruskal-Wallis). These tests helped to identify specific group differences. Each of these tests was conducted separately for both the involvement and commitment composite scores.

Research Question 4 (RQ4) and Hypothesis 4 (H4)

RQ4 examined the statistical relationship between teachers' involvement in decision-making and their job commitment. Hypothesis 4 (H4) stated that involvement does not significantly predict or correlate with commitment. In order to test the null hypothesis, Pearson's product-moment correlation coefficient (*r*) was used. The test examined the bivariate association between involvement and commitment scores. In order to estimate the proportion of variance in commitment explained by the teacher involvement, simple linear regression coefficient of determination (R^2) was also conducted. Cohen's (1988) benchmarks: $r = .10-.29$ as small, $r = .30-.49$ as moderate, and $r \geq .50$ as large were used to interpret the strength of correlation.

Chapter Summary

Chapter III outlined the methodological framework which guided this study. I established philosophical foundations through critical realism such as ontology, a modified objectivist etymology and value-free/aware axiology. The philosophical foundations are hooked on a post-positivist paradigm. The study used a quantitative, cross-sectional survey design in all 19 private schools of Gaindakot Municipality. Among the population of 604, I applied stratified random sampling method and

obtained 265 samples by applying Yamene's (1967) formula including the buffer of 10% attrition error. Out of 265 questionnaires distributed 245 responses were valid and usable, which calculates the response rate of 92.4%. Two structured, self-administered Likert Scale (1-5 Scale) instruments were used to collect the data. The instruments comprised of two sets-Teacher involvement in decision-making process (24 items) and Teacher job commitment (24 items). Both the sets had satisfying level of internal consistency with Cronbach's $\alpha > .70$. Expert review, peer feedback and pilot testing-maintained validity. For data analysis both descriptive and inferential statistics were used. Mean, Standard deviation, Mann-Whitney U test (two groups), Kruskal-Wallis H test (three or more groups), Dunn's post-hoc comparison, Spearman's rank order correlation and linear regression were used. I followed ethical standards from Kathmandu University School of Education (KUSOED) which included informed consent, voluntary participation, confidentiality and anonymity of respondents.

CHAPTER IV

DESCRIPTIVE RESULTS

This chapter presents the study's descriptive findings. It begins with a profile of the 245 respondents' demographic and school characteristics, followed by results for Research Question 1 (the level of teacher involvement in decision-making) and Research Question 2 (the level of job commitment). Both research questions are assessed using descriptive statistics and interpreted in light of their corresponding conceptual hypotheses. The inferential analyses addressing group differences and predictive relationships are presented in Chapter V.

Descriptive Profile of Respondents

Frequencies and percentages were computed to summarize the demographic and school characteristics of the 245 respondents (Tables 4.1 – 4.3). The sample was predominantly young, with the largest proportions falling in the 19–27 (37.1%) and 28–36 (35.5%) age groups; respondents aged 46–54 accounted for only 6.9% of the total.

Table 1

Demographic characteristics of respondents (N = 245)

Characteristic	Category	n	%
Age group	19–27	91	37.1
	28–36	87	35.5
	37–45	50	20.4
	46–54	17	6.9
Gender	Male	81	33.1
	Female	161	65.7
	Prefer not to say	3	1.2
Educational qualification	Intermediate/+2 or Equivalent	96	39.2
	Bachelor's Degree	101	41.2
	Master's Degree	48	19.6

Note: Percentages are based on the total N for each characteristic.

Approximately two-thirds of the respondents were female (65.7%), while males accounted for 33.1%, and three respondents (1.2%) preferred not to disclose

their gender. The gender composition of the data may imply a growing trend of women teachers in early childhood and primary education. In terms of educational qualification, the largest group held a Bachelor's degree (41.2%), followed closely by those with an Intermediate/+2 or equivalent credential (39.2%); only 19.6% held a Master's degree.

Table 2

Professional Characteristics of Respondents (N = 245)

Characteristic	Category	n	%
Total teaching experience (group)	1–5	110	44.9
	6–10	70	28.6
	11–15	26	10.6
	16–20	16	6.5
	21–25	13	5.3
	26–30	10	4.1
Current school experience (group)	1–5	169	69.0
	6–10	52	21.2
	11–15	16	6.5
	16–20	8	3.3
Teaching level	Pre-primary (PG–KG)	50	20.4
	Lower Basic (1–5)	82	33.5
	Higher Basic (6–8)	60	24.5
	Secondary (9–10)	42	17.1
	Upper Secondary (9–12)	11	4.5
Administrative role	No administrative role, working as a teacher only	194	79.2
	Head of the Department (HOD)	16	6.5
	Grade Level Coordinator	17	6.9
	ECA Coordinator	7	2.9
	Examination Coordinator	6	2.4

Vice/Assistant Principal	5	2.0
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Note. DQ7 was recoded so that code 8 was replaced with code 6 (Vice/Assistant Principal). Percentages are based on the total N for each characteristic.

Table 3

School Characteristics of Respondents (N = 245)

Characteristic	Category	n	%
School category	Basic Level (ECD to Class 8)	29	11.8
	Secondary School (ECD to Class 10)	50	20.4
	Secondary School (ECD to Class 12)	166	67.8
School grading	Grade A	64	26.1
	Grade B	140	57.1
	Grade C	41	16.7

Note. Percentages are based on the total N for each characteristic.

Nearly half of the respondents (44.9%) had 1-5 years of total teaching experience, and a substantial majority (69.0%) had been at their current school for 5 years or fewer (Table 4.4). On average, respondents were 31.78 years old ($SD = 8.23$), had accumulated 8.42 years of total teaching experience ($SD = 7.33$), and had spent 4.64 years at their present school ($SD = 4.33$). The largest share of teachers was deployed at the Lower Basic level (33.5%), followed by Higher Basic (24.5%), Pre-primary (20.4%), Secondary (17.1%), and Upper Secondary (4.5%). A large majority (79.2%) held no formal administrative role. Among those who did, the most common designations were Grade Level Coordinator (6.9%) and Head of the Department (6.5%).

Table 4

Descriptive Statistics for Continuous Respondent Characteristics (N = 245)

Variable	n	M	SD	Min	Max
Age (years)	245	31.78	8.23	19.00	53.00
Total teaching experience (years)	245	8.42	7.33	1.00	30.00

Current school experience (years)	245	4.64	4.33	1.00	20.00
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Note. Age, total teaching experience, and current school experience are reported in years.

With respect to school characteristics, over two-thirds of the respondents (67.8%) were employed in secondary schools extending through Class 12, while 20.4% worked in secondary schools up to Class 10 and 11.8% in basic-level schools. More than half the sample (57.1%) came from Grade B schools, followed by Grade A (26.1%) and Grade C (16.7%).

Research Question 1: What is the current level of teacher involvement in the decision-making process across private schools in the Gaindakot Municipality?

Hypothesis 1

Teachers in private schools in Gaindakot Municipality perceive their involvement in the decision-making process to be limited, with the expectation that their input is primarily restricted to classroom-level operations rather than broader administrative policies.

Means and standard deviations were computed for the composite teacher involvement score and for each of the three involvement sub-scales (academic decisions, policy formation decisions, and administration-related decisions). All scores were interpreted against the theoretical midpoint (3.00) of the five-point Likert scale, where values above 3.00 indicate above-moderate involvement (Table 4.5).

Table 5

Descriptive Statistics for Involvement in Decision-Making and Job Commitment (1–5 Scale)

Scale	n	M	SD	95% CI LL	95% CI UL	M- 3.00	Interpretation (vs. 3.00)
Teacher involvement (composite)	245	3.81	0.40	3.76	3.86	0.81	Above midpoint
Involvement (Academic decisions)	245	3.95	0.48	3.89	4.01	0.95	Above midpoint
Involvement (Policy formation decisions)	245	3.74	0.47	3.69	3.81	0.75	Above midpoint

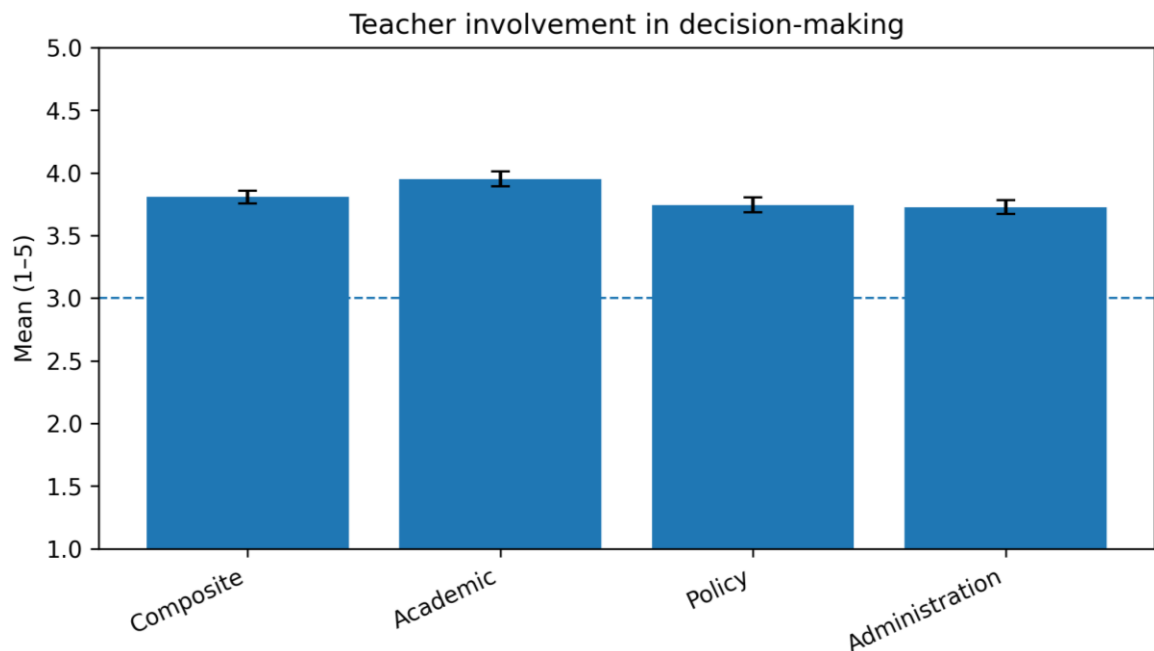
Involvement (Administration-related decisions)	245	3.73	0.45	3.67	3.78	0.73	Above midpoint
Job commitment (composite)	245	3.92	0.33	3.88	3.97	0.92	Above midpoint
Commitment (Affective)	245	4.20	0.36	4.15	4.24	1.20	Above midpoint
Commitment (Continuance)	245	3.69	0.52	3.62	3.75	0.69	Above midpoint
Commitment (Normative)	245	3.89	0.40	3.83	3.94	0.89	Above midpoint

By following the interpretation standard, which establishes the theoretical midpoint to be 3.00. Values above 3.00 indicate above-moderate levels, and values below 3.00 indicate below-moderate or low levels. The composite involvement score was above the midpoint ($M = 3.81$, $SD = 0.40$, 95% CI [3.76, 3.86]). These figures indicate that, on average, teachers perceive a moderate-to-high level of involvement in school decision-making. Involvement in academic decisions received the highest mean rating ($M = 3.95$, $SD = 0.48$), followed by policy formation decisions ($M = 3.75$, $SD = 0.47$) and administration-related decisions ($M = 3.73$, $SD = 0.45$). As shown in Figure 2, all four indices exceeded the scale midpoint by a comfortable margin, with all comfortably above 3.00. The data shows that teachers' input is strongest in academic and classroom-level matters. However, there is comparatively lower teacher involvement in policy and administrative domains

The findings of this study partially support Hypothesis 1. Contrary to the expectation that involvement would be "limited," all composite and sub-scale means exceeded the midpoint by a meaningful margin (0.73 to 0.95 points), suggesting that teachers in Gaidakot Municipality's private schools perceive a moderate-to-high overall degree of participation rather than a restricted one.

Figure 2

Mean Involvement Scores with 95% Confidence Intervals



Note. Bars depict sample means; error bars are 95% confidence intervals. The dashed horizontal line indicates the midpoint of the scale (3.00).

Research Question 2: What is the existing situation of job commitment of teachers working in private schools of Gaindakot Municipality?

Hypothesis 2

The overall level of job commitment among these teachers is moderate to high, with the assumption that their commitment is primarily driven by interpersonal relationships with students rather than by institutional empowerment.

