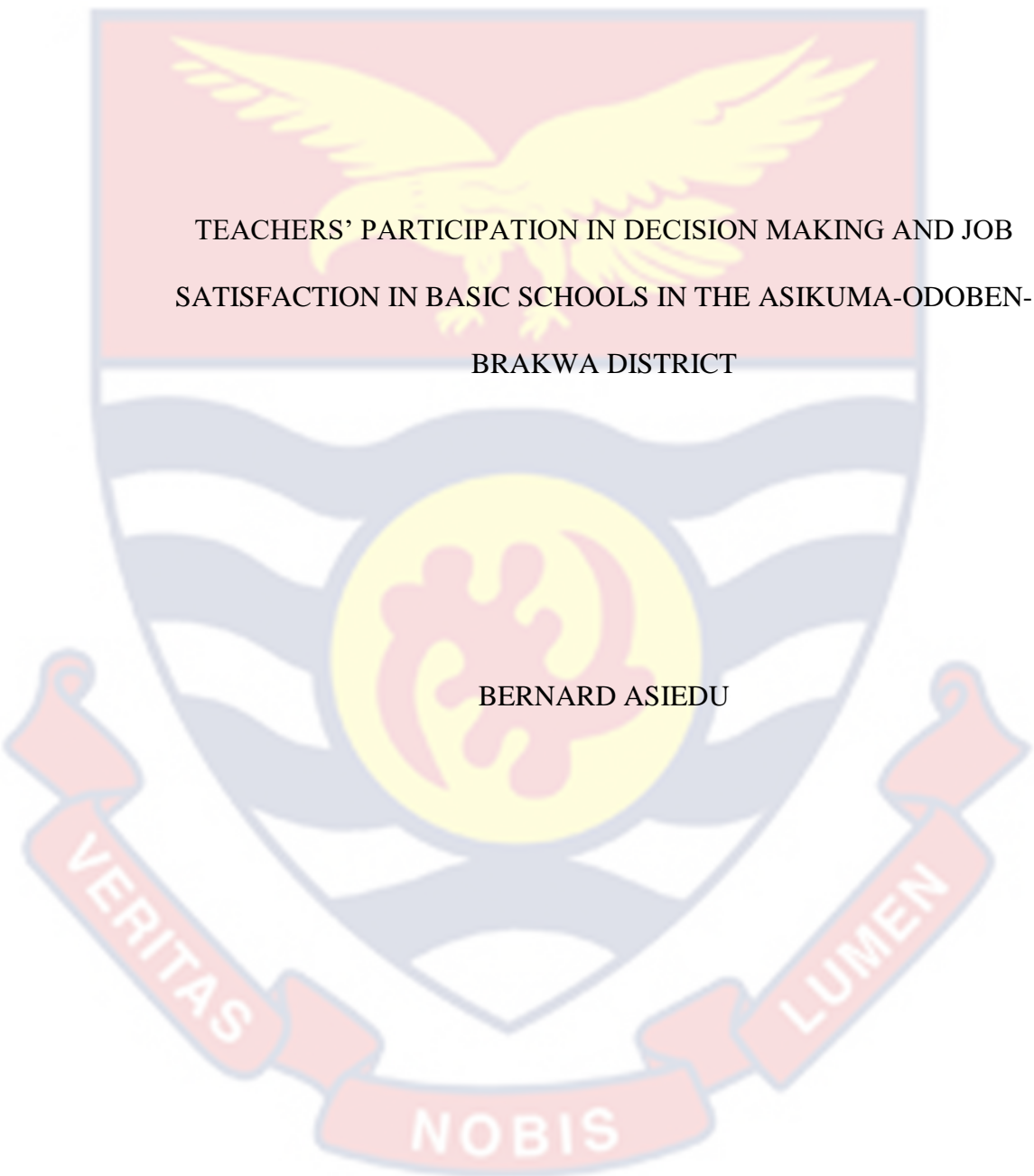


UNIVERSITY OF CAPE COAST



TEACHERS' PARTICIPATION IN DECISION MAKING AND JOB
SATISFACTION IN BASIC SCHOOLS IN THE ASIKUMA-ODOBEN-
BRAKWA DISTRICT

BERNARD ASIEDU

2023

UNIVERSITY OF CAPE COAST

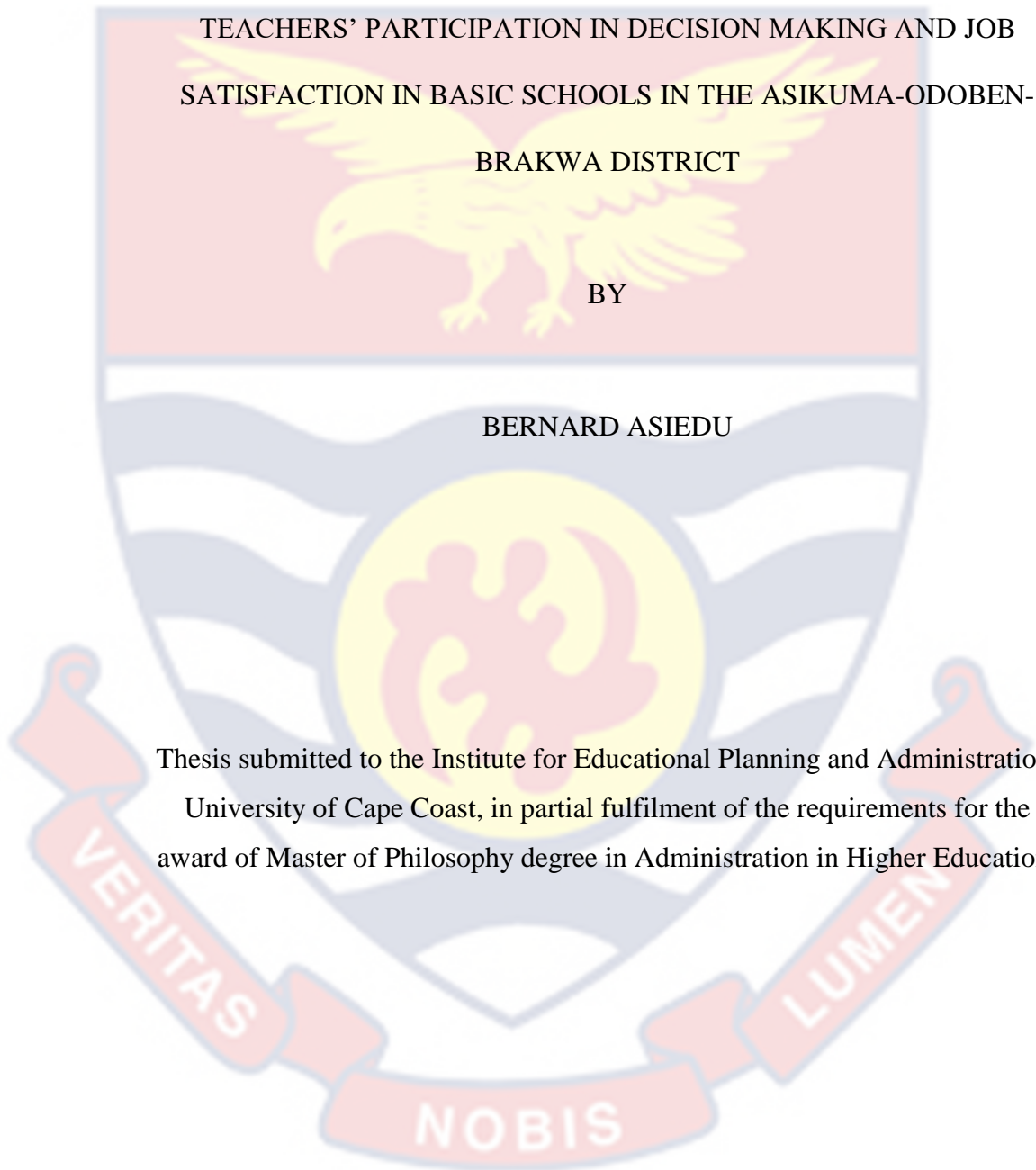
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BRAKWA DISTRICT

BY

BERNARD ASIEDU

Thesis submitted to the Institute for Educational Planning and Administration,
University of Cape Coast, in partial fulfilment of the requirements for the
award of Master of Philosophy degree in Administration in Higher Education.



MAY, 2023

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: Date:

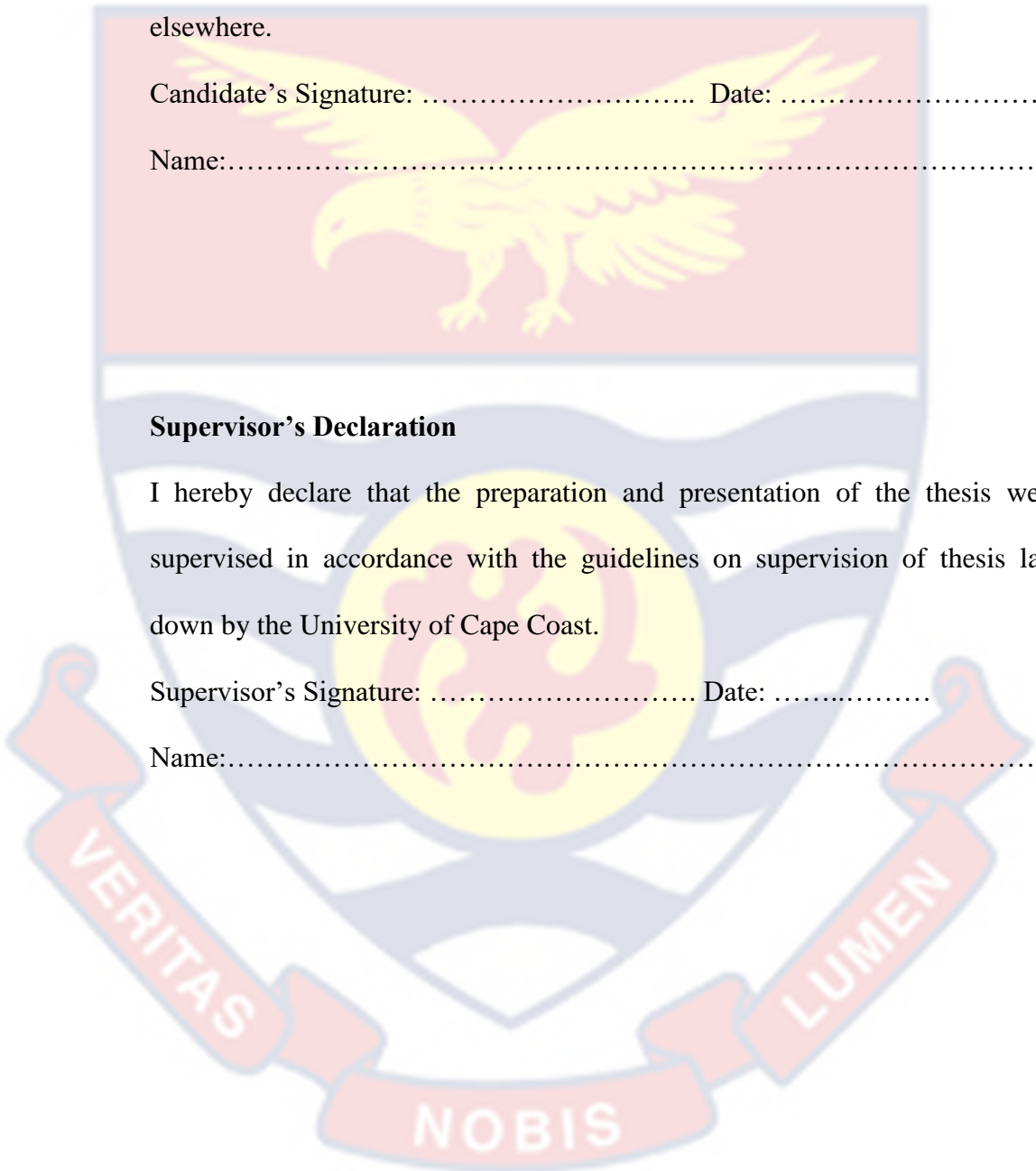
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Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

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ABSTRACT

This study examined teachers' participation in decision making and job satisfaction in basic schools in the Asikuma-Odoben-Brakwa District. The cross-sectional descriptive survey design was adopted for the study. Through the use of multi-stage (cluster and proportionate) technique and the simple random sampling procedures, 260 teachers were involved in the study. Questionnaire was used to gather the requisite data for the study. Data were analysed through the computation of descriptive and inferential statistics such as frequencies, percentages, mean of means distributions and multiple regression. The study established that to a moderate extent, teachers were involved in decisions pertaining to: the management of curriculum and instruction, management of physical and material resources, management of students' and teachers' activities, and management of school community partnership. Also, the majority of the teachers were fairly satisfied with their participation in school based decisions. Again, there was a moderate, positive correlation between teachers' involvement in school-based decision making and their job satisfaction. The study recommended that, the Ministry of Education (MoE), the Ghana Education Service (GES), and headteachers should highly involve teachers in decisions regarding advice on acquisition of text books for the new syllabus, and the registration of students for national exams (BECE) online.