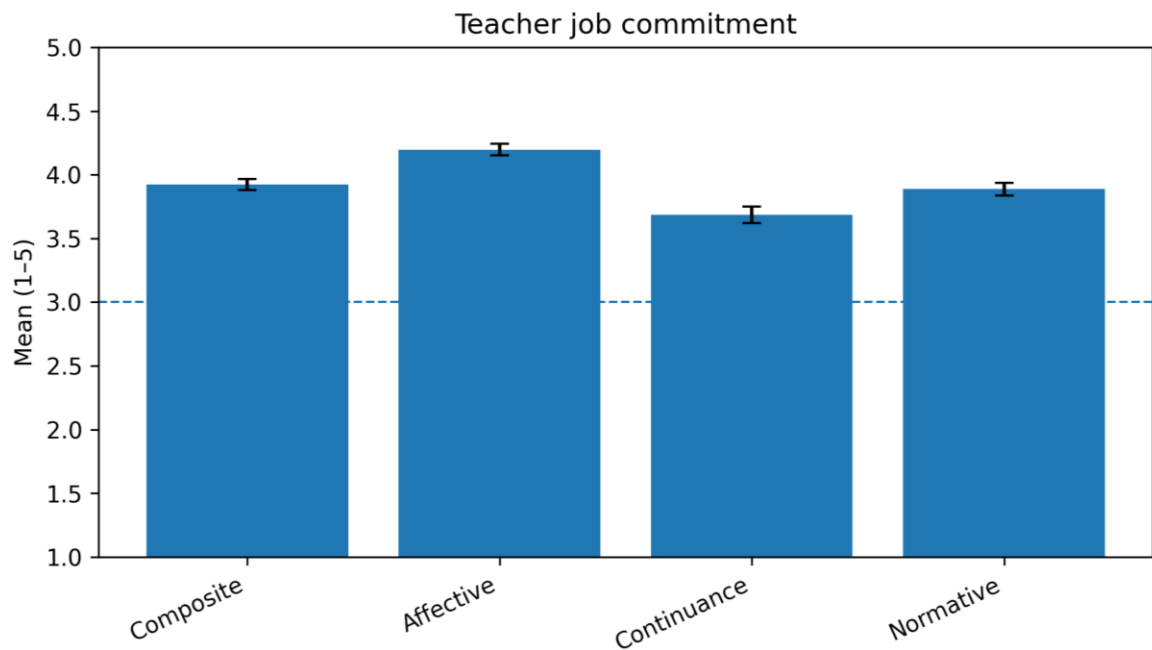
Overall job commitment (Composite job commitment) and three dimensions of commitment, i.e., affective, normative, and continuance commitment, were calculated by using Means and standard deviations. Mean scores were interpreted against the theoretical midpoint (3.00) of the five-point Likert scale (Table 4.5).

The composite commitment score was noticeably high, standing well above the midpoint ($M = 3.92$, $SD = 0.33$, 95% CI [3.88, 3.97]). The score confirmed a moderate-to-high level of organizational commitment among the teachers. Among the three dimensions, affective commitment was the highest ($M = 4.20$, $SD = 0.36$). The result indicated teachers' strong emotional attachment to the school. Normative commitment followed ($M = 3.89$, $SD = 0.40$). The score suggested that the teachers feel a professional obligation to remain in their current jobs. Continuance

commitment registered the lowest mean ($M = 3.69$, $SD = 0.52$), suggesting that the costs of leaving are a less influential driver of teachers' decision to stay. Figure 3 illustrates these patterns, with all confidence intervals positioned above the scale midpoint, and with affective commitment highest.

Figure 3

Mean Job Commitment Scores with 95% Confidence Intervals



Note. Bars depict sample means; error bars are 95% confidence intervals. The dashed horizontal line indicates the midpoint of the scale (3.00).

These results largely support Hypothesis 2. The hypothesis anticipated the overall commitment to be moderate to high and was supported by the study results. The higher score for affective commitment over continuance commitment supports the expectation that teachers' bonds are relational and emotionally rooted in attachment to students and the school community, rather than in the extent of their instrumental involvement in decision-making. The relatively strong normative commitment indicates that a sense of duty and professional obligation also contribute to teachers' decisions to remain in the job. In a nutshell, the sub-scale hierarchy (affective > normative > continuance) suggests that commitment in these private schools is sustained more by intrinsic and relational factors than by the absence of alternatives.

Assumptions for Parametric Measures

Two types of tests can be used in quantitative data analysis: Parametric and non-parametric. Parametric tests are used in order to define the probability distribution of variables. Conclusions can be drawn about the distribution's parameters (Adhikari et al., 2023). When we need to compare the sample's mean with hypothesized value of the population, parametric tests are used (Sharma et al., 2024). Non-parametric approaches, on the other hand, are used in a situation where probability distribution cannot be defined (Adhikari et al., 2023). In order to use Parametric methods, the following assumptions need to be satisfied: (a) normal distribution of the characteristic of interest in the population, (b) randomization of sample selection, (c) an interval or ratio level of measurement, and (d) population with equal variance (Garson, 2012)

In order to test the data normality Kurtosis and skewness of the data distribution on dependent variable and independent variable was analysed. According to Verma & Abdel-Salam (2019) the value of Kurtosis and Skewness should fall between -1 and +1. The normality test result is presented in the table below.

Table 6

Skewness and Kurtosis of Teacher Involvement (TI) with Dimensions

Variables	Skewness Statistic	Std. Error	Kurtosis Statistic	Std. Error
Involvement in Planning	-.440	.156	-.422	.310
Involvement in Pedagogy	-.796	.156	.343	.310
Involvement in Academics	-.511	.156	-.180	.310
Involvement in School Directives, Rules and Regulations	.053	.156	-.992	.310
Involvement in Student Discipline, Conduct and Attendance	-.166	.156	-.662	.310
Involvement in Policy	-.043	.156	-.916	.310
Involvement in Classroom Management	-.332	.156	-.627	.310
Involvement in Time table and Period Length	.406	.156	-.962	.310
Involvement in Administration	.145	.156	-.629	.310

Teacher Involvement Composite	-.129	.156	-.927	.310
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Table 3 shows the value of skewness and Kurtosis of the various constructs and dimensions of teacher involvement: Involvement in Academics, Involvement in Policy, Involvement in Administration and overall involvement (Involvement composite). The value of Skewness and Kurtosis in the Teacher involvement composite is -.129 & -.927, Involvement in Academics is -.511 & -.180, Involvement in Policy is -.043 & -.916, and Involvement in Administration is -.145 & -.629. The result lies between the acceptable value of data normality, i.e. -1 to +1 (Verma & Abdel-Salam, 2019). The acceptable value of Kurtosis for normality of data is <2 (Garson, 2012). As the value of Kurtosis is less than 2, the assumption of normality is satisfied. Overall, the data are normally distributed in regards to Skewness and Kurtosis.

Shapiro-Wilk normality test also was used to check the normality of data. The table looks like below.

Table 7

Kolmogorov-Smirnov and Shapiro-Wilk Test on Teacher Involvement and Their Job Commitment

Variables	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Overall, Teacher Involvement	.079	245	.001	.971	245	.000
Academics	.104	245	.000	.969	245	.000
Policy	.093	245	.000	.974	245	.000
Administration	.109	245	.000	.974	245	.000
Overall Commitment on the job	.082	245	.000	.970	245	.000
Affective Commitment	.140	245	.000	.954	245	.000
Continuance Commitment	.065	245	.014	.983	245	.005
Normative Commitment	.103	245	.000	.979	245	.001

Lilliefors Significance Correction

The table 7 illustrates that the null hypothesis is rejected as the p-value is <0.05 . This test suggests that the data are not normally distributed. The data are not statistically approved by analysing Shapiro-Wilk Test and Kolmogorov-Smirnov tests.

The second assumption is randomization of sample selection. As the sample of this research was selected by following stratified random sampling method, the assumption is satisfied. After taking all the teachers of private schools in Gaindakot Municipality (N=604), the sample was selected by dividing the population into strata of pre-primary teachers, Lower Basic (Primary) teachers, Higher Basic teachers, Secondary teachers and Upper Secondary teachers. The sample was collected following representation of each stratum.

The third assumption tells us that there should be an interval or ratio level of data measurement for the parametric test. I have transformed Likert Items into Likert scale. Therefore, the third assumption for the parametric test is satisfied.

The fourth assumption is tested by following the test of Homogeneity of variance. The table below shows the result of Homogeneity test of variance (Levene's equal variance test)

Table 8

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Teacher	Based on Mean	1.435	33	208	.069
Involvement	Based on Median	.999	33	208	.476
Composite	Based on Median and with adjusted df	.999	33	152.557	.479
	Based on trimmed mean	1.404	33	208	.082
Composite of	Based on Mean	2.076	34	206	.001
Commitment	Based on Median	1.401	34	206	.081
	Based on Median and with adjusted df	1.401	34	143.047	.090
	Based on trimmed mean	2.044	34	206	.001

Table 8 shows that the p-value of Teacher Involvement Composite based on mean, median and trimmed mean is > 0.05 with Sig.=0.069, Sig.=0.476, Sig.=0.082 respectively. This statistical information helps to sustain the null hypothesis which means there is no significant difference in variances among the groups of Teacher Involvement Composite. On the other hand, the P-value of Composite of Commitment based on mean and trimmed mean is <0.05 and this suggests that we reject the null hypothesis. This shows the homogeneity of variances. Whereas the P-value based on median is >0.05 . This sustains the null-hypothesis and indicates that there is no homogeneity of variance.

Although most of the assumptions are satisfied, the Kolmogorov-Smirnov and Shapiro-Wilk Test do not satisfy the normality of data. Therefore, I used non-parametric test as an analysis tool of the study.

Chapter Summary

This chapter presented the study's findings based on the descriptive statistical calculations. The respondent profile indicated a predominantly young, female, and relatively early-career sample. Most of the sample to Grade B secondary schools. For Research Question 1, teachers' involvement in school decision-making was found above moderate, with the highest participation in academic decisions and comparatively lower involvement in policy and administrative decisions. Hypothesis 1 was partially supported. For Research Question 2, overall job commitment was moderate to high. The affective commitment emerged as the dominant dimension, and continuance commitment as the weakest. Hypothesis 2 was largely supported. The inferential analyses testing for group differences (Research Question 3) and the predictive relationship between involvement and commitment (Research Question 4) are presented in Chapter V.

CHAPTER V

INFERENTIAL RESULTS

This chapter presents the study's inferential findings. While Chapter IV presented descriptive findings, this Chapter presents the inferential results addressing Research Question 3 (whether teachers' involvement and job commitment differ significantly across demographic and school characteristics) and Research Question 4 (the statistical relationship between teacher involvement and job commitment). Non-parametric tests were used as the primary analysis because distributional assumptions were not met for most grouping variables. Assumption test results and visual graphs are presented in Annexes 5 and 6. All tests were evaluated at the $\alpha = .05$ level of significance.

Research Question 3: How do teachers' age, genders, education levels, years of experience, levels of teaching, positions and the types of schools they work at (category, grading) affect teacher involvement and their job commitment?

Hypothesis 3 (Null)

H_{3a}: *There is no statistically significant difference in teachers' involvement in the decision-making process based on demographic characteristics or school characteristics.*

H_{3b}: *There is no statistically significant difference in teachers' job commitment based on demographic characteristics or school characteristics.*

Because at least one distributional assumption (normality within groups or homogeneity of variance) was violated for most grouping variables, nonparametric tests were the primary analyses: the Mann–Whitney *U* test for two-group comparisons (gender) and the Kruskal–Wallis *H* test for variables with three or more categories. Dunn's test with Bonferroni correction followed significant omnibus results. Effect sizes are reported as *r* for Mann–Whitney *U* and ε^2 for Kruskal–Wallis.

H_{3a}: Group Differences in Involvement

As shown in Table 5.6, statistically significant differences in composite involvement were found for five of the nine characteristics examined. Age group showed a significant effect, $H(3) = 10.50$, $p = .015$, $\varepsilon^2 = .031$; post-hoc comparisons revealed that teachers in the youngest cohort (19–27) had significantly lower involvement than those aged 46–54 (adjusted $p = .030$) (Table 5.6). Gender was also

significant, $U = 8173.5$, $p = .001$, $r = .207$, indicating that male and female teachers differed in their involvement. Educational qualification yielded a significant difference, $H(2) = 7.12$, $p = .028$, $\varepsilon^2 = .021$, with post-hoc tests showing that teachers holding an Intermediate/+2 or equivalent credential had lower involvement than those with a Master's degree (adjusted $p = .039$).

Table 9

Group Differences in Involvement (Composite) By Respondent and School Characteristics

Factor	Test	Statistic	df	p	Effect	Effect type	Post-hoc (if omnibus $p < .05$)
Age group	Kruskal–Wallis	H: 10.5	3	.015	0.031	ε^2	19-27 < 46-54
Gender	Mann–Whitney U	U: 8173	—	.001	0.207	r	
Educational qualification	Kruskal–Wallis	H: 7.1	2	.028	0.021	ε^2	Intermediate/+2 or Equivalent < Master's Degree
Total teaching experience (group)	Kruskal–Wallis	H: 7.4	5	.191	0.010	ε^2	
Current school experience (group)	Kruskal–Wallis	H: 5.1	3	.166	0.009	ε^2	
Teaching level	Kruskal–Wallis	H: 11.5	4	.022	0.031	ε^2	No significant pairwise differences (Bonferroni).
Administrative role	Kruskal–Wallis	H: 15.9	5	.007	0.046	ε^2	No administrative role, working as a teacher only < Grade Level

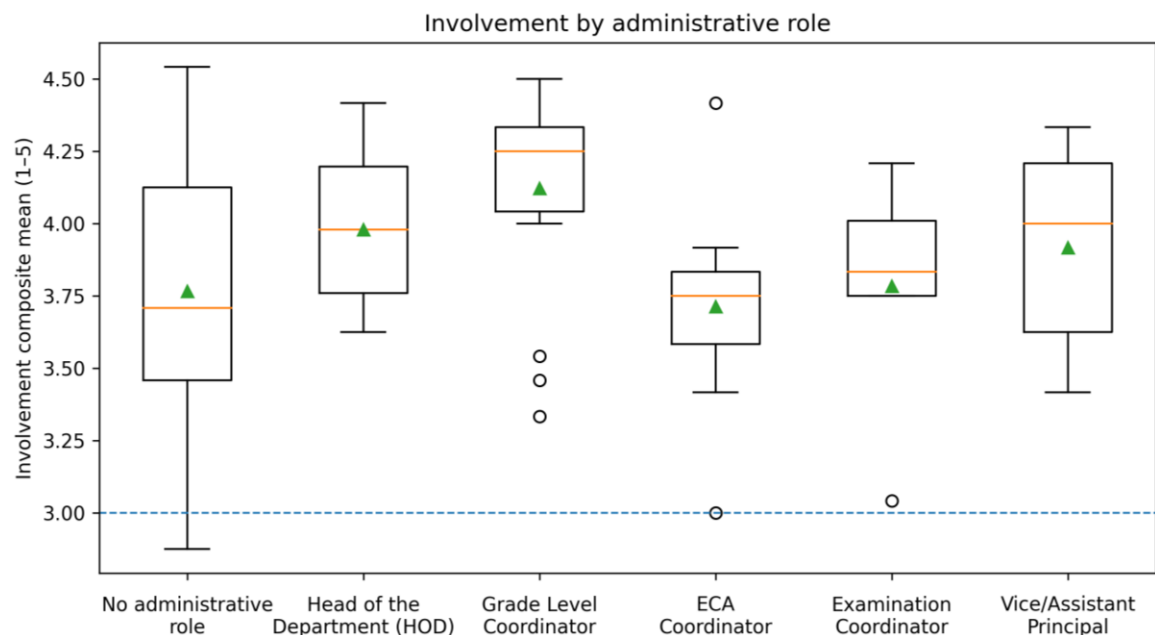
Coordinator						
School category	Kruskal–Wallis	H: 5.0	2	.083	0.012	ϵ^2
School grading	Kruskal–Wallis	H: 4.5	2	.107	0.010	ϵ^2

Note. Most comparisons used the Kruskal–Wallis test because at least one assumption (normality within groups or homogeneity of variance) was violated. For gender, tests compare Male vs. Female only (responses coded as “Prefer not to say” were excluded). Effect sizes are r for Mann–Whitney U and ϵ^2 for Kruskal–Wallis.

The teaching level also reached significance at the omnibus level, $H(4) = 11.47, p = .022, \epsilon^2 = .031$; however, no pairwise comparisons survived the Bonferroni correction, suggesting that the overall variability across levels was distributed rather than concentrated in any two specific groups. Administrative role showed the largest effect among the significant variables, $H(5) = 15.90, p = .007, \epsilon^2 = .046$. Post-hoc analysis revealed that teachers without any administrative role had significantly lower involvement than Grade Level Coordinators (adjusted $p = .008$), a pattern illustrated by the boxplots in Figure 4.

Figure 4

Involvement by Administrative Role (Boxplots)



Note. Boxplots show medians and interquartile ranges; markers indicate means. The dashed horizontal line indicates the midpoint of the scale (3.00).

No statistically significant differences in involvement were found for total teaching experience ($p = .191$), current school experience ($p = .166$), school category ($p = .083$), or school grading ($p = .107$). Accordingly, the null hypothesis H_{3a} is partially rejected. The null was rejected for age group, gender, educational qualification, teaching level, and administrative role, but retained for total teaching experience, current school experience, school category, and school grading.

H_{3b}: Group Differences in Job Commitment

As presented in Table 5.7, statistically significant differences in composite job commitment were found for three of the nine characteristics. Age group had the strongest effect, $H(3) = 13.42$, $p = .004$, $\epsilon^2 = .043$; post hoc analysis showed that teachers aged 19–27 had significantly lower commitment than those aged 37–45 (adjusted $p = .006$). Figure 4 illustrates this pattern, with the youngest cohort displaying the widest interquartile range and the lowest median. The school category reached significance at the omnibus level, $H(2) = 7.86$, $p = .020$, $\epsilon^2 = .024$; however, no pairwise comparisons remained significant after Bonferroni correction. School grading also showed a significant effect, $H(2) = 7.72$, $p = .021$, $\epsilon^2 = .024$, with post hoc results indicating that teachers in Grade B schools had significantly higher commitment than those in Grade C schools (adjusted $p = .018$).

Table 10

Group Differences in Job Commitment (Composite) By Respondent and School Characteristics

Factor	Test	Statistic	df	p	Effect	Effect type	Post-hoc (if omnibus $p < .05$)
Age group	Kruskal–Wallis	H: 13.4	3	.004	0.043	ϵ^2	19-27 < 37-45
Gender	Mann–Whitney U	U: 6924	—	.432	0.051	r	
Educational qualification	Kruskal–Wallis	H: 5.2	2	.074	0.013	ϵ^2	
Total teaching experience	Kruskal–Wallis	H: 10.2	5	.069	0.022	ϵ^2	

(group)							
Current school experience	Kruskal–Wallis	H: 0.9	3	.834	0.000	ε^2	
(group)							
Teaching level	Kruskal–Wallis	H: 6.0	4	.197	0.008	ε^2	
Administrative role	Kruskal–Wallis	H: 6.6	5	.252	0.007	ε^2	
School category	Kruskal–Wallis	H: 7.9	2	.020	0.024	ε^2	No significant pairwise differences (Bonferroni).
School grading	Kruskal–Wallis	H: 7.7	2	.021	0.024	ε^2	Grade B > Grade C

Note. Most comparisons used the Kruskal–Wallis test because at least one assumption (normality within groups or homogeneity of variance) was violated. For gender, tests compare only Male vs. Female. Effect sizes are r for Mann–Whitney U and ε^2 for Kruskal–Wallis.

No statistically significant differences in commitment were found for gender ($p = .432$), educational qualification ($p = .074$), total teaching experience ($p = .069$), current school experience ($p = .834$), teaching level ($p = .197$), or administrative role ($p = .252$) (Figure 5.2). Accordingly, the null hypothesis H_{3b} is partially rejected. The null was rejected for age group, school category, and school grading, but retained for gender, educational qualification, total teaching experience, current school experience, teaching level, and administrative role.

Figure 5*Job Commitment by Age Group (Boxplots)*

Note. Boxplots show medians and interquartile ranges; markers indicate means. The dashed horizontal line indicates the midpoint of the scale (3.00).

Post-Hoc Pairwise Comparisons

Table 5.8 consolidates the specific group pairs that differed when omnibus tests were significant, using Bonferroni-adjusted *p*-values to control familywise error. For involvement, the youngest teachers (19–27) scored significantly lower than those aged 46–54; teachers with Intermediate/+2 qualifications scored lower than Master’s degree holders, and teachers without an administrative role scored lower than Grade Level Coordinators. For the teaching level, the omnibus test was significant, but no pairwise comparison survived correction. For commitment, the youngest cohort (19–27) scored lower than those aged 37–45, and teachers in Grade B schools scored higher than those in Grade C schools. The school category omnibus test was significant, but no pairwise comparison survived correction.

Table 11*Post-Hoc Pairwise Comparisons for Significant Omnibus Tests (Bonferroni-Adjusted)*

Outcome	Factor	Post-hoc method	Comparison	Adjusted p
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Involvement	Age group	Dunn (Bonferroni)	19-27 vs. 46-54	.030
Involvement	Educational qualification	Dunn (Bonferroni)	Intermediate/+2 or Equivalent vs. Master's Degree	.039
Involvement	Teaching level	Dunn (Bonferroni)	No pairwise differences were significant after adjustment	—
Involvement	Administrative role	Dunn (Bonferroni)	No administrative role, working as a teacher only vs. Grade Level Coordinator	.008
Commitment	Age group	Dunn (Bonferroni)	19-27 vs. 37-45	.006
Commitment	School category	Dunn (Bonferroni)	No pairwise differences were significant after adjustment	—
Commitment	School grading	Dunn (Bonferroni)	Grade B vs. Grade C	.018

***Note.** Post-hoc tests were conducted only when the omnibus test was statistically significant ($p < .05$). Dunn's test with Bonferroni correction was used following Kruskal–Wallis tests. Some omnibus results did not yield pairwise differences that remained significant after correction.*

Summary of Hypothesis 3 Findings

Taken together, the results for Research Question 3 reveal an asymmetry in the factors that shape involvement versus commitment. Involvement varied primarily by individual-level characteristics (age, gender, education, teaching level, and administrative role), whereas commitment varied primarily by age and school-level characteristics (school category and school grading). Age group was the only factor that produced significant differences in both constructs, with the youngest teachers consistently reporting lower involvement and lower commitment than their older counterparts. Table 5.6 provides the full set of Bonferroni-adjusted post-hoc comparisons for all significant omnibus tests.

Research Question 4: What is the statistical relationship between teachers' involvement in decision-making and their overall job commitment?

Hypothesis 4 (Null)

Teachers' involvement in the decision-making process does not significantly predict or correlate with their job commitment.

Pearson's product-moment correlation was computed to assess the bivariate association between the composite involvement score and the composite commitment score. Because Shapiro–Wilk tests indicated that both distributions deviated from normality, Spearman's rank-order correlation is also reported as a robustness check. Simple linear regression was conducted to estimate the proportion of variance in commitment explained by involvement.

As shown in Table 5.9, a strong, statistically significant positive correlation was found between teacher involvement and job commitment ($r = .508$, $p < .001$, 95% CI [.408, .595]). According to Cohen's (1988) benchmarks, this constitutes a large effect. The Spearman robustness check yielded a comparable estimate ($\rho = .486$, $p < .001$), confirming that the association is not an artifact of distributional assumptions.

Table 12

Association Between Involvement and Commitment (Correlation and Regression)

Measure	Estimate	95% CI	p
Pearson correlation (r)	0.508	[0.408, 0.595]	< .001
Spearman correlation (ρ)	0.486	—	< .001
Regression slope (B)	0.419	[0.329, 0.509]	< .001
Regression intercept	2.326	[1.982, 2.671]	< .001
Model R^2	0.258	—	< .001

Note. Shapiro–Wilk tests indicated non-normality for both composites; therefore, Spearman's ρ is provided as a robustness check. Regression model: $Com_Total = b_0 + b_1(Inv_Total)$.

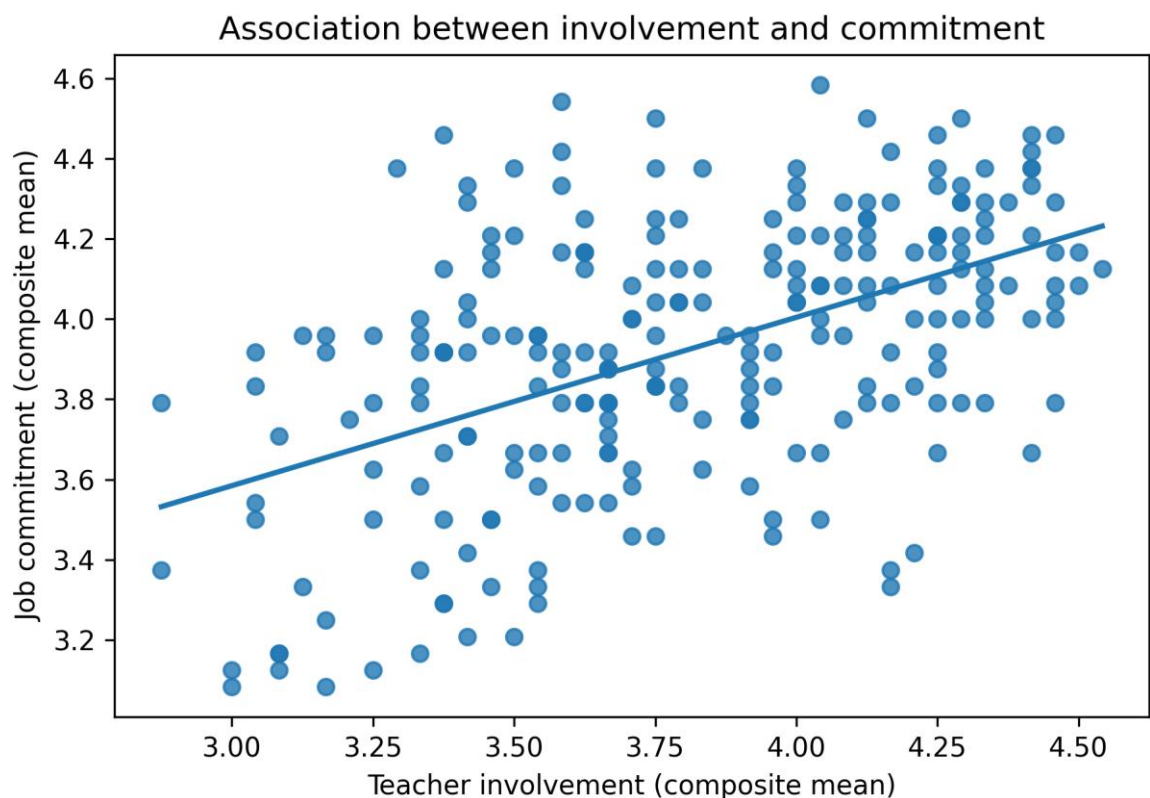
Simple linear regression further demonstrated that involvement significantly predicted commitment, $B = 0.419$, 95% CI [0.329, 0.509], $p < .001$. The model yielded $R^2 = .258$ ($p < .001$), indicating that their involvement in decision-making explained 25.8% of the variance in teachers' job commitment. The regression equation is as follows to clarify the effect of one construct on the other: Commitment = $2.326 + 0.419 \times$ Involvement. Figure 5.5 depicts a scatterplot of the two variables

with the fitted regression line, visually illustrating the positive linear trend. On the basis of the above results the null hypothesis H_4 is rejected.