ACKNOWLEDGEMENTS

I wish to express my profound gratitude to my supervisor, Dr. Vera Rosemary Ankoma-Sey, for her guidance and support throughout the conduct of this work. I must say that this work wouldn't have been completed without my supervisor.



DEDICATION

To my wife, Mrs. Mavis Asiedu; and my children, Freeman Kofi Asiedu, and

Mirabel Abena Asiedu



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CHAPTER ONE

INTRODUCTION

Teachers play a vital role in any meaningful educational enterprise, therefore, the issue of job satisfaction among them must be a number one priority for consideration in determining factors contributing to pupil performance. The desire to find out the true picture of the job satisfaction level of teachers in basic schools in Ghana and to have an in-depth exploration of the factors contributing to the observed level of satisfaction provided an impetus for study. Since teachers play a vital role in any meaningful educational enterprise, the issue of job satisfaction among them must be a number one priority for consideration in determining factors contributing to pupil performance. Thus, there is the need to ensure that teachers are encouraged to involve themselves in decision making so as to boost their morale. This study sought to examine the level of teachers' participation in school-based decision making and job satisfaction in basic schools in the Asikuma-Odoben-Brakwa district in the Central Region of Ghana. This chapter considers the background to the study, statement of problem, the purpose of the study, objectives, research questions, research hypothesis, the significance of the study, delimitations, limitations of the study, and organisation of the study.

Background to the Study

Job satisfaction is a general expression of workers' positive attitudes built up towards their jobs. Workers maintain an attitude toward their jobs as a result of the diverse features of their job, the social status that they have gained about their jobs, and their experiences in their job environment (Gibson

& Ivancevich, 2005). Blum and Naylor (2016) explain that job satisfaction refers to a general attitude of the workers constituted by their approach towards wages, working conditions, control, promotion related to the job, social relations in the work, recognition of talents, and similar variables, personal characteristics and group relations apart from the work life. Furthermore, job satisfaction as opined by Mullins (2002) as cited in Boachie-Mensah (2006) is a complex and multifaceted concept, which can mean different things to different people. Job satisfaction is usually linked with motivation but the nature of this relationship is not clear.

Teachers' satisfaction has been viewed as an outstanding factor that contributes to employee performance (Matoke, Okibo & Nyamongo, 2015). A study by Mazandarani and Abedini (2015) revealed a positive relationship between participation in the management of school change and teachers' satisfaction. They argued that participation in school management change boosted teachers' satisfaction and helped them to identify with their institutions because they felt recognized. Muindi (2011) defined teachers' participation as direct engagement in consultations and resolutions relating to their immediate work. Other studies show that teachers' participation in the management of change was not only a motivation strategy but also a community agenda (Sarafidou&Chatziioannidis, 2013; Gardinier, 2012; Ali, 2011). Several scholars (Beardwell & Claydon, 2007; Mualuko, Mukasa, & Achola, 2009; Mohammed, 2011) argued that school principals needed to focus on making use of teachers' suggestions as well as ensuring their satisfaction. These scholars(Beardwell & Claydon, 2007; Mualuko, Mukasa,

& Achola, 2009; Mohammed, 2011) stated that most of the decisions in schools were made by management authorities without teachers' involvement.

According to Millet (2010), Akinfolarin (2015), and Mazandarani and Mahnoosh (2015), teachers' participation in the management of curriculum and instruction, physical and material resources, students and teachers, and school community partnership led to productivity, innovation, minimal absenteeism, commitment, and quality work. Millet (2010) states that lack of teachers satisfaction led to lack of commitment and motivation among teachers. In Australia, Mulford (2010) argued that teachers' participation in the management of students' and teachers' activities had a direct relationship with motivation, satisfaction, authority, autonomy, and commitment to duty. However, in Singapore, Squire (2007) established a negative relationship between teachers' participation in the management of students and staff activities and satisfaction.

Curriculum change implemented internationally was politically initiated with little participation of teachers (Fullan, 2007). Nations of Latin America were not exempted from worldwide calls for education change through teachers' participation (Bradley, Janet & Valerie, 2013). They argued that in Mexico, Reforma de la Educacion Secundaria (RES) (Education reforms in secondary schools) investigated the level of teachers' participation in managing curriculum and instruction. The findings revealed that despite efforts to provide transparency and opportunities for participation in curriculum and instruction, most secondary teachers only participated in the implementation phase. According to Millet (2010), teachers were not motivated to fully participate in the management of school change.

In South Africa, Swanepoel (2009) revealed that teachers' participation in the management of change relating to teachers' activities comprised of facilitating and coordinating staff recruitment, selection, induction, and orientation and advising on specific departmental needs. He added that teachers' participation in managing students' activities involved organizing curriculum activities, discipline, student leadership, guidance and counseling, and extracurricular activities. In a comparative study of educational institutions across the continents, Swanepoel and Booyse (2006) established that effective outcomes of change occurred when teachers participated at the highest level in the management of students of student's disciplinary activities. Swanepoel (2009) stated that teachers' participation in the management of school finances comprised preparing and revising the school budget, taking control measures, and coordinating school development projects. However, Swanepoel and Booyse (2006) observed that most teachers were not motivated in the teaching profession. Similarly, De Klerk Foundation (2012) reported a lack of teachers' satisfaction as the cause of South Africa's problems as manifested in forms of unemployment, poverty, and inequality. Teachers' participation fought centralized systems and had been associated with school decentralization (Cheng, 2008).

Further, in Nigeria Duze (2011) revealed a constructive association between teachers' participation and communication, sanitation, adequate teaching and learning resources, and teachers' satisfaction. Further, Duze (2011) asserts that teachers' participation in the management of students' and teachers' activities was not only of utmost importance in receiving, considering, and executing change but also in quality decisions. Specifically,

Ikediegwu (2007); Ofojebe and Ezugoh (2010) observed that truancy, vandalism, burning of schools, strikes, and destruction of property was as a product of teachers' contribution to the management of students' and teachers' activities. Further, Omobude and Igbudu (2012) argued that policy makers spend a lot of time and money on consultations concerning school change, yet teachers were capable of providing the same information. Several researchers (Bennel & Akyeampong, 2007; Ndu & Anogbov, 2007) observed that lack of teachers' participation in students' and teachers' activities led to absenteeism, poor time management, poor pedagogical practices and engagement in income-generating activities due to poor management styles.

In Zimbabwe, Wadesango (2013) identified the following indicators of lack of satisfaction; poor attendance, poor time management, absenteeism, the occurrence of hold-ups because of not meeting deadlines, lack of professional skills, and negative attitude to work. Further, in Zimbabwe, debates on control of activities at the central level and transfer of authority to the low level led to change agendas to increase participation (World Bank, 2007). Wadesango (2013) revealed that teachers with low satisfaction tended to spend most of their time working out modalities on how best to secure satisfying engagement. In Tanzania, Kitila (2012) found that teachers' loyalty to the teaching career was shockingly low with the majority of them indicating that they were compelled to teach because it was easy to get the job. After all, they did not meet the basic requirement for other professions.

Ghana as a country has evolved from several educational reforms from 1987 to the present day. The main issues addressed in these reforms have been a reduction in the number of years spent in pre-tertiary education from 17 years

to 12 years of schooling, increase access to basic education, improving the quality of teaching and learning, and most significantly the introduction of Free Compulsory Universal Basic Education (fCUBE) (Mensah & Dampson, 2013). The fCUBE programme was meant to ensure that all school-going-age children receive free and compulsory quality basic education by 2005. The new educational reforms in Ghana also created the momentum for introducing the School Management Committee (SMC) and the Parent Teacher Association (PTA) to enhance stakeholders' and communities' sense of ownership and participation in all school decision-making. To deliver the objectives of the fCUBE, the Government of Ghana adopted the Whole School Development (WSD) programme that was designed and managed by the Ministry of Education (MoE) with its funding from the United Kingdom (UK) Department for International Development (DfID) (Mensah & Dampson, 2013). The WSD programme was viewed as a strategy to counter the paralysis that has come as a result of the centralisation of decision-making in basic education by devolving control of education to the metropolis, municipalities, districts, schools, and the local communities. There is no doubt that as per the fCUBE objective 3, stakeholders (teachers and parents) and community participation in decision-making (PDM) have become one of the key issues on Ghana's education development agenda. Over the years, in pursuit of improving the standards of education, successive Governments of Ghana have made various efforts with the view to ensuring that education rendered to Ghanaians meets both social and economic expectations and individual aspirations. However, challenges such as lack of teacher participation, motivation, leadership styles, conflicts,

and logistics had made it impossible to achieve such expectations (MoE, 2010; Dampson, 2010; Oduro, 2009; Mensah & Dampson, 2013).

The foregoing discussion shows that teachers' participation in the management of curriculum and instructional management, physical and material resources, students' and teachers' activities, community partnerships, and finances were an avenue to enhance teachers' satisfaction. However, several scholars (Wadesango, 2013; Mazandarani & Abedini, 2015; Mualuko, Mukasa & Achola, 2009; Momanyi, 2015; Ileri, 2015) report little or no participation of teachers in the management of curriculum and instruction, physical and material resources, students' and teachers' activities, school-community partnership and financial resources in Kiambu, Machakos, and Kajiado secondary schools. The paucity of such literature and teachers' outcries on how they are neglected by the school management in decision-making forms the basis of this study.

Statement of the Problem

Teacher participation in decision-making is believed to be an indispensable asset to school principals. However, Dampson (2010) explains that decisions are tailor-made and fed to teachers to implement in most of Ghanaian basic schools. Dampson further argues that the 'fear factor' of being transferred to a rural school, demoted, suspended, or not being promoted made teachers not to question authority. This situation de-motivates teachers which affects their satisfaction and teaching, thus affecting the improvement of the school and the academic performance of the students. On the other hand, Manu (2016) conducted a study and realized that teachers were satisfied with their involvement in school-based decisions regarding school policy, rules, and

regulation; curriculum materials needed for teaching and learning; as well as decisions concerning co-curricular activities in the school. But teachers expressed dissatisfaction concerning not being involved in decisions regarding admission policy, school discipline as well as financial matters.

It is a common feature in most Ghanaian basic schools where the head teacher makes decisions without involving his/her staff for fear of exposing or losing his/her position and respect as a head teacher (Dampson, 2010). Perhaps, this common feature has emerged as a result of how basic school head teachers are selected and appointed to lead and manage schools through long services, past experiences and without adequate formal training in school administration, management, and leadership which according to Bush and Oduro (2016) and Afful-Broni and Dampson (2010) affect them in their day-to-day management of schools.

From the researcher's own experience as a teacher in the Asikuma-Odoben-Brakwa district in the Central Region of Ghana, the researcher realised that decision-making in the school was a one-way pattern, thus, the head teachers take decisions and their followers abide by them. This rigid pattern of school-based decision-making did not make room for open discussions, friendliness, and voluntary support from all the members of both the teaching and the non-teaching staff. This made teachers feel disheartened and unconcerned about rules instituted in the school and this also put unnecessary pressure on the head teacher for not involving teachers in decision making. This presented a significant challenge to the researcher to conduct this study to ascertain the situation in other basic schools in the district by examining the effect of teachers' participation in school-based

decision making and job satisfaction in basic schools in the Asikuma-Odoben-Brakwa district in the Central Region of Ghana.

Different researchers around the world identified controversial results on the implementation and effect of teachers' participation in basic school decision-making processes. For instance, Mokoena (2011) conducted research among South African basic schools and found that teachers were dissatisfied because principals hindered the proper implementation of participatory decision making. Olorunsola and Olayemi (2011) examined teachers' involvement in the decision-making process in basic schools in Nigeria. In this descriptive study, it was found that basic school teachers were not significantly involved in decision making processes. In Ghana, Manu (2016) conducted a study and realized that teachers were satisfied with their involvement in school-based decisions regarding school policy, rules, and regulation; curriculum materials needed for teaching and learning; as well as decisions concerning co-curricular activities in the school. But, teachers expressed dissatisfaction concerning not being involved in decisions regarding admission policy, school discipline as well as financial matters. Again, Kpebu (2011) conducted a study on the effects of participatory decision-making on teachers of Bole Senior High School. It is evident that, although literature abounds on the subject of teacher involvement in school-based decision-making, most of the studies that have been conducted in Ghana focused on Senior High Schools, and those that focused on basic schools were conducted outside Ghana. This has created a literature gap and hence, presented a significant challenge to the researcher to conduct this study and examine the level of teachers' participation in school-based decision making and job

satisfaction in basic schools in the Asikuma-Odoben-Brakwa district in the Central Region of Ghana to bridge the literature gap.

Purpose of the Study

The general objective of the study was to examine the level of teachers' participation in school-based decision making and job satisfaction in basic schools in the Asikuma-Odoben-Brakwa district in the Central Region of Ghana. Specifically, the study sought to:

1. examine teachers' level of participation in the management of curriculum and instruction.
2. assess teachers' level of participation in the management of physical and material resources.
3. find out teachers' level of participation in the management of students' and teachers' activities.
4. examine teachers' level of participation in the management of school community partnership.
5. assess teachers' level of satisfaction regarding their participation in school-based decision making.
6. examine the relationship between teachers' involvement in school-based decision making and their job satisfaction in basic schools.

Research Questions

The study was guided by the following research questions:

1. What is the level of teachers' participation in the management of curriculum and instruction in basic schools in the Asikuma-Odoben-Brakwa district?

2. What is the level of teachers' participation in the management of physical and material resources in basic schools in the Asikuma-Odoben-Brakwa district?
3. What is the level of teachers' participation in the management of students' and teachers' activities in basic schools in the Asikuma-Odoben-Brakwa district?
4. What is the level of teachers' participation in the management of school community partnership in basic schools in the Asikuma-Odoben-Brakwa district?
5. What is the level of satisfaction among teachers regarding their participation in school-based decision making in basic schools in the Asikuma-Odoben-Brakwa district?

Research Hypothesis

1. H_0 : There is no statistically significant relationship between teachers' involvement in school-based decision making and their job satisfaction in basic schools.

Significance of the Study

To begin with, the findings of the study would make head teachers of basic schools in the district embrace the participatory school-based decision-making process in the schools as an effective tool for managing the schools. Headteachers would also be saved from the stress of having to take decisions alone as well as the ill-attitude they encounter from teachers for lack of involvement in school-based decisions. To pupils, they would benefit from the study because teacher involvement in school-based decisions will reduce

conflict and this will promote a serene learning environment that enhances learning among pupils.

The study also provides help for the Ministry of Education concerning how headteachers can involve teachers in school-based decision-making. It also adds to the knowledge base on the decision-making process in educational administration in the district. Finally, to future researchers, the study would contribute to the literature by adding up to the already existing literature on teacher involvement in school-based decisions in Ghana.

Delimitations

Geographically, the study was conducted in public basic schools in the Asikuma-Odoben-Brakwa district in the Central Region of Ghana. The study sought to find out teachers' participation in school-based decision making and its effect on their job satisfaction. It focused on finding out the teachers' level of participation in the management of curriculum and instruction; teachers' level of participation in the management of physical and material resources; teachers' level of participation in the management of students' and teachers' activities; teachers' level of participation in the management of school community partnership; teachers' level of satisfaction regarding their participation in school-based decision making; the relationship between teachers' involvement in decision-making and their job satisfaction.

Limitations

In every endeavour there are bound to be some imposed restrictions that are inevitable and must be managed. Certain pieces of vital information were not relayed to the researcher due to the critical nature of such information. For example, some teachers were reluctant to divulge information

to the researcher due to fear of losing their jobs. Again, since the research relied mainly on the questionnaire, some challenges emanated from this source. Some of these challenges were the use of the questionnaire which does not make the researcher understand issues concerning emotions, satisfaction, and feelings. Again, the use of the questionnaire did not give room for the researcher to probe further issues that were raised by respondents to get in-depth information about a phenomenon as compared with using interview guides.

Organisation of the Study

The study comprised five chapters. Chapter One outlines the background, statement of the problem, objectives, research questions, significance of the study, delimitations of the study, limitations of the study, and the organization of the study. Chapter Two focuses on the literature review. Chapter Three outlines the methodological tools that will be employed in gathering the data for the study. Chapter Four contains the results of and discussion, while Chapter Five comprises the summarized findings, conclusions, and recommendations.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The literature review covered three areas: theoretical, conceptual, and empirical reviews. Theoretically, Lewin's Change Management Model (1951) and Herzberg's Motivation Hygiene Theory (Herzberg, Mouser & Snyderam(1959) constituted the theoretical bases for the study. Conceptually, the concept of decision making, the nature of decision making, types of decision making, nature of job satisfaction, and the influence of teachers' participation in decision making on their job performance. The chapter ends with the presentation of some specific empirical studies about the relationship between teacher participation in school-based decision making and job satisfaction and finally provides a summary of the reviews.

Theoretical Review

The Change Management Model by Kurt Lewin provides the theoretical basis for this study. A discussion of the theory and how it is related to this study is presented in the subsequent paragraphs below.

Kurt Lewin's Change Management Model (1951)

This study was guided by Kurt Lewin's change management model (1951) as cited in Stephen, Todd, and Kenneth(2015). This study was guided by a 3-step process (Unfreeze-Change-Freeze) which provides a new approach to change. It gave change agents a framework to implement change efforts. Unfreeze was the diagnostic stage which involves identifying the status quo and breaking through before building up new ways of operation. Unfreezing was dissatisfaction with the present existing practices. Moving to

the new state required identifying the resisting and the driving forces thus reducing the impediments while enhancing driving forces. Using the analogy of a building one examined the preparedness of change, and the existing foundations as they might not support add-ons otherwise the building could collapse. However, the transition did not happen overnight as some took much longer time to recognize the benefits. Unfortunately, some individuals would be harmed by change, particularly those who benefited strongly from the status quo.

After the change has been put into operation, a process of refreezing (consolidation) became necessary. The signs of refreeze included a stable organization, consistent job descriptions, new roles, new organization structure, new work methods, and constructive amendments. The refreeze stage helped employees and organizations to institutionalize change. With a new sense of stability, they would be confident and comfortable with the new ways of working. Care would be taken to avoid getting caught up in a transition trap where nothing ever got done to full capacity. Lewin's theory has been criticized by several scholars (Dawson, 1994; Dent & Goldberg, 1999; Kanter et al., 1992) who argued that the theory was outdated, unfashionable, and simplistic. Others argued that Lewin's perspective to change was too mechanistic and therefore not suitable for open systems that were subject to unknown and unstable conditions (Dawson, 1994; Kanter et al., 1992).

Despite the criticism, some scholars supported the theory by advancing that the theory was more relevant to incremental models which were frequent occurrences in Australian local government (Dawson, 1994).

Lewin's contribution in describing individual and group conduct during the change undertakings was still relevant in the local government context (Burnes, 2004). The model was also considered to be more applicable to county schools that were based on conservative top-down management-driven approaches, with segmented, small units and slow change timelines. Therefore, Lewin's (1951) model was suitable for top-down management, which was similar to the change management perspective employed in city schools (Dawson, 1994; Kanter et al., 1992; Wilson, 1992).

For this study, the model was considered suitable because some schools in Ghana use top-down management styles. This was evidenced by Manu (2016) and Kpebu (2011) who observed that most school principals in Ghana often applied non-participatory management styles which had effects on teachers' participation in the management of school change and on their satisfaction. Consequently, school principals were enjoying a monopoly of managing schools while teachers felt demoralized at work.

Herzberg's Motivation Hygiene Theory

Herzberg's Motivation Hygiene Theory elaborates on the factors that caused satisfaction and dissatisfaction among workers (Herzberg, Mouser & Snyderamn, 1959). The theory was later used by, for example, Tan and Waheed (2011) to elaborate on factors that lead to the motivation and demotivation of workers. According to Herzberg, Mouser, and Snyderamn (1959) factors that produced satisfaction were very different from those leading to dissatisfaction. One concern could produce satisfaction but the absence of it would not necessarily produce dissatisfaction. They identified them as extrinsic and extrinsic factors. The intrinsic factors were the

motivators while the hygiene factors (extrinsic) were the organizational policies about appraisal, rules and regulations, working hours, schedules, remunerations, physical conditions, and security. The presence of these factors did not necessarily cause job satisfaction but their absence caused them to be dissatisfied. Whereas, motivators (intrinsic factors) made workers perform better. They also included achievement, recognition, work itself, responsibility, and growth or advancement. They were based on a person's viewpoint towards the organization and profession.

Conceptual Review

This section reviews the relevant concepts that are related to the study. These include: the concept of teachers' participation, the concept of decision making, the nature of decision making, types of decision making, nature of job satisfaction, and the influence of teachers' participation in decision making on their job performance.

Concept of Teachers' Participation

Teachers' participation in the management of school change is a crucial element of the educational system. According to Wadesago (2011), teachers' participation refers to their involvement in decision making relating to various aspects of school management. Muindi (2011) defines teachers' participation as the direct involvement of teachers in issues affecting their immediate work. According to Goksoy (2014) and Wadesango (2012) participation in decision making led to positive interpersonal communication, quality decisions and positive work environment which attracted and retain quality teachers. Further, Goksoy (2014) argued that participation in school change played a significant role in developing commitment and achievement

of organizational goals thereby decreasing resistance to change. According to Gardian and Rathore (2010), teachers' participation in decisions relating to school change was an important aspect in creating trust as well as the acquisition of new knowledge and skills.

Concept of Decision Making

Decision making is the study of identifying and choosing alternatives based on the values and preferences of the decision maker. Making a decision implies that there are choices to be considered, and in such a case we want not only to identify as many of these alternatives as possible but to choose the one that best fits our goals, objectives, desires, values, and so on (Harris,2010).