Teachers' involvement in decision-making both correlates with and significantly predicts their organizational commitment. The large effect size and the finding that involvement accounts for approximately one quarter of the variance in commitment underscore the substantive importance of this relationship.

Figure 6

Scatterplot Of Involvement and Commitment with Fitted Regression Line



Note. Each point represents one teacher ($N = 245$). The line is the fitted ordinary least squares regression of commitment on involvement.

Chapter Summary

This chapter presented the inferential findings of the study across Research Questions 3 and 4. The findings for Research Question 3 showed that involvement varied significantly by age group, gender, educational qualification, teaching level, and administrative role, while job commitment varied significantly by age group, school category, and school grading. Age was the only characteristic that differentiated between the two constructs, with the youngest teachers' involvement and commitment standing at a lower bar. For Research Question 4, a strong positive

correlation ($r = .508$) and a significant regression model ($R^2 = .258$) confirmed that teacher involvement meaningfully predicts job commitment; H4 was rejected. These findings are discussed with reference to the existing literature and their implications for policy and practice in the following chapter.

CHAPTER VI

FINDINGS AND DISCUSSION

This chapter synthesizes the study's key findings and situates them within the existing literature. The study explored the relationship between teacher involvement in decision-making and job commitment among 245 teachers in private schools in Gaindakot Municipality, Nepal. The discussion is guided by the four research questions and is organized accordingly. The four research questions run like below. The level of teacher involvement (RQ1), the level of job commitment (RQ2), differences across groups based on demographic and school characteristics (RQ3), and the anticipated relationship between involvement and commitment (RQ4). Theoretical implications are considered with reference to the social exchange theory (Blau, 1964), the Meyer & Allen (1991) three-component model of commitment, and critical perspectives on participatory governance in schools.

Major Findings

This section presents the detailed findings of the study. I presented the findings in different themes.

Teacher Involvement in the Decision-Making Process (RQ₁)

The overall involvement (composite involvement) score ($M = 3.81$, $SD = 0.40$) was well above the midpoint of the scale. This score at the top space indicates that private school teachers in Gaindakot perceive a moderate-to-high level of participation in school decisions. The comparison of involvement scores across the three sub-scales shows that academic decisions receive the highest rating ($M = 3.95$), followed by policy formation ($M = 3.75$) and administrative decisions ($M = 3.73$).

These results partially support Hypothesis 1: while the sub-scale hierarchy confirms that involvement is strongest in classroom-level and academic matters, the overall level is higher than the "limited" participation predicted by the hypothesis.

The finding that academic decisions attract the greatest teacher input is consistent with prior research. Somech (2002) found that teachers are most willing to participate in decisions related to their instructional expertise, and Sarafidou and Chatziioannidis (2013) that involvement in curricular matters significantly increased the sense of effectiveness in teaching. Hoy and Miskel (2013) found out that decisions relating to strategic and managerial aspects in schools are centred around principals

and proprietors, particularly in private institutions. This observation was supported by the findings of this study showing relatively lower involvement in policy and administrative domains. In the Nepalese context, this pattern may reflect the proprietor-led management model common in private schools, in which these schools grant academic latitude to teachers while keeping institutional policy under centralized control (Bhatta, 2014).

Job Commitment of Teachers (RQ₂)

Overall job commitment (Composite commitment) score fell under moderate to high ($M = 3.92$, $SD = 0.33$). By analysing the different dimensions, the result looks like this. Affective commitment was the highest ($M = 4.20$), followed by normative commitment ($M = 3.89$) and continuance commitment ($M = 3.69$). The result pattern of this study; moderate-to-high commitment to some extent aligns with the findings of Aslamiah (2019), who examined teachers' organizational commitment across 247 elementary schools in Banjarmasin, Indonesia, and reported similarly above-moderate commitment scores. Aslamiah (2019) found continuance commitment stood on the top but the present study found affective commitment to be dominant ($M = 4.20$) and continuance commitment to be the weakest ($M = 3.69$). The study in Turkish public-school teachers Önder et al. (2019) showed continuance commitment scored higher than affective commitment. This result contradicts the findings of this study which came out that affective commitment is on higher side compared to continuance commitment. This discrepancy may reflect differences in employment conditions. Indonesian elementary teachers and Turkish public school teachers benefit from civil service tenure and pension provisions that raise the cost of exit, whereas Nepal's private school teachers operate under contractual arrangements without such structural safeguards (Thapa, 2015). Additionally, the findings also aligned with the three-component model of Meyer and Allen (1991). Affective commitment, which scored highest, is the teachers' emotional bond to the organization. This domain is the most desirable form because it predicts discretionary effort and lower turnover.

The dominance of affective over continuance commitment suggests that teachers in Gaidakot's private schools do not leave their jobs primarily because of emotional attachment or professional identity. Hence, they tend to ignore the costs of leaving. This is a positive indicator of school quality, as Meyer et al. (2002) demonstrated in a meta-analysis that affective commitment is the strongest dimension of commitment and is associated with desirable work outcomes, including attendance,

performance, and citizenship behaviour. The relatively low continuance commitment is a red flag. If the affective bond becomes weak among teachers, they will neglect the cost of switching jobs and may be more likely to turn over. This is particularly relevant in the Nepalese private school context because contractual employment without pension benefits may lower the cost of exit (Thapa, 2015).

This study found out that commitment to the profession is above the commitment to the organization. The finding aligns with the work of Somech & Bogler (2002), who showed that commitment to profession and commitment to organization are distinct constructs. This suggests that although teachers in Gaindakot value their professional identity, private schools may fail to build institutional loyalty. Insufficient incentives, such as job security, career progression, or recognition to be provided by the organization is the main reason behind such insufficient loyalty.

Group Differences in Involvement and Commitment (RQ₃)

The inferential analyses reveal an important asymmetry: involvement varied primarily by individual-level characteristics (age, gender, educational qualification, teaching level, and administrative role), whereas commitment varied primarily by age and school-level characteristics (school category and school grading). Age was the only factor significant for both constructs.

Age

Older teachers had significantly higher involvement (19–27 < 46–54, adjusted $p = .030$) and higher commitment (19–27 < 37–45, adjusted $p = .006$). This statistical pattern is similar to Mathieu and Zajac's (1990) meta-analytic finding that age correlates positively with organizational commitment. Also, the finding aligns with Smylie's (1992) observation that older teachers are more willing to participate in school governance. Senior teachers by age may possess a greater degree of institutional familiarity and confidence due to accumulated social capital, which facilitate both participation and attachment. On the other hand, the youngest group's lower involvement and commitment needs special attention: young teachers may perceive teaching as a transitional career (Ingersoll, 2001), and their exclusion from decision-making may contribute to reduced commitment.

Gender

Male teachers had significantly higher involvement than female teachers ($U = 8173.5$, $p = .001$, $r = .207$), although the female covered 65.7% of the sample. This finding is similar to broader research on gender and participatory governance in South

Asian schools, where women's limited engagement in institutional decision-making may be due to patriarchal norms and the dual burden of household work (Acharya, 2019). Similarly, Aziz et al. (2021) did research to study male and female teachers' participation in making decisions in public secondary schools in Lahore, Pakistan, and found greater participation of male teachers in organizational decision-making than that of female colleagues. This evidence supports the case that the gender gap in decision-making is not an exceptional fact but rather reveals a deep-rooted patriarchal pattern in South Asian institutions. Unlike involvement, gender was not a significant predictor of commitment ($p = .432$). The study finding indicates that both male and female teachers have attachment to their schools at almost the same level. Zainudin and Idris (2024) in a study in technical secondary schools of Malaysia found similarly that the relationship between teachers' organizational commitment and gender was not strong and numerically insignificant. In the same study affective commitment emerged as the dominant dimension. This creates a cross-national convergence with the present study's findings. Habib (2020) studied 200 secondary school teachers in Jammu and Kashmir, India, and found no significant difference in organizational commitment between male and female teachers. A similar finding across two South Asian countries, India and Nepal, suggests that the gender neutrality of commitment is a consistent pattern although gender significantly stratifies access to decision-making participation in both contexts. This divergence implies that access to decision-making structures is the primary barrier for female teachers. A study conducted by Agrawal and Jain (2020) in Kathmandu Valley schools came out with a contrasting finding that gender has significance on teachers' organizational commitment.

Educational Qualification.

Teachers with a Master's degree significantly higher involvement than those with Intermediate/+2 qualifications (adjusted $p = .039$), while educational qualification was not significant for commitment ($p = .074$). This finding of private secondary school teachers in Pakistan by Shah et al. (2020) supported the finding of this study. Higher qualifications may expand teachers' access to decision-making forums without fundamentally altering their affective bond to the organization. Somech & Bogler (2004) found that professional growth and self-efficacy, rather than formal qualifications, were the strongest empowerment predictors of commitment. Gyeltshen (2021) found educational qualification affected involvement but it did not

affect the commitment. The study conducted in Bhutan found out that educational qualification did not predict differences in commitment levels.

Teaching Level and Administrative Role

Both variables produced significant effects for involvement but not for commitment. Teachers without an administrative role lower involvement than Grade Level Coordinators (adjusted $p = .008$). These findings suggest that the school's formal structure channels participation through positional authority, yet holding such roles does not translate into higher commitment. This may reflect what Smylie (1992) described as responsibility without genuine empowerment: teachers given additional tasks may be included in decisions by necessity rather than by participatory design, producing involvement that does not deepen institutional attachment.

School Category and School Grading

Neither variable significantly affected involvement, but both affected commitments. Teachers in Grade B schools higher commitment than those in Grade C schools (adjusted $p = .018$). This suggests that institutional characteristics, resource availability, infrastructure quality, and stability shape teachers' organizational attachment more than their participatory access, consistent with Meyer and Allen's (1991) argument that organizational support and work conditions are key antecedents of affective commitment.

Relationship Between Involvement and Commitment (RQ₄)

The study found a strong positive correlation between teacher involvement and job commitment ($r = .508, p < .001$), confirmed by the Spearman robustness check ($\rho = .486, p < .001$). Simple linear regression demonstrated that involvement significantly predicted commitment ($B = 0.419, R^2 = .258, p < .001$), indicating that approximately 25.8% of the variance in teachers' job commitment was explained by their involvement in decision-making. By Cohen's (1988) benchmarks, this constitutes a large effect. The null hypothesis H_4 was accordingly rejected.

The findings of this study make a strong empirical contribution, as it is grounded in the Hooked Theory and the Social Exchange Theory. Social exchange theory (Blau, 1964) posits that employees' involvement through participatory mechanisms is akin to an investment that yields heightened loyalty and effort. The present result operationalizes this principle of exchange in the Nepalese private school context. If school leaders include teachers in decision-making, teachers respond with greater organizational commitment. The findings of this study make a strong

empirical contribution, as it is grounded in the Hooked Theory and the Social Exchange Theory. Social exchange theory (Blau, 1964) posits that employees' involvement through participatory mechanisms is akin to an investment that yields heightened loyalty and effort. The present result operationalizes this principle of exchange in the Nepalese private school context. If school leaders include teachers in decision-making, teachers respond with greater organizational commitment. The magnitude of the effect is comparable to findings from international studies. Similarly, an analysis done by Chala (2025) using regression method found that restricted participation of school teachers in making decisions was the important indicator of low job satisfaction. This research conducted among 340 Ethiopian secondary level school teachers showed the reliability of participation outcome connection from multiple countries.

In the context of Southeast Asia, Awyan and Quines (2025) claimed a similar result in the Philippines showing a significant positive relationship between teacher participation and organizational commitment among public secondary school teachers. Their findings that participation in school planning was emerging as a domain-specific predictor is similar to the present study's finding that academic and policy-level decision domains show the strongest teacher participation. Wainaina (2014) came up with a result of a finding in Kenyan universities and that shows significant positive relationship between participatory decision-making and commitment. Likewise, Ngang (2014) similar results in Tanzanian private secondary schools. Somech and Bogler (2002) demonstrated that participation in the managerial domain was positively associated with both professional and organizational commitment among Israeli teachers. The remaining 74.2% of variance in commitment is due to some factors which are not included and measured in this study. Possible attributing factors for the variance in commitment include salary, leadership style, professional development opportunities, and school climate (Shehbaz et al., 2022). Likewise, Somech & Bogler (2004) found that professional growth, status, and self-efficacy were the strongest empowerment indicators of commitment and also suggested that involvement is one of the elements within a broader empowerment framework. Nevertheless, a single predictor, participatory governance, accounts for over a quarter of the variance in commitment and is both statistically and practically significant. This points out the value of participatory governance as a policy lever for improving teacher retention.