Decision making can be defined as choosing between alternatives (Moorhead & Griffin, 2004). It can be regarded as an outcome of mental processes (cognitive processes: memory, thinking, evaluation) leading to the selection of a course of action among several alternatives. Decision making involves mapping the likely consequences of decisions, working out the importance of individual factors, and choosing the best course of action to take. In the decision making process, the decision maker's actions are guided by a goal. Each of the several alternative courses of action is linked to various outcomes. Information is available on the alternatives, on the value of each outcome relative to the goal. The decision maker chooses an alternative based on his/her evaluation of the information (Moorhead & Griffin, 2004).

Decision making is a process that chooses a preferred option or a course of action from among a set of alternatives based on given criteria or strategies (Wang & Patel, 2004; Wilson, 2006). Decision making is one of the 37

fundamental cognitive processes modelled in the layered reference model of the brain (LRMB) (Wang, 2007).

The study of decision making is interested in multiple disciplines such as cognitive informatics, cognitive science, computer science, psychology, management science, decision science, economics, sociology, political science, and statistics (Berger, 2000; Edwards & Fasolo, 2001; Hastie, 2001; Wang & Patel, 2004; Wilson, 2006). Each of those disciplines has emphasized a special aspect of decision making. Decision making is one of the fundamental cognitive processes of human beings that is widely used in determining rational, heuristic, and intuitive selections in complex scientific, engineering, economic, and management situations, as well as in almost every procedure of daily life. Since decision making is a basic mental process, it occurs every few seconds in the thinking courses of the human mind consciously or subconsciously (Wang, 2007).

Kinds of School-based decisions Teachers can be involved in

Arnold and Feldman (as cited in Keung, 2008) proposed three levels of categorization of decision participation for teachers: the individual level, the group level, and the organizational level. The individual level includes issues closely relating to the individual teacher's performance within classrooms such as choice of teaching materials, teaching schedule, and student assessment. The group level includes issues relating to the functioning of groups such as subject panels and co-curricular activity groups. Included in the organizational level are issues that concern the whole school level matters such as school goals, school budget, admission policy, personnel management, and development planning (p. 152).

Many authors (Crockenberg & Clark, 2009; Dressel, 2001; Wilson, 2006) have tried to identify different areas of decision-making. Wilson (2006), for example, identifies policy development, personnel procedures, curriculum and instruction, budget development, physical facilities, school discipline, and other important concerns. He argues teachers can play a vital role in each of these areas if given the opportunity. For this study, the researcher identified six potential decisional areas in teachers to participate. The selection of these is made by taking the current school practices under the study into account. The areas identified include school planning; curriculum and instruction; school policies, rules, and regulations; school budget and income generation; students' affairs and school discipline; and school building.

School Planning

An effective planning process is an essential feature of every successful organization. In the case of schools, planning is one of the basic school activities that teachers should involve in and be concerned with during implementation. "Planning means building a mental bridge from where you are to where you want to be when you have achieved the objective before you" (Afaire, 2010, p.27). Teachers' participation in planning can increase the creativity and information available for planning. It can also increase the understanding acceptance, the commitment of people. "Participative planning activity includes in the planning process as many people as possible who will be affected by the resulting plans and/ or will be asked to help implement the plans" (Schermerhorn, 2006, p. 68). Morphet (2002) stated that the school organization plan lays the basis for the procedure by which principals work

with the staff to participate in planning, all staff would participate in the development of the plan. That is because no better method of achieving acceptance and understanding has been devised than the method of participation.

Decision-making and problem-solving are used in all management functions, although usually, considered a part of the planning phase. If planning is truly “deciding in advance what to do, how to do it, when to do it, and who is to do it,” then decision-making is an essential part of planning (Amos & Bernard, 2011). So the best method of increasing the involvement of teachers in school decision-making is by involving teachers in the formulation of the school’s plan. Besides, the school principals should facilitate the conditions in that teachers take part in the formulation of the school plan.

Curriculum and Instruction

Teachers should exercise their professional autonomy in curriculum and instructional decision-making which enhances the effectiveness of the learning and teaching process during implementation. Carl(2005) contends “... change cannot be successful if the teacher focuses on the classroom only” (p.223). The way for school professional to interact with each other is to participate in management decision at the building level that affects the school’s curriculum and instruction (Lammessa,2010). And teachers’ involvement in this area can be multifaceted including creating the curriculum or using externally prepared materials; teachers always act as “curriculum makers”. That is because curriculum development and implementation depend on teacher thinking and actions (Ben-peretz, 2004).

School Policies, Rules, and Regulations

In school organization policies, rules and regulations are usually set by school members. Because they are the ones who carried out the designed policy, rules, and regulations. Therefore school principals should take in to account while they designed all of these. Melaku (2011) states that rather, the school principal relies on a problem decision, of which there are three types; procedure, rules, or policies. A procedure is a series of interrelated sequential steps that a principal can use to respond to a structured problem. The only real difficulty is in identifying the problem. Once it's clear, so is the procedure. A rule is an explicit statement that tells a school principal what he/she can or cannot do. Rules are frequently used because they are simple to follow and ensure consistency.

A policy is a guideline for making a decision. In contrast, to rule, a policy establishes general parameters for a decision-maker rather than specifically stating what should or should not be done. The policy typically contains an ambiguous term that leaves interpretation up to the decision maker (p.17). Boonme (2001) pointed out that school decision policy represents the joint agreement of all personnel concerned to carry out the necessary tasks on continuous bases. The teachers have been found to increase their cooperation and lend mutual support (Boonme, 2001). This implies that to get acceptance; teachers should take part in decision making regarding school policy, rules and regulations.

School Budget and Income Generation

Teachers should participate in all areas of school finance because they are well placed in identifying what is lost or fulfilled regarding school

resources. Newcombe and McCormick (2001) noted that in some schools, teachers are required to attend many meetings, such as budget and financial planning group committees. They are encouraged to be involved in a wide variety of financial issues. In general, as noted by Newcombe and McCormick (2001) there are two areas of financial decisions (technical and operational financial decisions) in which teachers can directly be involved. Whereas technical financial decisions are concerned with the provision of resources for classroom teaching (e.g., preparing a subject department budget and allocating financial resources within a teaching area). Operational financial management decision issues are primarily concerned with the purchase and maintenance of plant and equipment unrelated to teaching and approving expenditures in the areas of golden and general maintenance. Involving teachers in these areas requires creating a conducive atmosphere by school principals.

School Building

The school building is another area of decision-making which teachers should take part. According to Prowler (2011) creating a successful high performance building in a school organization requires an interactive approach starting from the design process. It means all stakeholders-everyone involved in the planning, design use, construction, operation, and maintenance of the facility must fully understand the issue and concerns of all the parties and interact closely throughout all phases of the project.

Students Affair and School Discipline

The last area of decision-making for this study was school discipline. Schools were created to ensure the education of students. The effectiveness of which this particular process is going on the standard by which we judge the

quality of discipline and the relationship among the parties concerned (Kamat, 2008, p.17). This shows good discipline should be established and maintained in the school besides the availability of the necessary input for the achievement of school objectives.

Most students in secondary school are in the adolescent stage and are easily malleable. They can be affected by peers. As a result, they can show some disciplinary problems. Students that exhibit problems not only hinder themselves but negatively affect the learning of other students as well. Therefore, the behaviour must be addressed (Thomas, 2002). The same students show a disciplinary problem and that directs the leaning and learning Conditions of the school. Therefore, the disciplinary measure used should help to suppress, control, and redirect such misbehaviour i.e. behaviour that is aggressive, immoral, or disruptive (Charles, 2009). Thus, teachers can use several mechanisms to establish and maintain good discipline in the school. In the first place, teachers can establish good student behaviour in the schools by incorporating and providing support through guidance and counselling services and involving students in various co-curricular activities.

The other strategy that teachers use to establish good discipline is effective classroom management. With this, Charles (2009) puts it, "... with good classroom management, the curriculum flows smoothly with few problems, students enjoy the class, and the teacher feels successful and rewarded" (p. 153). Therefore, developing and maintaining good discipline in the school should be one of the primary functions of teachers. School principals and other none-teaching staff should involve teachers in any decision of school discipline.

Concept of Job Satisfaction

Job Satisfaction is a general expression of workers' positive attitudes built up towards their jobs. Workers maintain an attitude towards their jobs as a result of the diverse features of their job, social status that they have gained about their jobs, and experiences in their job environment. This attitude can be negative towards work. If the economic benefits, the social status, the job's specific characteristics, and the job expectations employees hoped, are appropriate for employee's desires, there is job satisfaction (Charles, 2009).

Positive attitudes of employees towards the whole business environment as a result of their experiences of work-environment are called job satisfaction. Besides, answering the individual needs of physiology and security, if a job also affects the person's feelings and values in positive ways, then it can be said that there is job satisfaction. As it is known, job satisfaction has been a subject of scientific research since the "Hawthorne" studies in the 20th century.

Job satisfaction is described as a pleasurable or positive emotional state as a result of the evaluation of the job or job experiences. Churchill, Ford, and Walker (2005) described the term "job satisfaction" for salesmen as a state relating to being satisfied with emotional devotion, and conferment (rewarding), all characteristic features constituting the job environment and the job itself. Nnadi (as cited in Attafuah, 2004), for instance, saw job satisfaction as the reaction, attitude, or perception of the individual to work. He posits that the worker holds two perceptions about job satisfaction. These include what the worker is and what the worker should be. Nnadi explained that the worker is satisfied if he or she believes that the job is what it should

be, but may become dissatisfied when he or she finds that the job is below his or her perception. He further asserted that job satisfaction comprises different sets of complex variables. These include economic rewards, social rewards, company policy, and administration, interpersonal relationships, working conditions, achievement, recognition, work itself, responsibility, and advancement. Rue and Byars (2001) also described job satisfaction as the individual's general attitude toward the job. In their view, job satisfaction can be affected by such factors as working conditions, pay, and benefits, the individual's conditions, his or her attitudes toward the organization, towards supervision, and toward the work itself, including his or her health and age. Therefore, they perceived job satisfaction as a general attitude that results from specific attitudes and factors; that is an individual's mindset about the job. Vroom (2007) also viewed job satisfaction as the reaction of the workers against the role they play in their work. Some researchers have argued that it is possible to capture the level of job satisfaction with one question. Others have also suggested that we can have a strong negative feeling about one aspect of our job (for example, pay) but feel positive about other facets of it (for example, colleagues). In addition, Gibson and Ivancevich (2005) asserted that job satisfaction is an individual's attitude toward their job. The attitude is influenced by certain factors peculiar to the work environment. These are the style of the supervisor, work procedures and policies, affiliation within the workgroup, condition of work, and fringe benefits. To Blum and Naylor (2016) job satisfaction refers to a general attitude of the workers constituted by their approach towards wages, working conditions, control, promotion related

to the job, social relations in the work, recognition of talents, and similar variables, personal characteristics and group relations apart from the work life.

Empirical Review

This section presents some specific empirical studies about the relationship between teacher participation in school-based decision making and job satisfaction. A discussion of the methodologies, findings, conclusions and recommendations of these studies are presented in the subsequent paragraphs below.

Teachers' Participation in the Management of Curriculum and Instruction

Motivation is an important factor that influences productivity and students' academic achievement (Matoke, Okibo, and Nyamongo, 2015; Somech, 2010). According to Bennell and Akyeampong (2007), there was a close relationship between teachers' participation in the management of curriculum and instruction and teachers' motivation. Other studies revealed the importance of teachers' participation in managing curriculum and instruction (World Bank, 2008; Handler, 2010; Cheng, 2008) and teachers' motivation (Pryor, Westbrook, 2012). A study by Okeke (2004) revealed that social-economic development in most countries was a reflection of the type of curriculum and teachers. This is because teachers' participation in the management of curriculum and instruction facilitated students' access to quality education as well as equality (Wadesango & Bayaga, 2013). Wadesango (2012) argued that teachers' participation in decision making was not only important to the achievement of educational goals but it also made teachers feel respected and empowered. Further, Lou (2007) states that lack of

motivation leads to burnout, pessimism, and lack of initiative when it comes to pedagogical practice. In addition, Handler (2010) revealed that the majority of teachers lacked the necessary pedagogical skills and motivation to successfully implement curricular activities.

Mavrou and Meletiou (2013) conducted a study on how to bridge the gap between participation in pedagogy by exploiting digital simulations. The sample comprised undergraduate students in the universities and high school teachers using the simulation method. The findings revealed that simulations had great potential in real learning contexts, learner-centred and inquiry-based pedagogical models in a safe environment. However, the study by Mavrou and Meletiou did not focus on the effects of teachers' participation in the management of curriculum and instruction on teachers' motivation which is the purpose of this study. In China, Selingo (2015) argued that most teachers lacked technological skills for ICT integration in teaching and learning. The traditional teacher exaggerated the theoretical and pedagogical knowledge due to lack of limited knowledge and skills in classrooms (Andreasen & Haciomeroglu, 2009; Oonk, 2009; Zhang, 2009).

Similarly, Valliamah, Khadijah, and Subramanian (2016) carried out a study on instructional leadership and teachers' commitment. The sample consisted of 111 participants using a quantitative approach. The reliability for the instrument was 0.95. The results revealed that teachers' participation in formulating instructional objectives, supervising, evaluating, coordinating, and time management had a direct relationship with motivation. However, the study did not show the effect of the relationship, and the qualitative approach was not quantified. This is the aspect that was addressed by this study whereby

a regression was done to establish the relationship between teachers' participation in the management of curriculum and instruction on teachers' motivation to provide a piece of detailed information on the level of effect. In Hong Kong, Cheng (2008) conducted a study on the effect of shared decision-making on teachers' job development in secondary schools using a structural equation model. The purpose of the study was to establish the relationship between teacher participation in decision-making and their affective outcome for developing a participatory decision model about different domains. Instructional activities comprised learning objectives, selection of teaching-learning resources, examination rules and regulations, and instructional design and the affective outcome were job satisfaction, job commitment, and perception of workload. The study used 335 participants. Data was analyzed using chi-square. The results showed significant statistical significance on the overall model, χ^2 (140.39, N=120), $P < 0.09840$. All the affective outcomes were related to the form and extent of teachers' participation in decision-making. The study recommended that school administrators encourage teachers' participation in the management of curriculum and instruction to increase job satisfaction and greater commitment. This study by Cheng (2008) used chi square to establish the effect of shared decision-making on teachers' job development but the current study used regression to establish the effect of teachers' level of participation in the management of curriculum and instruction on teachers' motivation.

Similarly, Samira, Hossa, Konstantinos, and Marios (2015) carried out a study on participative decision-making and job satisfaction for teachers in the UAE. The purpose was to examine whether there was any significant

differences between teachers' participation in decision making and job satisfaction by gender, type of school, and nationality. Participation in decision making comprised of planning lesson plans, developing assessment tools, classroom management, and preparing students' progress reports. The motivation was manifested in the form of the ability to meet the students' emotional needs and opportunities to discuss challenges with the supervisors. The findings indicate that teachers' participation in decision making and job satisfaction differed by gender and nationality, but there was no significant statistical difference between teachers' job satisfaction by school type. The study by Samira et.al. (2015) focused on teachers' participation in decision making and job satisfaction by gender, type of school and nationality did not show the weight and direction of the relationship. However, this study focused on teachers' participation in the management of curriculum and instruction on motivation by indicating the weight.

Gardinier (2012) carried out a study of the pivotal role of teachers in Albanian educational reform and democratization. Teachers' roles comprised discipline management, teacher leadership, mediation, mentorship, guidance and counselling, and subject knowledge. The findings revealed that teachers selectively adopted reform policies and created hybrid forms of practice. He found that teachers' participation in curriculum and instruction led to political and social transformation at the national and local levels. He described teachers as intermediaries between educational authorities, parents, students, and communities. He maintained that the teachers' role involved localizing the global educational models and responding to these constructions in diverse ways. Gardinier focused on the pivotal role of teachers while the current study

focused on the effects of teachers' level of participation in the management of curriculum and instruction on motivation.

Aliakbari and Amoli (2016) examined the effect of teacher empowerment on their commitment and student achievement. The study sample comprised 356 teachers at Payam-e-Noor University using questionnaires. The study used Spearman correlation and Cronbach alpha in data analysis. Teacher empowerment involved solving students' problems, consulting parents, and providing guidance and counselling. The findings revealed that professional growth, status, self-efficacy, and autonomy played a significant role in teacher commitment and students' achievement. All subcategories of teacher empowerment were significant ($P=.000$). He concluded that teachers' participation in decision making in the classroom and instructional decisions enhanced their motivation and students' overall performance. This study focused on the effect of teacher empowerment on teachers' commitment and student achievement by use of correlation which only shows the direction of the relationship. However, this current study went a notch higher to establish the effect of the relationship through a regression equation.

Teachers' Participation in the Management of Physical Facilities

Over the last decade, research shows that the major problem in the provision of education has always been attributed to the lack of physical and learning resources in the school environment. Many schools in developing and developed countries indicate a lack of adequate physical and material resources which had detrimental effects on motivation (Olatunji, 2013; Isaiah 2013; Akinfolarin 2015). Vanbaren (2010) defines teacher motivation as a

process of encouraging and inspiring teachers to perform their duties effectively. Teachers' participation in the management of physical facilities and material resources was a critical aspect because knowledge, skills, and values were learned at school. According to Freeman, Greene, Dreibelbis, Saboori, Muga, Brumback, and Rheingans (2011) school facilities and materials comprised sanitation, hygiene, and water reservoirs. They argue that students and teachers in developing countries spend most of their time absent from schools due to diseases contracted within the school environment. The evidence of inadequate facilities suggested the need for greater infrastructural investment in most institutions. A study by Leithwood and Jantzi (2006) established that teachers' motivation was associated with positive attitudes, optimistic views, and enthusiasm whereas low motivation was associated with cynicism and feelings of despair. Further, he found that low morale among teachers included poor teaching performance of duties, absenteeism, high turnover, and resistance to change.

Duran (2008) examined the influence of the availability of infrastructure and its effects on the achievement of educational goals in Zimbabwe. School facilities comprised classrooms, laboratories, toilets water, libraries, furniture, and books. The study used a qualitative design. The sample size comprised 52 respondents. The findings revealed that teachers did not participate in the provision of physical and material resources. Further, the study revealed that equipped schools provided better experiences and learning opportunities. A gap existed, as the study did not shown how teachers' level of participation in management of physical and material resources affected teacher's motivation. Thus the current study sought to establish the effect of

teachers' participation in management of physical and material resources on teachers, motivation in Kiambu, Machakos and Kajiado Counties. Earthman (2004) argued that building features such as provision of ventilation, lighting, acoustic, design classification and overall impression have effect on teachers' motivation. According to Dorman (2008), physical and material resources comprises of textbooks, laboratories, chemicals, teaching tools and equipment, stores and offices. He reported that factors affecting teachers' motivation included the nature policies on the use of the physical and material resources and working conditions. Sergiovanni (2009) stated that school managers needed to recognize the importance of teachers' participation in management of school facilities and material resources. He asserted that effective schools strived to motivate teachers by providing adequate learning resources. A study by Bush, Joubert, Kiggundu and Rooyen (2010) examined the significance of participative management in enhancing instructional and learner outcome in South Africa. The study used case study design. The study revealed that most of the schools lacked teaching-learning materials and teachers were poorly motivated.

Lewin (2008) states that teachers' participation in the management of physical and material resources comprised of maintaining, procuring equipment and learning materials. Slaouti and Barton (2007) argued that lack of ICT facilities, mentorship, lack of opportunities for apprenticeship and poor time management had negative effects on teachers' motivation. The focus of the current study is the teachers' level of participation in management of physical and material resources using regression analysis in order to illustrate the direction and weight of the relationship. Korkmaz, Ihsan, Yildiz and Fikret

(2011) undertook a study on the effects of 12-weeks recreational activities on university students' self-esteem. The sample consisted of 40 students from Duzce University. Teachers participated in management of facilities relating to football, volleyball, swimming among other facilities. Post-test applications were made after 12 weeks. The study used experimental design comprising of 40 students. Descriptive, independent sample t-test, paired sample t-test and Pearson's correlation analysis were used in data analysis. The findings revealed lack of significant statistical difference between pre-test and post-test control group ($p > 0.05$), pre-test and post test scores of experimental group significantly differed ($p = 0.05$). There was a significant statistical difference between post-test self-esteem points of experimental group and control group ($p = 0.05$). The recreational activities had significant effects on university students' self-esteem. The study by Korkmaz, Ihsan, Yildiz and Fikret focused on effect of recreational activities on university students' self-esteem, however, the current study attempted to establish the effect of teachers' level of participation in management of physical and material resources on teachers' motivation.

Issah, Abubakari and Wuptiga, (2016) carried out a study on the state of academic facilities and its influence on teachers' job stress in Tamale Polytechnic in Ghana. The study used case-study approach. Accidental sampling technique was used to select the sample size. Data was collected using a questionnaire. For reliability, Cronbach's Alpha revealed coefficients of 0.734 to 0.755. The study used Pearson Product Moment Correlation and multiple regressions. Results revealed a significant statistical relationship between provision of facilities and teachers' motivation. It was concluded that

inadequate physical and material resources exerted pressure on teachers in relation to students' academic productivity. This study focused on the effect of recreational activities on motivation, however, the current study focused on the teachers' level of participation in management of physical facilities on motivation. Ali, Naeimeh, Javad, Hatam (2015) examined the relationships between teachers' perceptions of organizational commitment and school health in Turkish primary schools. The sample comprised of 323 randomly selected teachers from 20 primary schools. The study established that there was no significant relationship between teachers' compliance, commitment, identification and internalization. Professional leadership was the only health dimension that was significant in predicting identification and commitment. Moreover, health, academic performance and material resources were not significant predictors of teachers' commitment. The study examined the relationships between teachers' perceptions of organizational commitment and school health while the current study focused on the level of teachers' participation in management of physical and material resources on their motivation.

Teachers' Participation in Management of School Community Partnership

Throughout the past decade, research has increasingly focused on the importance of partnership between the teachers, families and communities and teachers' motivation (Walker, Shenker & Hoover, 2010; Epstein & Van, 2010). According to Vanbaren (2010) teacher motivation is a process of encouraging and inspiring people to perform their duties effectively. Sardjito (2011) defines motivation as feelings and confidence of employees in relation

to performance of duties. He further states that motivation is the interest and individual's commitment in making organizations more productive and profitable. According to Muindi (2011), participation refers to direct involvement of employee in issues relating to their immediate work.