Discussion Synthesis

The findings bring out the participation structure, which involves power stratification in Gaindakot's private schools. Male, older, and highly qualified teachers holding formal administrative roles are at the center of the decision-making framework. Such a centralized pattern supports a traditional hierarchy that grants privileges based on seniority, gender, and positional authority within school governance mechanisms. Chen and Meng (2025) compared educational institutions and acknowledged in their finding that schools that implemented structurally hierarchical and transactional operations created lower involvement of teacher participation than the schools that followed distributed governance systems. Thus, they concluded and recommended that private schools in Gaindakot should shift from a positional approach to a distributed and participatory governance method.

Critical perspectives on educational leadership (Freire, 1970; Smylie, 1992) would identify this pattern as a barrier to democratic governance. Importantly, the groups with the least voice, young teachers, women, and those without administrative roles, constitute the numerical majority of the workforce. Cabilla (2025) describes this kind of organizational system as a representation of inclusion where teachers show their presence just technically while making decisions but substantially are not allowed to use their power sincerely in having an effect. This represents the overall system of private schools in Gaindakot.

On the other hand, commitment is not predicted by the same demographic and school characteristics. It is shaped by age and school-level factors. Although the opportunity to participate is distributed unequally, the desire to commit is more influenced by institutional quality. The strong correlation between involvement and commitment (RQ4) is especially consequential: broadening participation among currently marginalized groups could raise their commitment. This establishes a more engaged and stable workforce. The findings and the situation align with the prediction of social exchange theory which assumes that expanding the exchange relationship amplifies aggregate reciprocity (Blau, 1964).

The low level of continuance commitment across the sample demonstrates the importance of this recommendation. Retention strategies in the form of structural mechanisms, such as pensions, social security, and job security, in Nepalese private schools is recommended in a situation where affective commitment is the primary buffer against turnover for now. Amedi and Lundkvist (2018) observed that where

organizational culture fails to create structural incentives for retention, continuance commitment remains weak regardless of employees' professional satisfaction. This dynamic stays as a salient feature in the Nepalese private school context. Participatory decision-making and stakeholder involvement, as this study demonstrates, are cost-effective and readily implementable strategies for strengthening that affective bond.

The sample of the study is predominantly female (65.7%) and young (72.6% aged 19-36 years). The study results showed that both female and young teachers had lower involvement in decision-making. Yet the overall commitment of these groups was high ($M=3.92$). The regression analysis demonstrated that involvement is the predictor of commitment ($r=.580$, $R^2=.258$, $P<.001$). This finding appears contradictory superficially highlighting a question: how do the groups with the lowest involvement still had high commitment? My argument in this finding is that commitment is determined by multi sectoral antecedents which go beyond involvement. Similarly, the female and young teachers might have drawn commitment from other sources such as relation they hold with the students and their own professional sources. Meyer and Allen's (1991) three-component model puts organizational commitment as a multi determined construct which can be many antecedents simultaneously and involvement can be the one of the factors. The mean value of affective commitment ($M=4.20$) is linked with emotional attachment, professional identification and organizational support the teachers had received rather than their involvement in decision-making (Meyer et al., 2002).

Thus, the present finding highlighted the high affective commitment of Gaindakot's private school teacher might be rooted and sustained by their strong professional identity and emotional investment in their students irrespective of their involvement access in decision- making process. This argument is supported by the study findings of Somech and Bogler (2002) which showed that commitment to the profession and commitment to the organization are empirically different constructs with different antecedents and that teachers' bond to their profession can remain intact even in a condition when their bond to the organization is fragile.

Analyzing the findings from participative leadership lens, I must argue that school leaders practice institutional equity. The comparatively lower level of involvement of female teachers and younger workforce indicate that headteachers of private schools in Gaindakot Municipality are still practicing a highly restricted version of participation which excludes the demographic majority of workforce. True

participative leadership, as this study's regression analysis implies, would require extending the involvement to all teachers but not only to those who already hold positional authority.

Distributed leadership theory shifts the analytical unit from the individual leader to the leadership practice; the interactions between leaders, followers, and the school situation. Spillane (2006) argued that leadership is distributed not through formal delegation alone but through the organic emergence of expertise-based influence across a school community.

The findings of this study are eye opening when read through the distributed leadership lens, though they reveal a significant gap between the theory's normative ideals and the institutional reality of Gaindakot's private schools. The strong positive correlation ($r = .508$) and the regression result ($R^2 = .258$) empirically confirm distributed leadership theory's prediction that broader teacher participation in leadership functions strengthens commitment. The involvement structure, in which academic domains show the highest participation, suggests a partial distribution of leadership: classroom-level and instructional decisions are at least informally shared with teachers, consistent with what Spillane (2006) described as "spontaneous alignment": distributed practice that emerges from the nature of the work rather than deliberate design by the principal.

However, the group-level findings expose the critical limitation: leadership is distributed selectively and hierarchically rather than spontaneously. The finding that administrative role (coordinator vs. no administrative designation) significantly predicts involvement (adjusted $p = .008$), while the majority of teachers without such roles report comparatively lower involvement, maps directly onto what Smylie (1992) identified as "responsibility without empowerment": the structural tendency of schools to channel participation through positional authority rather than expertise or interest. Distributed leadership theory in its fully developed form holds that distribution should follow the contours of expertise and situational demand, not rank. In these schools, it follows rank.

The school-level finding adds a further theoretical nuance. School grading (Grade A, B, C) significantly affected commitment but there was no association between involvement and school grading. This suggests that institutional quality shapes teachers' affective attachment but is not affected by school governance structure which is against the assumption of distributed leadership theory. Findings

don't support the proposition that structural reforms by distributing leadership will automatically translate into commitment outcomes. The data suggests that material and organizational conditions (infrastructure, resources, institutional reputation) also function as independent commitment predictors, meaning that distributing leadership in a poorly resourced or low-graded school may not produce equivalent commitment gains as in a better-resourced institution. Leadership distribution, therefore, must be understood as a necessary but not entirely sufficient condition for commitment.

The strongest implication for distributed leadership theory from this study is the unrealized potential argument. The groups currently excluded from decision-making are young teachers and women that constitute the demographic majority. By assigning or delegating leadership roles to these groups, through rotating committee membership, structured forums, and expertise-based task assignments, school leadership can produce measurable gains in commitment. The regression coefficient ($B = 0.419$) in this study quantifies that possibility: for every unit increase in participation, commitment increases by approximately 0.42 units. This is the mathematical translation of distributed leadership theory's claim.

Critical Theory in educational administration, developed in by Foster (1986), Freire (1970), and Giroux (2011), assumes that organizational structures in schools are reflections and reproductions of broader social power relations. The founders of this theory argued that educational administration must advocate and ensure justice, democracy, and emancipation by empowering marginalized groups recognize their own capacity for agency. In institutional settings, schools reproduce the hierarchies of race, gender, and class, and that critical pedagogy must actively contest this reproduction.

In patriarchal, hierarchically organized institutions such as privately owned schools in a developing country context, structural barriers will exclude marginalized groups from meaningful decision-making. In this study, critical theory provides the framework for interpreting the group-level findings. The gender disparity in involvement is a central finding that critical theory advocated. Female teachers comprise 65.7% of the sample yet report significantly lower involvement than their male colleagues ($U = 8173.5$, $p = .001$, $r = .207$). Critical theory would read this not as a preference difference but as the empirical trace of structural exclusion operating within the governance architecture of these schools. This reading is reinforced by examining which variables predict involvement versus commitment. Involvement is

shaped by individual-level, hierarchically distributed characteristics: gender, age, educational qualification, teaching level, and administrative role. These are precisely the markers of institutional seniority and social capital that critical theory identifies as the currency of power in hierarchical organizations. The teacher most included in decision-making is typically male, older, more qualified, and holds a formal administrative role. The teacher most excluded is young, female, non-administrative, and less credentialed. The finding that commitment does not differ significantly by gender ($p = .432$) that female teachers remain equally committed despite being structurally excluded from governance is, from a critical theory perspective, a troubling one. It suggests that these teachers have adapted their commitment to function independently of institutional empowerment, deriving it instead from student relationships, professional identity, and normative obligation.

Social Exchange Theory (SET) by Blau (1964) complemented by the norm of reciprocity established by Gouldner (1960), supports the idea that social relationships are shaped by exchanges of resources. SET predicts that when head teachers and proprietors include teachers in decision-making, teachers perceive this as an organization's investment on them and in return reciprocate with greater affective attachment and organizational commitment. Social exchange theory here gets empirical validation from this study's findings. The regression result that involvement explains 25.8% of the variance in commitment ($R^2 = .258$, $B = 0.419$, $p < .001$) is what SET predicts: institutional investment in teachers through participatory governance produces proportionate reciprocation in the form of organizational commitment. The moderate-to-high correlation ($r = .508$) confirms the positive valence of this exchange relationship, and the large effect size (Cohen, 1988) suggests that the reciprocity mechanism is operating in this context. The affective dominance of commitment ($M = 4.20$ for affective commitment vs. $M = 3.69$ for continuance commitment) is also consistent with SET's predictions.

Blau (1964) distinguished social exchange, which generates trust, obligation, and emotional attachment, from purely economic exchange. The dominance of affective over continuance commitment in this sample is the empirical signature of social rather than purely economic exchange: teachers stay and commit because they want to, not because they are structurally locked in. This is a qualitatively superior form of commitment, and SET predicts it emerges precisely from governance relationships characterized by genuine reciprocity.

However, the gender and age findings expose a critical limitation of SET as typically applied. Standard applications of SET in organizational research treat the exchange relationship as symmetrically available to all employees — anyone who perceives organizational investment will reciprocate, and anyone who does not receive investment will reduce their commitment proportionally. The present data complicates this assumption. Female teachers report lower involvement (lower organizational investment) yet maintain comparable commitment to male teachers ($p = .432$ for gender-commitment difference). From a strict SET perspective, this should not happen; lower investment should produce lower commitment. It does not suggest that female teachers' commitment is sustained through exchange relationships but theorizes that the affective bonds with students, the vocational calling dimension of teaching, and normative obligation are sources of commitment that operate outside the institution-employee exchange. In Gaindakot's private schools, the exchange relationship is not symmetrically structured; it is stratified. Male, senior, and administratively positioned teachers have access to higher-quality exchange relationships: greater participatory voice in exchange for greater commitment while female and young teachers maintain commitment through alternative, non-institutional exchange channels.

This is not merely a theoretical refinement: it has direct practical implications. It means that the overall regression coefficient ($B = 0.419$) represents an average effect that likely masks heterogeneity: the involvement-commitment relationship may be stronger for the groups currently excluded from governance than for those already included, because the marginal value of inclusion is higher for those who have never experienced it.

From my position as both researcher and practitioner, this theoretical integration carries an urgent practical message. The head teachers and proprietors of private schools in Gaindakot need to make an expansion of participatory governance to female teachers, young teachers, and those without administrative designations. Social exchange theory tells them it will produce reciprocal commitment. Distributed leadership theory tells them how to design it through expertise-based, rotating, structured forums. Participative leadership theory tells them which domains to start with — academic decisions, where teachers are already most willing and able to participate. And critical theory tells them why doing so is not merely an efficiency decision but a democratic and moral imperative.

Chapter Summary

This chapter discussed the findings surrounding all four research questions. Teachers report moderate-to-high involvement, with the greatest participation in academic matters and lower participation in policy and administrative domains (RQ₁). Job commitment is moderate to high, driven principally by affective attachment (RQ₂). Involvement is affected by teachers' individual-level characteristics, noticeably rooted in hierarchy and gender. In contrast, commitment is shaped by age and school-level indicators of quality (RQ₃). Most critically, the effect strength of involvement in commitment explains 25.8% of the variance. This figure is enough to confirm a substantial predictive relationship grounded in social exchange theory (RQ₄). These findings carry direct implications for educational policy and school management in Gaindakot Municipality and other local bodies.

CHAPTER VII

CONCLUSION AND IMPLICATIONS

This chapter draws together the principal conclusions of the study, outlines their implications for policy, school leadership, and human resource practice, acknowledges the limitations of the research design, and proposes directions for future inquiries. The study examined the relationship between teacher involvement in decision-making and job commitment among 245 private school teachers across Gaindakot Municipality, Nepal, guided by four research questions and their corresponding hypotheses.

Conclusions

We can draw five main conclusions from this study's findings. First, teachers in Gaindakot's private schools perceive a moderate-to-high level of involvement in school decision-making ($M = 3.81$). Academic decisions have the greatest participation, while policy and administrative decisions involve a comparatively lower degree of teacher input. This finding partially supported Hypothesis 1: while the sub-scale hierarchy confirmed that involvement focuses on classroom-level matters, the overall level exceeded the "limited" participation the hypothesis predicted. The overall restricted involvement pattern shows a governance model in which school owners grant pedagogical latitude to teachers while centralizing strategic and administrative authority, a structure common in private schools across South Asia.

From the findings of this study, I draw five main conclusions. First, teachers in Gaindakot's private schools perceive a moderate-to-high level of involvement in school decision-making ($M = 3.81$). Dimension-wise, decisions about academic affairs attract the greatest participation, whereas policy and administrative decisions receive comparatively less input from the teachers. Analysis of the test of the hypothesis against the findings of the study suggests that Hypothesis 1 is partially supported: while the sub-scale hierarchy confirmed that involvement concentrates in classroom-level matters, the overall level exceeded the "limited" participation that the hypothesis predicted. The finding pattern reflects a governance model in which school shareholders allow teachers greater autonomy in academic matters but retain strategic and administrative authority for themselves, a structure common in private schools across South Asia (Bhatta, 2014; Hoy & Miskel, 2013).

Second, job commitment is moderate to high ($M = 3.92$), driven principally by affective commitment ($M = 4.20$) rather than continuance commitment ($M = 3.69$). The findings are helpful to largely support Hypothesis 2. The highest mean of affective commitment indicates that teachers continue their job in their schools because of emotional attachment and professional identity, not because of the costs of leaving. The relatively low continuance commitment, however, indicates that the teachers face low switching costs, making affective bonds potentially fragile, and weak buffer against turnover. The finding that commitment to the teaching profession exceeds commitment to the employing organization suggests that private schools in Gaindakot have not yet succeeded in converting professional dedication into institutional loyalty.

Third, involvement and commitment are shaped by different factors. Involvement varied significantly by age, gender, educational qualification, teaching level, and administrative role, all of which are individual-level characteristics rooted in hierarchy, seniority, and positional authority. Commitment, by contrast, varied significantly by age, school type, and school grade, suggesting the influence of institutional quality and career-stage maturity. Both null hypotheses (H3a and H3b) were partially rejected. The demographic factor, age, was the only factor that differentiated between the two constructs. The youngest teachers (19–27) had a lower involvement and lower commitment than their older counterparts. The study showed gender disparity: Male teachers have higher involvement although females comprise 65.7% of the sample. The gender disparity shows a structural barrier to equitable participation and should be addressed by policy reform.

Fourth, teacher involvement and job commitment are positively correlated in this study. The Pearson correlation ($r = .508$, $p < .001$) and simple linear regression ($R^2 = .258$, $p < .001$) together indicate a large effect (Cohen, 1988): approximately one-quarter of the variance in teachers' commitment is explained by their involvement in school decision-making. By rejecting the null hypothesis, the findings are consistent with the social exchange theory. This finding confirms that when schools make an investment by introducing participatory governance, teachers reciprocate with greater organizational loyalty. The positive correlation and strength of the regression index in this study are in line with international empirical findings from Kenya (Wainaina, 2014), Tanzania (Ngang, 2014), and Israel (Somech & Bogler, 2002).

Fifth, the combination of these findings points to a power-stratified participation structure: the teachers most involved in decisions (older, male, more qualified, holding administrative roles) are not the same groups whose commitment is most responsive to institutional conditions. Broadening participatory access to currently under-represented groups, such as young teachers, female teachers, and those without administrative designations, therefore, represents a concrete, cost-effective pathway for raising aggregate commitment levels across the school system.

Implications

Below is the detailed explanation of the implication of the study explanation.

Implications for Educational Policy

The finding that involvement significantly predicts commitment provides policymakers with an evidence base to fulfill the urgent mandate to ensure participatory governance structures in private schools. Municipal and provincial education authorities should consider incorporating teacher participation as an indicator in their school accreditation and grading frameworks. The existing grading system (Grade A, B, C), which evaluates schools based on indicators of good and participatory governance, could be expanded to include indicators of shared decision-making more widely. Such policy intervention will help create institutional incentives for school owners to involve teachers in policy and administrative domains, not only in academic matters. Additionally, the gender disparity in involvement in the study, recommends for the equity provisions in institutional education plans. Policies requiring that decision-making committees in schools include proportional representation of female teachers are worth considering, as female teachers constitute the majority of the private school workforce. However, they report significantly lower levels of their involvement in the decision-making process.

Implications for School Leadership and Management

The findings of this study, that decision-making involvement is concentrated among teachers with formal administrative roles, suggest that the involvement framework in Gaidakot's private schools emphasizes administrative positions. School leaders tend to use consultative models, where a few role-holders are selectively invited to participate in decision-making. Hence, leaders can transition toward distributed leadership practices that systematically extend decision-making authority to all teachers (Spillane, 2006). Practical strategies that leadership can adopt include creating structured forums for teachers without administrative roles to

contribute to school planning. Also, the leaders can establish standing committees for policy, academic, and administrative decisions with rotating membership. Wider participation can be ensured by recognizing and rewarding the teachers for their active participation. The finding that teaching level and administrative role affect involvement but not commitment underscores that assigning responsibilities without genuine empowerment is insufficient, which Smylie (1992) characterized as responsibility without agency.

Implications for Human Resource Development and Retention

The dominance of affective commitment over continuance commitment, and the finding that professional commitment exceeds organizational commitment, present both opportunities and risks for private schools. The opportunity lies in teachers' strong emotional and professional engagement. The risk lies in the absence of structural retention mechanisms. Generally, there are no obvious pension provisions, long-service benefits, or formal tenure systems in most private schools in Nepal. The lack of benefits results in a situation in which teachers face minimal barriers to exit, even as affective bonds weaken (Thapa, 2015). Therefore, Schools should invest in both affective and structural dimensions of retention.

Private schools need to enhance commitment by applying and increasing participatory involvement. Schools should introduce career progression pathways and professional development opportunities that create long-term institutional investment. The age-related findings suggest the need for induction and mentoring programs for young teachers (19–27) that will help enhance their involvement and commitment. Institutional socialization of early-career teachers can be facilitated by experienced colleagues for fostering a sense of belonging, and interrupt the cycle of weak commitment and eventual attrition created by low initial involvement (Ingersoll, 2001).

Implications for Organizational Growth

Although the study shows that school category and school grading affect teacher commitment, the same school characteristics do not display significance on teacher involvement. These findings suggest that institutional stability and quality are independent drivers of teacher attachment. Higher school grading helps to improve teacher retention. Higher grade schools meet the conditions related to quality infrastructure, resource sufficiency, and institutional reputation. Improvement of material conditions alongside participatory governance in lower-grade schools may

produce compounding effects on commitment. The strong positive correlation between involvement and commitment ($r = .508$) further suggests that schools that invest in participatory governance can expect returns in improved teacher morale and organizational stability. As teacher commitment is a well-established predictor of instructional quality and student achievement, participatory governance, by extension, improves student outcomes.

Limitations of the Study

Several limitations are considered when interpreting the findings. First, the study was confined to private schools within a single municipality (Gaindakot), which limits the generalizability of the results to other geographic, administrative, or school-type contexts in Nepal. The study could have extended to exploring the situation of the community (public) schools. Including community schools would have enabled a comparative analysis of governance structures and their effects on commitment. Second, the sample included only teachers; the perspectives of head teachers, school proprietors, and management committee members were not captured. The perception of the above-stated stakeholders would provide a more comprehensive picture of how decision-making authority is distributed. This would make the findings even more comprehensive. Third, all data were collected via self-report questionnaires, which may be subject to social desirability bias and common-method bias. Teachers may have overestimated their involvement or commitment. The use of complementary data sources, such as interviews, meeting minutes, or school observations, would have strengthened the validity of the findings. Fourth, the study examined composite involvement and commitment scores. Sub-scale-level regression analyses (e.g., examining whether academic involvement predicts affective commitment more strongly than administrative involvement predicts continuance commitment) were beyond the scope of this study but would yield more granular insights.

Recommendations for Future Research

Given the limitations mentioned above, the following five recommendations are offered for future research. First, as this study is confined to private school teachers, a comparative study of private and community schools within Gaindakot Municipality or across multiple municipalities in Nawalparasi District would further clarify whether the patterns observed in private schools are specific or extend to the broader Nepalese educational system. The second recommendation concerns the study method. Incorporating the perspectives of head teachers and school proprietors

through mixed-methods designs (Creswell & Creswell, 2018) would ensure triangulation and a richer interpretation of participatory processes in school decision-making. The third recommendation concerns the study design. A longitudinal design in which newly recruited teachers are tracked over two to three years would be studied. This would allow researchers to establish the temporal direction of the involvement–commitment relationship and identify the critical window of teacher experience during which participatory socialization most affects commitment formation. Fourth, future studies should investigate the mediating and moderating mechanisms in the involvement–commitment relationship. To mention possible mediators, the list could include job satisfaction, organizational support, and self-efficacy (Somech & Bogler, 2004), as well as school leadership style. Fifth, the relationship between teacher involvement, job commitment, and student outcomes, including academic achievement and school completion rates, should be explored to identify the downstream consequences of participatory governance.

My Reflection

This study began with the assumption, grounded in anecdotal observation and the existing literature on Nepalese private schools, that teacher involvement in decision-making would be low, and commitment would be driven largely by economic necessity. The data challenged both assumptions. Teacher involvement, and their commitment scores confirm affective and normative bonds rather than continuance calculus. These findings are encouraging for the private school sector in Gaindakot in a sense that the workforce is emotionally invested in both the profession and the schools in which they teach. At the same time, the structural inequities exposed out by the group analyses, as well as the systematic under-representation of young teachers, women, and those without administrative designations in decision-making processes, bring despair in this optimism. In this scenario the private schools in Gaindakot need to invest in training, extend participation beyond the circle of senior, male, and administratively positioned staff to retain the teachers. The evidence presented in this study suggests that doing so is not only equitable but strategically sound.

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ANNEX

Annex 1: Constructs Matrix and Survey Questionnaire*Teacher Involvement in Decision Making Process and its effect on Job Commitment*

Core Construct	Components of Core Construct	Dimensions of each component	Likert scale Items
Teacher Involvement in decision making process in schools	Academics	Planning (School operational calendar and activities)	1. I have opportunities to participate in the school planning meetings
			2. I am actively involved in discussions related to school planning
			3. I am encouraged to express my opinion and suggestions during planning meetings
			4. My input is considered in deciding school planning
		Pedagogy	1. I get opportunities to collaborate with colleagues in pedagogical approaches
			2. I am actively involved in discussions about teaching pedagogy at my school
			3. I am allowed to choose the methods and strategies of teaching in my classroom
			4. My input is valued in determining teaching methods and strategies
	2. Policy	School directives, rules and regulations	1. The school administration provides opportunities for my input on school regulations
			2. I am regularly consulted when new school rules are developed.
			3. I am encouraged to involve in school policy making
			4. My opinions are valued during creation of school directives
		Student conduct, discipline and attendance	1. I have a chance to contribute to decisions about student attendance policies
			2. I am regularly consulted on forming student discipline policies
			3. I have a chance to contribute to decisions about attendance

			policies
			4. My input is valued during discussions about student conduct policies
	3. Administration	1. Classroom Management	1. I have opportunities to collaborate with colleagues to decide our classroom management strategies
			2. I have an autonomy in setting classroom rules in my period
			3. I am encouraged to participate in forming classroom management strategies
			4. My input is valued in deciding classroom management policies
		2. Timetable and period length	Length of class period is determined by asking me/us
			My opinion is taken when developing the school timetable
			The school administration encourages my involvement in setting the school timetable
			My input is valued while preparing class routine
Core Construct	Components of Core Construct	Dimensions of each component	Likert scale Items
Teachers' commitment on the job	Affective Commitment (Teachers' positive emotional attachment)	Commitment to Occupation	Being in the teaching profession is important to my image.
			I find my job as a teacher to be personally fulfilling
			I love this job because I have passion for students' success
			I enjoy teaching because there are ongoing trainings and growth opportunities
		Commitment to Organization	I feel like part of the family at my school
			I am proud to be a teacher at this school
			I feel emotionally attached to the students in this school
			As my contributions are recognized I feel valued in this school
	2. Continuance Commitment (Teachers'	1. Commitment to Occupation	I don't want to leave teaching because it will be difficult to find a good job in other fields
			As I have good experience of

	attachment due to perceived high cost of leaving the job due to the benefits available at the current job and there is lack of alternatives)		teaching, I can't think of leaving the profession
			I strongly recommend teaching as a career to others
			Teaching profession is my passion because I feel happy to be in the teachers' circle
			1. It is very difficult for me to leave the job at this school
		2. Commitment to the Organization	If I leave this school, my family expenses will be affected
			I feel I get enough support from my school administration compared to other schools
			I feel it is my responsibility to continue this noble teaching profession
	3. Normative Commitment (Teachers' attachment due to feelings of obligation, loyalty and duty)	1. Commitment to the Occupation	1. I feel it is my responsibility to continue teaching profession
			2. I feel a moral obligation to remain in teaching profession
			It is my responsibility to serve the nation by contributing in production of responsible citizens
			I feel that teaching is a vocation that requires dedication
		2. Commitment to the Organization	1. I believe that continued teaching at this school is the right thing to do
			2. If I leave this school there will be a skill hole and colleagues have more burden to take due to my absence
			2. I think I have a duty to my students to remain in this school
			4. As this school has provided me a learning platform, I should not leave the job in this school

Annex 2: Survey questionnaire

Dear Participant, Greetings and Namaskar! -lk|o ;xefuL ldqxđ, gd:sf/ Ū_

Thank you for considering participation in this important research study. My name is Candidate and I am an MPhil scholar at Kathmandu University. The goal of this research is to explore "teacher involvement in decision-making processes and its effect on job commitment". Your insights will play a crucial role in enhancing our understanding of this topic. -यस महत्त्वपूर्ण अनुसन्धान अध्ययनमा भाग लिनुभएकोमा