Participation in school-community partnership is a process in which two groups living in the same geographical location are collectively involved in decision making (Tibebu, 2011). Teachers' participation in school community partnership was an effective way of motivating teachers in providing instructional leadership (Bandur, 2008; Antonio & Gamage, 2007); Anderson (2006). Further, Goksoy (2014) argued that teachers' participation played a significant role in developing commitment and achievement of organizational goals thereby decreasing resistance to change. Gardian and Rathore (2010) and Algoush (2010) revealed that participation in management of school community partnership led to trust, acquisition of new knowledge, skills and commitment. The school is an open system which establishes linkages with the local community to facilitate realization of educational goals and objectives (Allawan, 2012). In America, teachers' participation in community partnership led to good relationship between the school, families, and communities (Scheerens & Demeuse, 2005). According to Shirin and Alaeddin (2014), school community partnership involved physical, social and mental development of learners. School community partnership provided an avenue for collaboration between the school, families and community in relation to guidance and counselling for teachers, parents and students (McCarthy, 2014). Teachers participation therefore assumed an expert knowledge role providing caregivers, guardians and parents with the

information that would mitigate the challenges affecting them (Jones, 2013; Amatea, 2013). This requires teachers to assess and identify parental and children's needs through consultation and collaborate with administrators and community organizations (Perera, Moe, & Mason 2011; Amatea & Cholewa, 2013). Similarly, interaction between schools, communities and families is a vital function for a child's academic success (McCarthy, 2014). According to Shirin and Alaeddin (2014) teachers' participation in community created awareness of community involvement in school improvement through provision of financial resources. Teachers' participation in school community activities was considered a key factor in the implementation of change and in determining the level of motivation and commitment (Khasawneh, Omari & Abu-tineh, 2012).

Epstein and Van (2010) carried out a study on the relationship between district support and principal leadership for reforming schools. The study was based on socio-cultural learning theory. The purpose of the study was to find out whether NNPS reform was better supported by participative approaches or not. Hierarchical linear modelling analyses revealed that principals' support for family and community engagement and district assistance contributed significantly to schools' reform implementation. The school interventions (grade and poverty levels) and district leaders' facilitation contributed to the quality of programs. The findings indicated that schools took steps to improve partnership programs when district support was sustained for at least 3 years. The study by Epstein and Van explored the relationship between district support and principal leadership for reforming schools while the current study focused on the effect of teachers' participation in school community in

relation to teachers' motivation. A study carried out by Farahiyanfar and Ghandehari (2016) investigated the relationship between participation, empowerment and organizational commitment in secondary school in Iran. The study used Pearson correlation and multiple regressions. The results revealed a significant statistical effect between participation in goal setting and organizational commitment (Beta=0.123, $P<.01$); decision making (Beta=0.379, $P<.01$); problem solving (Beta=0.205, $P<.01$); competence (Beta=0.117, $P<.01$). However, the current study went a step further to establish the effect of teachers' level of participation in management of school community partnership on teachers' motivation in Kenya using regression analysis.

Soutullo, Smith, Sanders and Navia (2016) carried out a study on discouraging partnerships: Teachers' perspectives on immigration-related barriers to family-school collaboration. This study focused on barriers of family-school partnerships with immigrant families as identified by teachers in an urban school district with high rates of immigration. The sample size consisted of 18 respondents. The study used focus group interviews to collect data. Hindrances to engagement for immigrant families comprised of language, culture, family resources, and family status. The study revealed that parental partnership and school policies accounted (94.4%); unproductive communication (83.3%); families' absence from school functions (88.9%); and unresponsiveness to school-initiated communication (72.2%); lack of resources (88.9%); and reluctant to screening procedures (55.6%). The study concludes that school family partnership reduces challenges facing immigrants and provides strategies to meaningful participation for needy families.

However, the study by Soutullo, Smith-Bonahue, Sanders-Smith and Navia did not go a step further to establish the direction of relationship using regression analysis which is the purpose of this study. A study by Kheang and Luz (2012) focused on the implementation of school-based management in selected public schools in Cambodia with an emphasis on devolution of decision making. Teachers' participating in school community partnership involved creating awareness of partnership, sourcing funds for training and development, purchasing materials, and infrastructure development, supervision, and motivation. The sample size involved 45 respondents comprising of principals, teachers, school support committees, parents and community members. The study adopted case study design which was grounded on triangulation method. The findings indicated that various roles of stakeholders in initiating and implementing school change. Success of partnership was particularly determined by principal leadership, active participation of local stake holders as well as support from non-government organizations. The study concluded that successful partnership is determined by clear policies, accountability and autonomy in relation to stakeholders' participation. The study recommended systematic professional development for stakeholders in order to equip them with knowledge and skills to implement school based programmes effectively. The study focused on the implementation of school-based management and therefore a gap existed in relation to the effect of teachers' level of participation in school community partnership on teachers' motivation. Wadesango (2011) reported lack of teachers' participation in critical issues relating to community partnership. He reported that change decisions made by the school administration without

teachers' and community participation suffered low success rate during the implementation phase due to lack of clarity, precision and low motivation. A study by Mualuko, Mukasa and Achoka (2009) indicated a significance statistical difference between teachers' actual and desired level of participation in school community relations. Consequently, teachers' participated in community partnership provided a platform for guiding parents on school development projects as well as exploring ways of motivating teachers and students (Republic of Kenya, Basic Education Act, 2012).

Teachers' Level of Satisfaction regarding their Participation in School-based Decision Making

Azornu (2011) conducted a study that delved into factors which influence job satisfaction among teachers in both private and public basic schools within the Ho municipality of the Volta Region in Ghana. Methods applied were descriptive survey, and the purposive and random sampling to select respondents for the study. In all, 200 teachers were involved. Questionnaire was used to collect the data which was analyzed by simple percentage and represented in tabular forms. The study revealed that the private school teachers were more satisfied with the work environment than the public school teachers. Teachers from both private and public basic schools were very satisfied with the administrative roles of their heads. Private school teachers were not satisfied with job security, factors which serve as guarantee for their future and retirement benefits, and students' participation in co-curricular activities. Public school teachers were not satisfied with working materials at their disposal, students' participation in class exercises, and parental support for their wards. It is recommended that the Ghana

Education Service and other stakeholders in education should provide the basic learning materials to enhance the work environment of the public basic school teachers. The private school administrators should involve the staff in decision making and also harness other potentials of students for holistic development.

Mosheti (2013) also conducted a study on teacher participation in school decision-making and job satisfaction as correlates of organizational chair in senior schools in Botswana. One of the objectives sought to find out the degree and characteristics of job satisfaction among the Botswana senior secondary school teachers. It was found out that, Botswana senior school teachers have their strongest degree of satisfaction in two areas (with mean scores of 3.14 and 3.01), overall career as a teacher; and enjoyment in the teaching profession. The teachers tended to have least satisfaction in general on opportunity for promotion, and income from teaching expressed in terms of the extent to which monthly needs were met (mean 2.43 and 2.23 respectively). On the degree of satisfaction as a teacher in the current school, strong levels of satisfaction were in the following six areas (with mean scores of 3.90 to 3.01), contribution to student success; supervisors giving assistance when needed; number of students proceeding to college; friendly/social atmosphere for interaction; quality of suggestions from supervisors to improve teaching; recognition for participation in extra-curricular activities. The teachers tended to have least satisfaction in the current school on issues such as working conditions and opportunity for career advancement (mean 2.58 and 2.55 respectively). The total mean response of teacher job satisfaction was 70.58 points, giving an average mean of 2.94 on a 5-point scale, which

indicated a low level of agreement. The degree of teacher satisfaction in general had an average mean of 18.91, and the degree of teacher satisfaction in the current school had an average mean of 51.69. The total mean response on commitment to teaching was 35.77, and the total mean response on commitment to current school was 44.44.

The study recommended that administrators should also recognize the findings of this study, which are also consistent with that of Sidner (1994), who found that the process of shared decision-making could accelerate change in organizational culture and increased communication, and shared decision-making could redistribute authority and foster collaborative work habits among professionals. Positive changes could come from within the schools, using the shared decision-making approach as a means of bringing change.

Odongo (2014) conducted a study on the relationship between teachers' participation in decision-making and their job satisfaction in public secondary schools in Gem Sub-County, Siaya County, Kenya. The research reports findings on teachers' participation in decision-making and their job satisfaction in public secondary schools in Gem Sub-county, Siaya County, Kenya. The objective of the study was to establish the effect of teachers' participation in decision-making on their job satisfaction in secondary schools in Gem sub-county. A descriptive correlation survey design was adopted in this study and primary data was collected by use of questionnaires. The responses of 199 teachers out of a sample of 217 teachers revealed that there is a positive relationship between teachers' participation in decision-making and their job satisfaction. Another key finding is that teachers are generally satisfied with their job, although they feel dissatisfied with certain aspects of

their work such as the working conditions, their pay, the manner in which policy is formulated, the opportunities for career growth and advancement and the general lack of variety in the work. The study also found that the population of males was significantly higher than females. The study recommended that the government through the Teachers' Service Commission and other stakeholders put in place proactive recruitment policies and procedures that will enhance and emphasize on equal employment opportunities in line with constitutional requirements. The stakeholders should also endeavour to formulate policies that enhance teacher participation and involvement in decision-making as this will help create a motivated and satisfied workforce in our schools.

Manu (2016) sought to examine the relationship between teachers' participation in school based decision making and job satisfaction in public basic schools in the Komenda-Edina-Eguafo-Abrem (KEEA) District in the Central Region of Ghana. The correlation research design was adopted for the study. Through the multi-stage sampling techniques, proportional allocation of sample size as well as the simple random sampling procedures, 372 teachers from 79 public basic schools in the KEEA District were selected to participate in the study. The questionnaire was used to gather the requisite data for the study. The data were analysed through the computation of descriptive statistics such as frequencies, percentages, mean of means distributions, correlation as well as one way ANOVA. The study among other things found out that, there was a moderate positive correlation between teachers' involvement in school-based decisions and job satisfaction. However, there was a statistically significant correlation between teacher involvement in school-based decisions

and job satisfaction. Also, there was a statistically significant difference in the years of teaching experience and teacher involvement in school-based decision. On the other hand, there was statistically no significant difference in male and female teachers' involvement in school-based decisions. The study recommended that, educational administrators and head teachers should consider the "zone" a particular decision belongs to, and consequently try to have maximum involvement of all the teachers in the decision making process irrespective of the sex of the teachers, while giving place to varying contingencies.

Similarly, Trace (2016) sought to find out the relationship among three variables: teacher job satisfaction, principal support, and trust teachers have in their principal. Quantitative data from the Principal Support Scale, Omnibus T-Scale, and Teacher Satisfaction Scale were analyzed to assess the relationship among the three variables. The data revealed that the relationship between administrative support and trust teachers have in their principal had the most significant relationship, a 0.86. Further analysis of the data confirmed that the level of trust teachers have in their principal, a 0.5, and principal support, a 0.57, are both related to teacher job satisfaction. The dimension of instrumental support was more strongly related to teacher job satisfaction, while expressive support was more strongly related to trust in the principal. This study recommended that if a principal creates a trusting climate within a school and provides teachers with instrumental and expressive support, an increase in teacher job satisfaction within a school will most likely occur.

Again, Takyi, Amanfo, Acquah and Larbi (2019) sought find out the relationship between teachers' participation in school based decision making

and job satisfaction in public basic schools in the Cape Coast Metropolis in the Central Region of Ghana. In order to find answers to the research questions that were formulated to guide the study, the descriptive research design was employed. The study covered all teachers of the public basic schools in the Cape Coast Metropolis in the Central Region of Ghana. In all, 260 teachers from public basic schools were involved in the study. The multi-stage sampling techniques, proportional allocation of sample size, as well as the simple random sampling procedures were used to select the teachers to serve as respondents. The questionnaire was the instrument used in collecting data to address the research questions. A set of questionnaires (for the teachers) consisting of closed-ended items were used to gather the requisite data for the study. It is worthy to note that, these instruments were subjected to reliability and validity test. The data gathered was analyzed using the computation of frequencies, percentages, correlation.

The study found out that, teachers were involved in school based decisions regarding school planning, curriculum and instruction, students affair and school discipline, as well as rules and regulations; but were not involved in decisions about school budget and income generation. The study also, found out that, the teachers were satisfied with their participation in some of the school-based decisions and were dissatisfied with their involvement in other school-based decisions. This is because, the teachers were satisfied with their involvement in school-based decision making; were satisfied with the way information was communicated to them about what goes on in the school; and were satisfied with the respect and encouragement given to them for their efforts. However, the teachers were dissatisfied with the income they received

because it was not sufficient to meet family expenses; and were dissatisfied with the correlation between their welfare and productivity; and were dissatisfied with the trust and openness strategies of school management.

The study recommended that, in order to ensure teachers are satisfied with their job and create greater commitment among teachers, head teachers should involve teachers in school based decisions concerning financial matters in the school; decisions regarding school budget and income generation; determining school expenditure; sharing of budget for the department; and determining means of income generation. Also, it was recommended that, Ministry of Education, and Ghana Education Service should consider the income teachers receive for the job they perform and provide them with the necessary remuneration they may require in order to boost their motivation on the job. The Ministry of Education, and Ghana Education Service should provide them with the resources and facilities they may require in order to make the physical environment of the school pleasant and conducive for learning. Again, they should consider the welfare packages that teachers receive. Again school management should maintain a relationship of trust and openness with the teachers of the school, and should always make their doors open for teachers who may require clarifications regarding certain school matters.

Peddleton-Brown (2019) sought to find out the problem in a Middle Eastern school regarding the high annual rate of teacher attrition, which was above 25% per year. The purpose of this qualitative case study was to examine teacher perceptions of the attrition rates as they relate to the school leadership style at this study site. Herzberg's theory of motivation, which provides insights regarding job satisfaction, served as the conceptual framework that

guided this study. The research questions were developed to examine teacher perceptions about administrative influences on teachers' job satisfaction and the programs and services they believe may enhance morale. A case study design was used to capture the insights of 10 purposefully selected teachers from the target school to conduct semi-structured interviews. Emergent themes were identified through open coding, and the findings were developed and checked for trustworthiness through member checking and a process to identify convergence and divergence. The findings revealed that participants preferred leadership styles that were supportive, and they placed a high value on teacher input. A professional development program was designed to educate participants on the connection between leadership styles and teacher attrition. This program may contribute to positive social change by guiding educational leaders to establish an enhanced learning environment that is responsive to the social, cultural, and ethnic differences of the teachers in the middle East.

The Relationship between Teachers' Participation in Decision Making and Job Satisfaction

Likert (2007) found that shared decision-making led to increased job satisfaction and commitment. Several researchers have indicated that teachers' participation in decision-making is positively linked to job satisfaction (Alutto & Belasco, 2003; Conway, 2004; Bacharach et al., 2010). Alutto and Belasco (2003) investigated the relationship between decision involvement and job satisfaction, and found that denial of involvement in decision issues of importance resulted in lower levels of satisfaction. Imber and Duke (2004) tried to build a framework for research into teachers' participation in decision-

making in school decisions; and found that participation increased teachers' levels of satisfaction in teaching and enthusiasm for the school system, and created a positive attitude towards participation.

Schneider (2004) found a significant relationship existed between levels of teacher involvement and job satisfaction. Still other studies have explored the effects of organizational influence on job satisfaction. Kreis and Brockoff (2006) examined the relationship between teachers' perceived autonomy within the work setting and their sense of job satisfaction. These researchers made a distinction between classroom autonomy and autonomy outside the classroom. They found that teachers' perceived autonomy within the classroom was positively related to satisfaction in the work setting. Reyes (2009) further examined the relationship among organizational commitment and autonomy in decision-making and job satisfaction between public school teachers and mid-level school administrators. He found that teachers and administrators experienced similar levels of job satisfaction, commitment, and autonomy in decision making. As the teachers in his study experienced higher levels of autonomy in decision-making, Reyes (2009) questioned whether or not the efforts to empower teachers with increased decision-making responsibility were necessary. In the field of education, participation by professionals is positively correlated with job satisfaction (Alutto & Belasco, 2003; Conway, 2004; Reyes, 2009) and job commitment (Weiss, 2003; Murphy & Beck, 2005; Blasé, Anderson & Dungan, 2005). Participation has been examined as a key determinant of individual and organizational school outcomes, such as teachers' job satisfaction (Schneider, 2004). In general, these studies have indicated that teacher job satisfaction is related to and

affected by participation in the decision-making process. Hence, a positive predictive effect of teachers' involvement in decision-making on job satisfaction is postulated in this study.

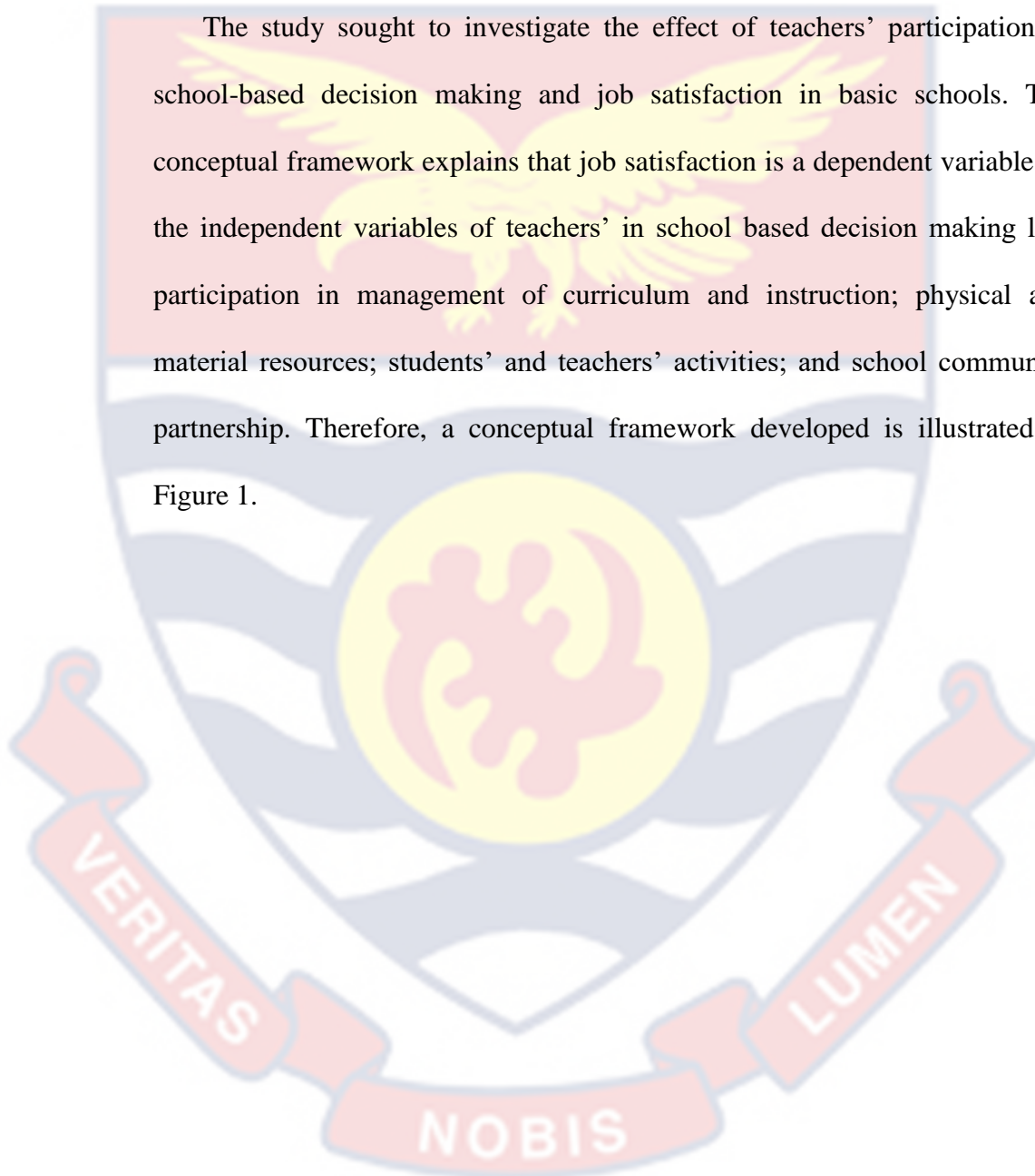
Wiener and Vardi (2010) stated that job commitment was a more stable state of the person than job satisfaction, which was concerned with immediate and temporary situational fluctuations. Nowadays, Mowday, Steers and Porter (2002) defined teachers' commitment as a strong belief in and acceptance of school goals and values; willingness to exert considerable effort on behalf of the profession; and a strong desire to maintain membership in the profession. Hung and Lui (2009) believed that if teachers were involved in the setting of school goals and the decision-making process, they tend to be committed members of staff. Gamage (2000) revealed that with 10 years of experience in implementing local management of schools, school leaders, as well as, teachers are happier with participatory decision making. Teacher governors admitted that it leads to ownership and a higher degree of commitment to the implementation process. Involvement in decision making also creates ownership, commitment and a sense of empowerment, as collaboration leads to new roles and relationships. Murphy and Beck (2005) found that teachers' participation in decision-making was positively correlated with their commitment and satisfaction.

On the matter of other outcomes, Brown (2010) and David (2009) provided research evidence that school-based management improved the satisfaction level of teachers. Brown's conclusions were tentative since increase in satisfaction were varied across groups and individuals, and factors other than school-based management may have influenced levels of

satisfaction. According to the findings of Murphy (2009) teachers' participation in decision making could improve their job satisfaction and commitment, which were positive indicators for effective management.

Conceptual Framework

The study sought to investigate the effect of teachers' participation in school-based decision making and job satisfaction in basic schools. The conceptual framework explains that job satisfaction is a dependent variable on the independent variables of teachers' in school based decision making like participation in management of curriculum and instruction; physical and material resources; students' and teachers' activities; and school community partnership. Therefore, a conceptual framework developed is illustrated in Figure 1.