धन्यवाद। मेरो नाम हिरालाल अर्याल हो । म हाल काठमाण्डौ विश्वविद्यालयमा एम.फिल अध्ययन गर्दै छु । मेरो अध्ययनको सिलसिलामा मैले “निर्णय प्रक्रियामा शिक्षकको संलग्नता र कामको प्रतिबद्धतामा यसको प्रभाव” भन्ने शीर्षकमा अनुसन्धान गर्दै छु । तपाईंको उत्तरले यस विषयमा भन्ने गहिरोसँग बुझ्न महत्त्वपूर्ण भूमिका खेल्ने छ ।)

This survey is part of a larger study aimed at gathering data on various aspects of teacher involvement, including classroom management, policy-making, and resource allocation to mention some. By participating, you will contribute valuable information that may help improve educational practices and policies. ९यो सर्वेक्षण कक्षाकोठा व्यवस्थापन, नीति निर्माण र स्रोत विनियोजन सहित शिक्षक संलग्नताका विभिन्न पक्षहरूमा डेटा संकलन गर्ने उद्देश्यले गरिएको ठूलो अध्ययनको अंश हो । यसमा सहभागी भएर तपाईंले व्यक्त गर्नुभएको महत्त्वपूर्ण जानकारीले आगामी दिनहरूमा शैक्षिक अभ्यासहरू र नीतिहरू सुधार गर्ने कार्यमा मद्दत गर्न सक्ने छ ।_

Instructions for Completing the Survey -सर्वेक्षण पूरा गर्नका लागि निर्देशनहरूः)

1. Confidentiality: Your responses will be kept completely confidential. Data will be reported in aggregate form, ensuring that no individual (गोपनीयता: तपाईंले व्यक्त गरेका प्रतिक्रियाहरू पूर्ण रूपमा गोप्य राखिने छ । डेटामा प्राप्त सूचनाको रिपोर्टिङ गर्दा तपाईंले व्यक्त गरेका व्यक्तिगत प्रतिक्रियाहरू पहिचान गर्न नसकिने गरी गरिने छ ।)

द। Eligibility: This survey is intended for current teachers and educators actively involved in educational settings. (योग्यता: शैक्षिक वातावरणमा सक्रिय रूपमा संलग्न शिक्षकहरू र शैक्षिक व्यक्तिहरूलाई यो सर्वेक्षणमा सहभागी गराइने छ ।)

घ। Completion Time: The survey will take approximately 15-20 minutes to complete. Please set aside enough time to respond thoughtfully to each question. - समय: यो सर्वेक्षण फारम भर्न लगभग २५-३० मिनेट लाग्ने छ । कृपया प्रत्येक प्रश्नको विचार पूर्वक जवाफ दिनको लागि पर्याप्त समय छुट्याउनुहोला)

झ। च्मकउयलकभँयकवतर (प्रतिक्रिया ढाँचा)

The survey includes Likert scale questions where you will indicate your level of agreement with various statements. The scale is as follows: (सर्वेक्षणको दोस्रो भागमा

लिकर्ट स्केलका प्रश्नहरू समावेश छन् जहाँ तपाईंले विभिन्न कथनहरूसँग आफ्नो सहमतीको स्तर संकेत गर्नुहुनेछ । स्केल निम्नानुसार छन्)

- १ (कतचयलनथि म्कवनचभभ (पूर्ण रुपमा असहमत)
- 2 - Disagree -असहमत)
- 3 – Neutral -तटस्थ_
- 4 – Agree (सहमत)
- 5 - Strongly Agree -पूर्ण रुपमा सहमत)

5. Answering Questions: ०। प्रश्नको उत्तर दिँदा ध्यान दिनुपर्ने :

For each statement, choose the response that most accurately reflects your opinion or experience. If unsure, you may select "Neutral" (3).

(कथनको स्केल छनौट गर्दा तपाईंको विचार र अनुभवको आधारमा मिल्नेगरी प्रतिक्रिया गर्नुहोला । यदि निश्चित नभएको खण्डमा “तटस्थ” (३) चयन गर्न सक्नुहुन्छ ।)

6. Voluntary Participation: Participation is entirely voluntary. You may skip any questions you prefer not to answer and can withdraw from the survey at any time without any negative consequences.

(स्वैच्छिक सहभागिता : यस सर्वेक्षणमा हुने सहभागिता पूर्णरूपमा स्वैच्छिक छ । तपाईंले उत्तर दिन नचाहेको कुनैपनि प्रश्नहरू छोड्न सक्नुहुन्छ र कुनै पनि समयमा सर्वेक्षणबाट बाहिरिदाँ तपाईंलाई कुनै नकारात्मक प्रभाव पर्ने छैन)

7. Contact Information: If you have questions or concerns about this survey, please contact me at hiralal_mpedl2024@kusoed.edu.np/hira.aryal@ges.edu.np

(सम्पर्क जानकारी: यदि तपाईंसँग यस सर्वेक्षणको बारेमा प्रश्न वा चासो छ भने कृपया मलाई

hiralal_mpedl2024@kusoed.edu.np/hira.aryal@ges.edu.np मा सम्पर्क गर्न सक्नुहुन्छ . _

डा Thank You: Your participation is greatly appreciated and will contribute significantly to our research efforts। तपाईंको सहभागिताको उच्च प्रशंसा गर्दछु र तपाईंको सहभागिताले हाम्रो अनुसन्धान प्रयासमा महत्वपूर्ण योगदान पुर्याउने छ ।)

Part 1

Demographic Information Survey Questionnaire -जनसांख्यिकिय जानकारी सर्वेक्षण

प्रश्नावली: _

Section 1: General Information खण्ड १: (सामान्य जानकारी)

ज्ञा What is your age? Years -तपाईंको उमेर कति छ ? वर्ष)

द्वा What is your gender? -तपाईंको लिंग के हो ?)

- ☐ Male -पुरुष)
- ☐ Female -महिला)
- ☐ Third Gender (तेस्रो लिंगी)
- ☐ Prefer not to say -भन्न चाहान्न)

3. What is your highest level of education? (तपाईंको उच्चतम शिक्षा स्तर कति हो ?)

- ☐ SLC/SEE
- ☐ Intermediate/+2 or equivalent
- ☐ Bachelor's Degree
- ☐ Master's Degree
- ☐ MPhil
- ☐ Doctorate (PhD)

Section 2: Experience -खण्ड: २) (शिक्षण अनुभव)

1. How many years have you been working as a teacher?

..... years

(तपाईं शिक्षकको रूपमा कति वर्षदेखि काम गर्दै आउनु भएको छ ? वर्ष

2. How long have you been teaching in this school?

(तपाईं यस विद्यालयमा कति समयदेखि कार्यरत हुनुहुन्छ ?)

..... थभबचक (वर्ष - १ वर्षभन्दा कम भएमा १ वर्ष लेख्ने, १ वर्ष भन्दा बढी भए ६ महिना भन्दा कम भए तल्लो वर्ष, छ महिना वा बढी भएमा माथिल्लो वर्ष लेख्ने जस्तै २ वर्ष ३ महिना भएमा २ वर्ष लेख्ने, २ वर्ष ६/७ महिना भएमा ३ वर्ष लेख्ने)

घा Which level are you appointed to? -तपाईंलाई कुन तहका लागि नियुक्त गरिएको छ ?)

- ☐ Pre-Primary (Play Group to Kindergarten) कूर्व प्राथमिक (प्ले ग्रुप देखि किन्डरगार्टन)
- ☐ Primary (Lower Basic- Class 1 to 5) प्राथमिक (निम्न आधारभूत (कक्षा १ देखि ५ सम्म)
- ☐ Lower Secondary (Higher Basic- Class 6 to 8) निम्न माध्यमिक (उच्च आधारभूत कक्षा ६-८)
- ☐ Secondary (Class 9 and 10) (9-10) dfWolds -sIff (/ !)_
- ☐ Upper Secondary (To teach only in Class 11 and 12) माथिल्लो माध्यमिक (कक्षा ११ र १२ मा मात्र पढाउने)

Section 3: Administrative Role -खण्ड ३ : प्रशासनिक भूमिका

1. What is your current administrative Position? -तपाईंको हालको प्रशासनिक पद के हो <_

- ☐ No administrative role, working as a teacher only -शिक्षक मात्र हो प्रशासनिक जिम्मेवारी छैन ।
- ☐ Head of a Department (HOD) -विभाग प्रमुख)
- ☐ Grade Level Coordinator (स्तर संयोजक)
- ☐ ECA Coordinator - अतिरिक्त क्रियाकलाप संयोजक)

- ☐ Examination Coordinator - परीक्षा संयोजक)
- ☐ Coordinator -तालिम संयोजक)
- ☐ Academic Director १शैक्षिक निर्देशक)
- ☐ Vice/Assistant Principal - उप /सहायक प्रधानाध्यापक)
- ☐ Other (Please specify if different from the ones mentioned above): -----
अन्य (माथि उल्लेख गरे भन्दा फरक भएमा.....)

Section 4: School Characteristics -खण्ड :४ : विद्यालयका विशेषताहरु)

1. What is the grading of your school as determined by Gaindakot Municipality?

(तपाईंको विद्यालय गैँडाकोट नगरपालिकाद्वारा निर्धारित कुन ग्रेडमा पर्दछ ?)

- ☐ Grade A (क वर्ग)
- ☐ Grade B -ख वर्ग)
- ☐ Grade C -ग वर्ग)

2. What type of school is yours? (तपाईंको विद्यालय कस्तो प्रकारको हो ?)

- ☐ Basic Level (ECD to Class 5० (आधारभूत तह सञ्चालित (पूर्व प्रा.वि. - कक्षा ५)
- ☐ Basic Level (ECD to Class 8) -आधारभूत तह सञ्चालित (पूर्व प्रा.वि. - कक्षा ८)
- ☐ Secondary School (ECD to Class 10) -माध्यमिक तह सञ्चालित (पूर्व प्रा.वि. - कक्षा १०)
- ☐ Secondary School (ECD to Class 12) -माध्यमिक तह सञ्चालित (पूर्व प्रा.वि. - कक्षा १२)

Closing -;मापन)

Thank you for your participation!

-तपाईंको सहभागिताको लागि हार्दिक धन्यावाद !

Annex 3: Cronbach's Alpha result

Item-Total Statistics	
Item	Cronbach's Alpha
I have opportunities to participate in the school planning meetings	0.836
I am actively involved in discussions related to school planning	0.835
I am encouraged to express my opinion and suggestions during planning meetings	0.840
My input is not considered in deciding school planning	0.842
I get opportunities to collaborate with colleagues in pedagogical approaches	0.838
I am actively involved in discussions about teaching pedagogy in my school	0.834
I am allowed to choose the methods and strategies of teaching in my classroom	0.837
My input is valued in determining teaching methods and strategies	0.830
The school administration does not provide opportunities for my input on school regulations	0.842
I am regularly consulted when new school rules are developed	0.842
I am encouraged to involve in school policy making	0.838
My opinions are valued during creation of school directives	0.833
I have a chance to contribute to decisions about student attendance policies	0.836
I am regularly consulted on forming student discipline	0.839
The school administration encourages my involvement in formulating student discipline policies	0.835
My input is valued during discussions about student conduct policies	0.834
I have opportunities to collaborate with colleagues to decide our classroom management strategies	0.834
I have an autonomy in setting classroom rules in my period	0.840
I am encouraged to participate in forming classroom management strategies	0.836

My input is valued in deciding classroom management policies	0.836
The length of class period is determined by asking us/me	0.833
My opinion is not taken when developing the school timetable	0.849
The school administration encourages my involvement in setting the school timetable	0.832
My input is valued while preparing class routine	0.831
Being in the teaching profession is important to my image	0.839
I find my job as a teacher to be personally fulfilling	0.836
I love this job because I have passion for students' success	0.835
I enjoy teaching because there are ongoing trainings and growth opportunities	0.836
I feel like part of the family at my school	0.835
I am not proud to be a teacher at this school	0.848
I feel emotionally attached to the students in this school	0.839
As my contributions are recognized I feel valued in this school	0.834
I do not want to leave teaching because it will be difficult to find good job in other fields	0.832
As I have good experience in teaching, I cannot think of leaving the profession	0.834
I strongly recommend teaching as a career to others	0.837
Teaching profession is my passion because I feel happy to be in the teachers' circle	0.834
I will not get enough salary and other financial benefits if I leave this school	0.843
It is very difficult for me to leave the job at this school	0.839
If I leave this school my family expenses will be affected	0.839
I feel I get enough support from my school administration compared to other schools	0.835
I feel it is my responsibility to continue this noble teaching profession	0.837

I feel a moral obligation to remain in teaching profession	0.835
It is my responsibility to serve the nation by contributing in production of responsible citizens	0.837
I feel that teaching is a vocation that requires dedication	0.837
I believe that continued teaching at this school is the right thing to do	0.835
I think I have a duty to my students to remain in this school	0.832
If I leave this school, there will be a skill hole	0.832
As this school has provided me a learning platform, I should not leave the job from this school	0.833

Component wise Cronbach's Alpha

Component	Cronbach's Alpha
Involvement in decision making	0.830
Commitment	0.714

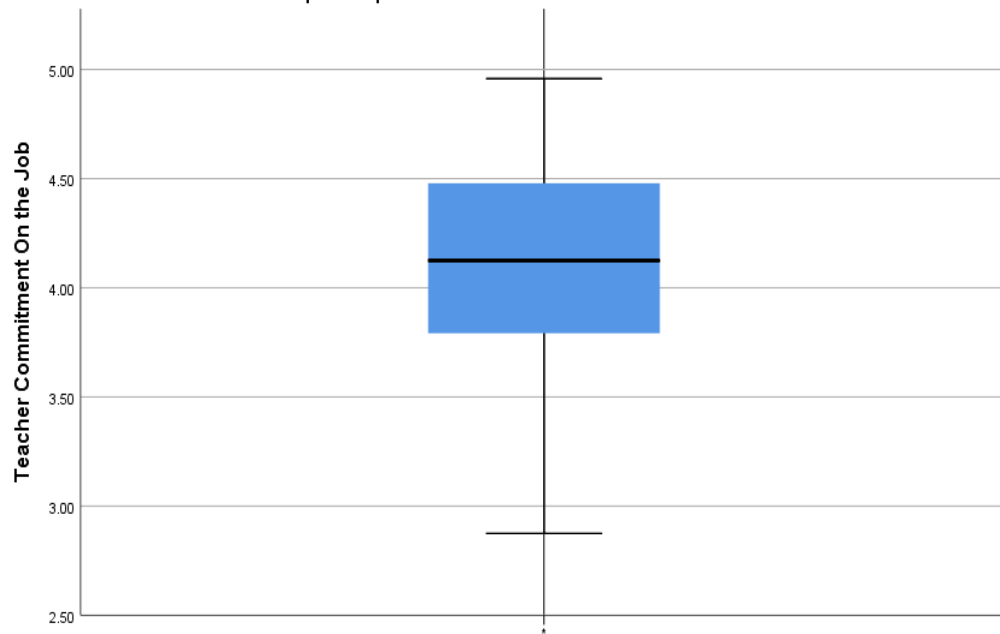
Annex 4: Sample Selection Table

Level	Schools																				% of Strata	Data Obtained	Reqd No	No in Analysis
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19					
Pre-Primary (Play Group -KG)	6	5	7	10	5	8	8	3	2	2											20%	56	53	50
	7	5	7	12	6	8	10	3	2	3	4	8	7	9	6	8	10	3	5	123				
Lower Basic (Class 1-5)	6		5	24	5			4		4	4	11		18		7					33%	88	85	82
	6	5	6	28	6	14	17	5	7	4	5	12	8	20	8	8	23	7	7	196				
Higher Basic (Class 6-8)	6	6		15	4		9			4			8				12				24%	64	64	60
	6	6	8	15	4	14	15			4	3	13	8	15	9	7	13		5	145				
Secondary (Class 9-10)	5	4		11	4		8					10			7						18%	49	49	42
	5	5	7	10	5	11	7				3	12	5	13	7	7	8		5	110				
Upper Secondary (Class 11-12)				4	2	3								5							5%	14	13	11
				5	4	5	6							5			5			30				
	24	21	28	70	25	52	55	8	9	11	15	45	28	62	30	30	59	10	22	604	100%	271	264	245

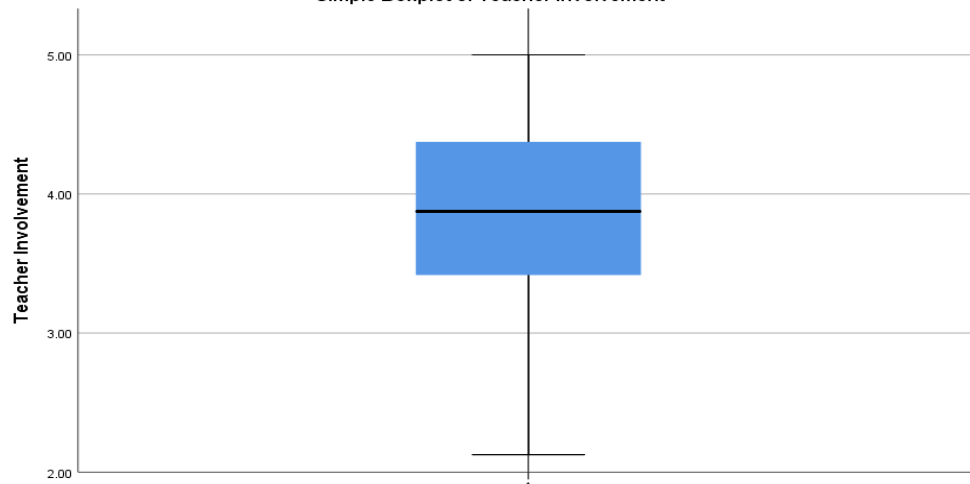
Index of Schools List		Colour Index	
No	School Name		
1	Small Heart Academy		Total number of teachers
2	Suryodaya Bidhya Mandir		
3	Amar English School		Selected number of teachers
4	Gaindakot English School		
5	Shining Secondary English Boarding School		
6	Gaindakot Namuna Secondary English Boarding School		
7	Vijaya Samudayik Shiskha Sadan		
8	SS Niketan		
9	Trimurti Vidhya Mandir		
10	Evergreen Academy		
11	Gyankunja Secondary English Boarding School		
12	Balbikash Secondary English Boarding School		
13	Continental English secodary Boarding School		
14	Saraswati Niketan Secondary English Boarding School		
15	Unique Secondary English Boarding School		
16	Mukundasen English Boarding School		
17	Oxford Secondary School		
18	Saraswati Baal Shiksha Sadan		
19	Kids Home Academy		

Annex 5: Visual Graphs for Normality

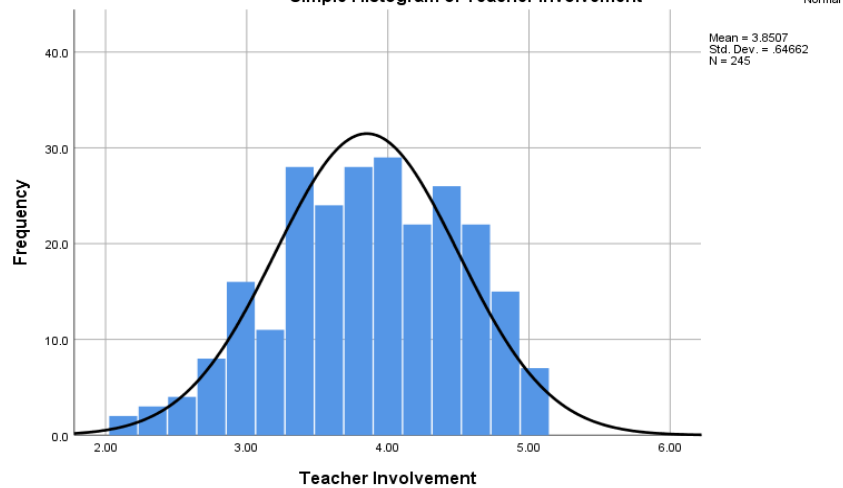
Simple Boxplot of Teacher Commitment On the Job

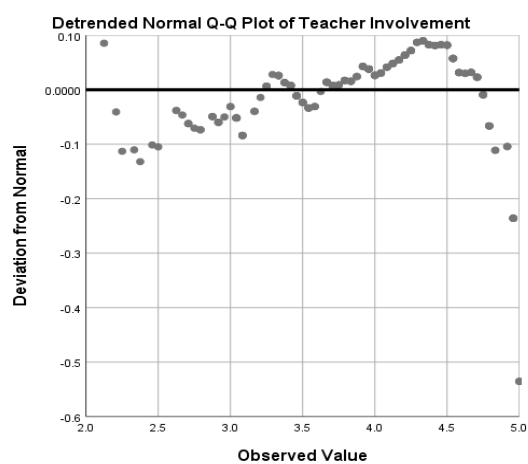
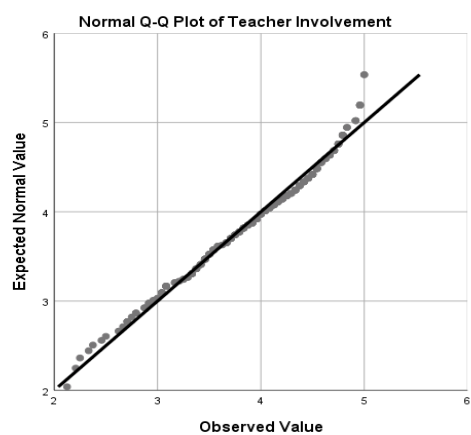
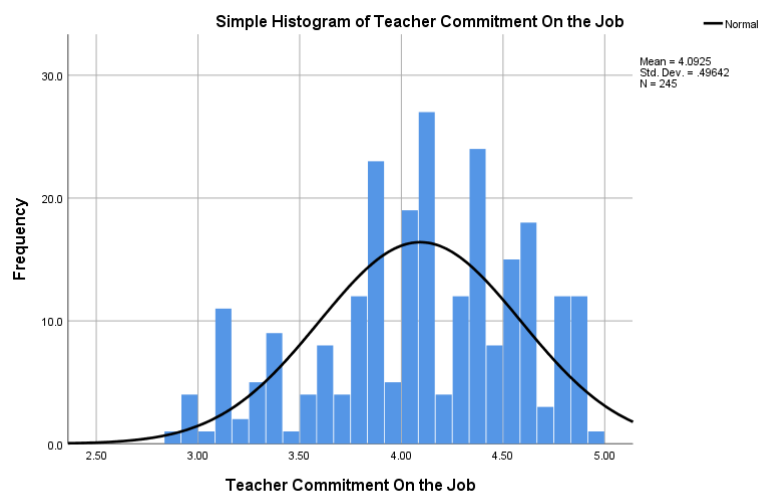


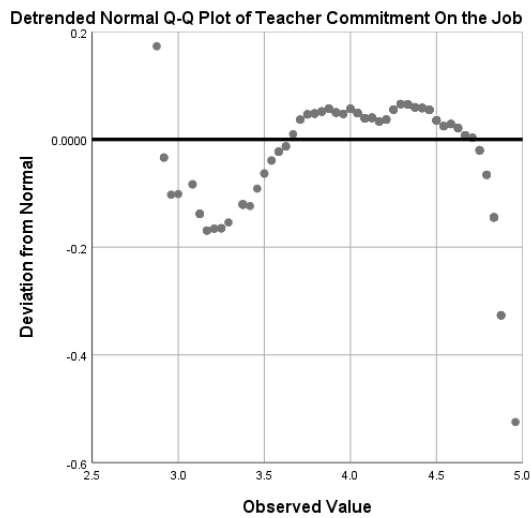
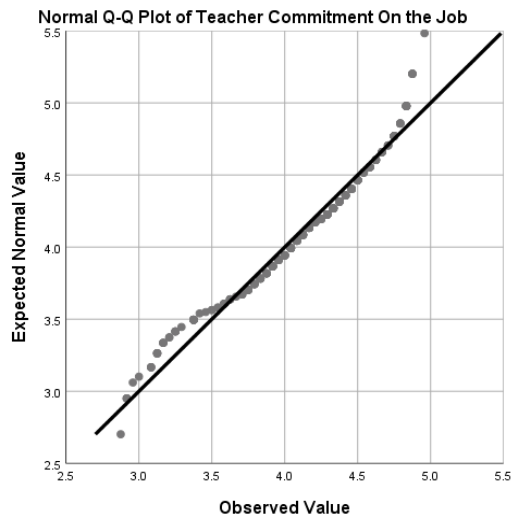
Simple Boxplot of Teacher Involvement



Simple Histogram of Teacher Involvement







Annex 6: Normality Test Results

Skewness and Kurtosis of Teacher Involvement (TI) with dimensions

Variables	Skewness Statistic	Std. Error	Kurtosis Statistic	Std. Error
Involvement in Planning	-.440	.156	-.422	.310
Involvement in Pedagogy	-.796	.156	.343	.310
Involvement in Academics	-.511	.156	-.180	.310
Involvement in School Directives, Rules and Regulations	.053	.156	-.992	.310

Involvement in Student Discipline, Conduct and Attendance	-.166	.156	-.662	.310
Involvement in Policy	-.043	.156	-.916	.310
Involvement in Classroom Management	-.332	.156	-.627	.310
Involvement in Time table and Period Length	.406	.156	-.962	.310
Involvement in Administration	.145	.156	-.629	.310
Teacher Involvement Composite	-.129	.156	-.927	.310

Kolmogorov-Smirnov and Shapiro-Wilk Test on Teacher involvement and their job commitment

Variables	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Overall, Teacher Involvement	.079	245	.001	.971	245	.000
Academics	.104	245	.000	.969	245	.000
Policy	.093	245	.000	.974	245	.000
Administration	.109	245	.000	.974	245	.000
Overall Commitment on the job	.082	245	.000	.970	245	.000
Affective Commitment	.140	245	.000	.954	245	.000
Continuance Commitment	.065	245	.014	.983	245	.005
Normative Commitment	.103	245	.000	.979	245	.001

a. Lilliefors Significance Correction

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Teacher	Based on Mean	1.435	33	208	.069
Involvement	Based on Median	.999	33	208	.476
Composite	Based on Median and with adjusted df	.999	33	152.557	.479

	Based on trimmed mean	1.404	33	208	.082
Composite of	Based on Mean	2.076	34	206	.001
Commitment	Based on Median	1.401	34	206	.081
	Based on Median and with adjusted df	1.401	34	143.047	.090
	Based on trimmed mean	2.044	34	206	.001