**Independent variable-
Teachers' level of Participation
Teachers**

**Dependent variable-
Job Satisfaction among
Teachers**

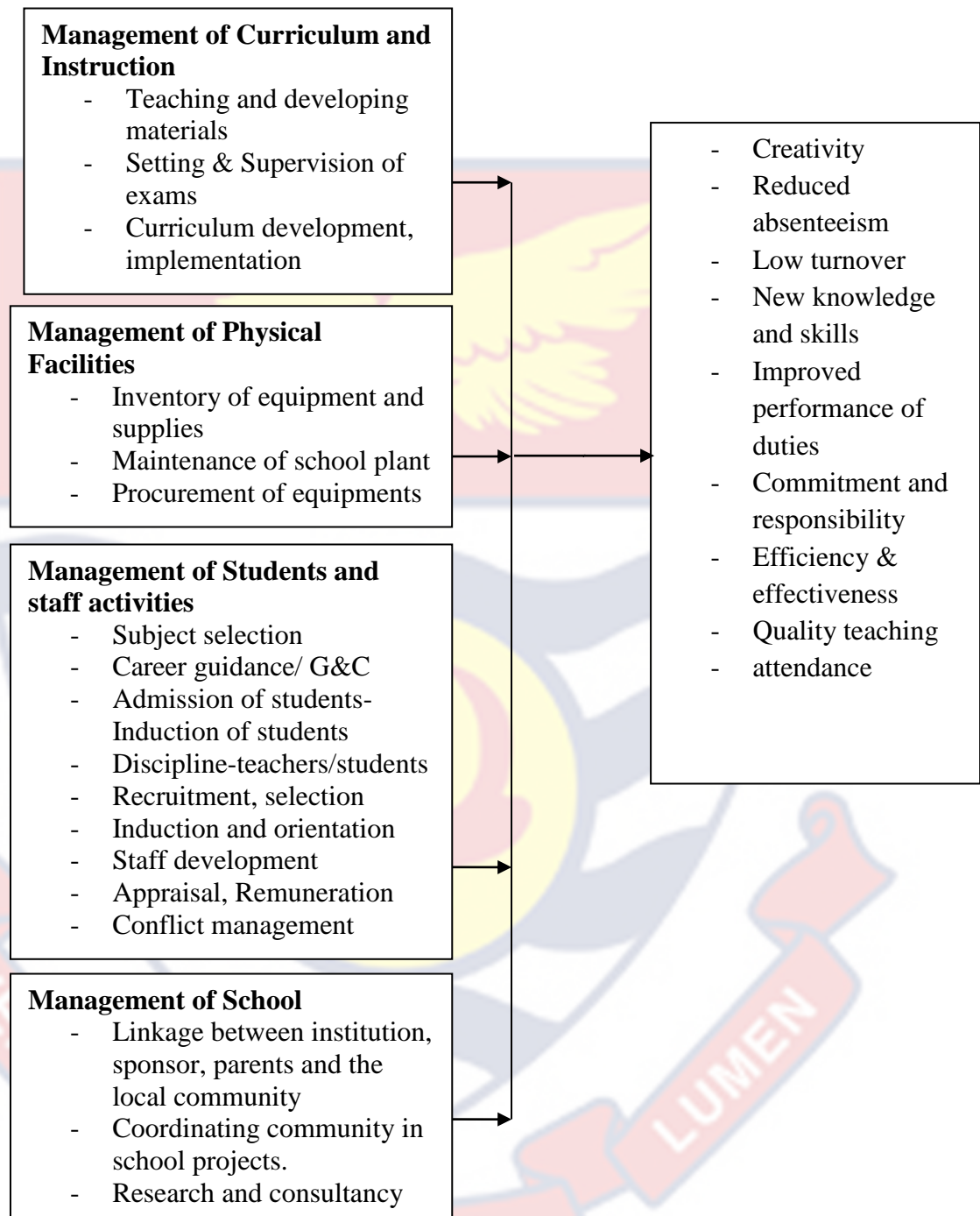


Figure 1: Conceptual framework of teachers' level of participation in school-based decision making and job satisfaction

Source: Author's Own Construct (2021)

As shown above, the independent variables in this study are teachers' participation in management of curriculum and instruction, physical and material resources, students' and teachers' activities, school community partnership and finances. Teachers' participation was expected to influence job satisfaction of teachers. This means that job satisfaction among teachers depends on teachers' level of participation in the school-based decision making. If this was to happen, teachers would become more satisfied to participate in school-based decisions.

The teachers' participation in management of curriculum and instruction entails teaching and developing materials, setting and administration of exams at the school level. This study therefore sought to establish whether the teachers' level of participation in school-based decisions influences their job satisfaction. The indicators for participation in management of curriculum include teaching and developing materials, setting and supervision of exams and curriculum implementation. This implies that the more the teachers are involved in such activities the more they are satisfied to work more. The satisfaction would lead to reduced absenteeism and improvement in the choice of teaching techniques hence quality grades as well as creativity. Teachers' satisfaction would be manifested in the form of creativity, good time management, new knowledge and skills, efficiency and effectiveness and quality teaching. Therefore, the level of teachers' participation in management of curriculum and instruction acted as the control variable in this study.

The teachers' participation in management of physical and material resources entails requisition of materials and management of infrastructures such as laboratories, classrooms, toilets, sanitation, water sources and offices among others as well as material resources like textbooks, chemicals, tools and equipment, teaching aids. This means that the more teachers participate in management of physical and material resources the more they became satisfied. This may lead to low level of absenteeism, increased creativity and good time management because of good facilities which provide favorable environment for work.

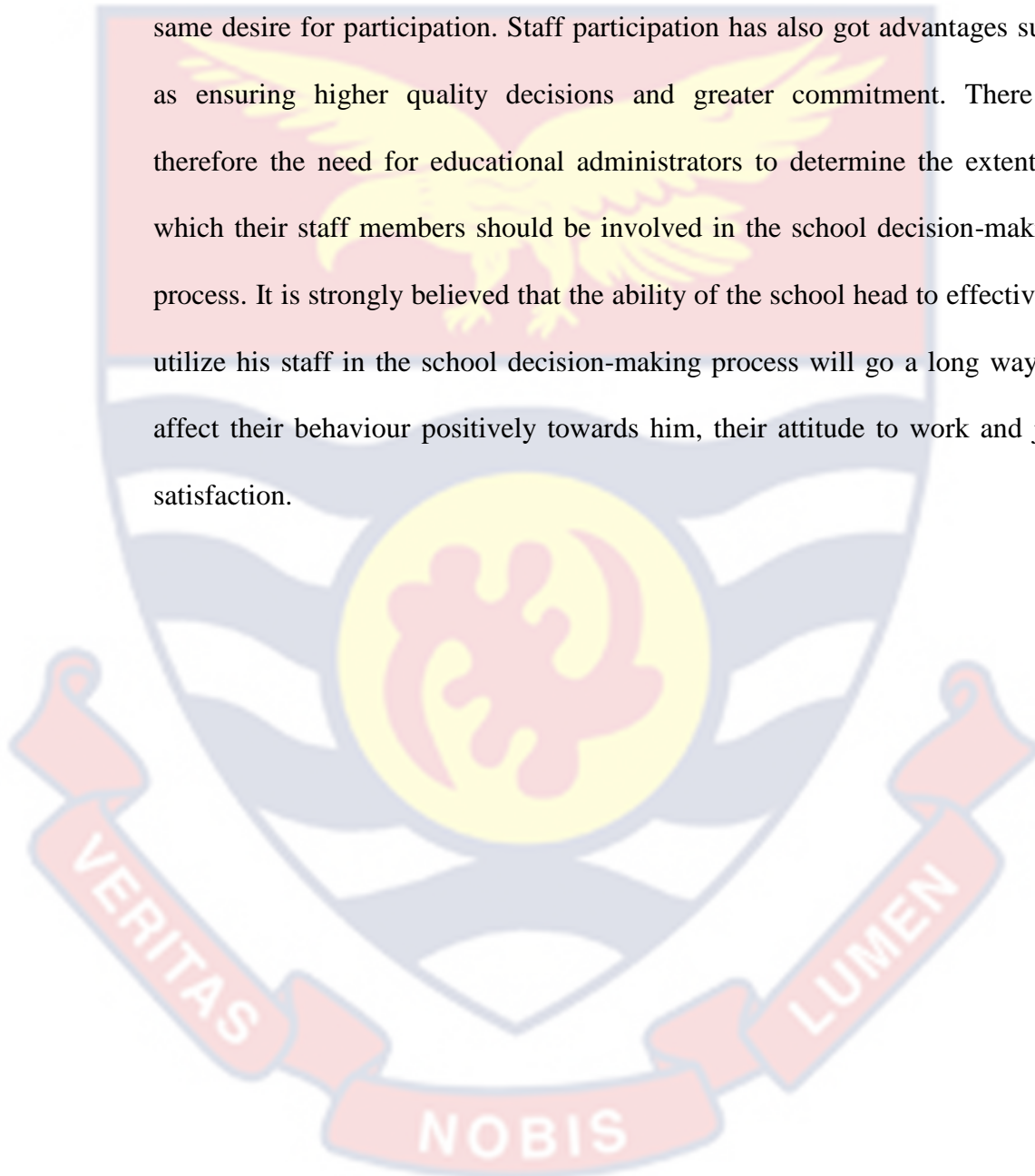
The teachers' participation in management of school community partnership involves listening to community sentiments, building team-work, establishing linkages between the school and local community, collaboration in setting goals, sourcing funds for infrastructure development, promoting good relationships between the school, sponsors, parents and the local community, liaising with parents/ guardians over students difficulties, organizing the school in local community activities like tree planting/charity walks and facilitating research activities. Teachers' loyalty to school community partnership leads to reduced absenteeism and improvement in dealings with parents and the local community. Thus teachers' motivation would be manifested in form of creativity, efficiency and effectiveness in dealing with parents and the community. Therefore, the level of teachers' participation in management of schoolcommunity partnership acted as the control variable in this study. This means that participation in management of school community leads to change in motivation.

The teachers' participation in management of students' and teachers' activities entails teacher empowerment in decision relating to their welfare such as professional growth and development, performance appraisal and conflict management. Other activities relates to student achievement, subject selection, guidance and counseling, and discipline. Teacher teachers' motivation would be manifested in form of creativity, improved grades, good time management, professional development, new knowledge and skills, good interpersonal relationships and quality teaching. Therefore, the level of teachers' participation in management of students' and teachers' activities acted as the control variable in this study. This means that positive participation in management of students' and teachers' activities leads to change in satisfaction. This implies that the more the teacher are involved more they feel recognize and appreciated which would lead to self-efficacy, autonomy, efficiency and discipline among students and teachers. Thus participation promoted teachers' morale and motivation, job satisfaction, responsibility and commitment to organizational effectiveness.

Summary of the Literature Review

To sum up, teachers must be encouraged to involve themselves in decision making so as to boost their morale. Since teachers play a vital role in any meaningful educational enterprise, the issue of job satisfaction among them must be a number one priority for consideration in determining factors contributing to pupil performance. The desire to find out the true picture of the job satisfaction level of teachers in private basic schools in Ghana and to have an in-depth exploration of the factors contributing to the observed level of satisfaction provided an impetus for study.

Many forms of decision-making structures exist in our schools but their existence does not imply that all teachers should be desirous to be involved in school related matters. This stems from the fact that teachers have different perceptions on school decision-making and they do not have the same desire for participation. Staff participation has also got advantages such as ensuring higher quality decisions and greater commitment. There is therefore the need for educational administrators to determine the extent to which their staff members should be involved in the school decision-making process. It is strongly believed that the ability of the school head to effectively utilize his staff in the school decision-making process will go a long way to affect their behaviour positively towards him, their attitude to work and job satisfaction.



CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter presents the research methods and techniques that were used to carry out this research. It comprises the research design, the population from which sample will be selected, sample and sampling procedure, research instrument, validity and reliability of instrument, data collection procedure and data analysis procedure.

Research Design

The study adopted the descriptive survey design. Specifically, the cross-sectional survey design was employed in carrying out this study. According to Johnson (2001), a cross-sectional survey collects data to make inferences about a population of interest at one specific point in time. Employing a cross-sectional survey in the present investigation is consistent with prior studies (Cheng & Dornyei, 2007; Li & Zheng, 2017). Unlike longitudinal survey design and experiment, cross-sectional survey design is less suitable for testing cause-and-effect relationships. Nevertheless, it is adequate for examining the association between variables. Besides, cross-sectional survey design enhances external validity/generalization (Malhotra & Grover, 1998; Scandura & Williams, 2000). The use of the descriptive survey research design was appropriate for this study since it allows for large respondents, thus, making the study comprehensive. In the context of this study, this design was chosen because it offers the opportunity to observe, assess and describe the kinds of school based decisions teachers are involved; teachers' level of satisfaction regarding their participation in school based

decision making; as well as the relationship between teachers' involvement in decision making and their job satisfaction in basic schools in the Asikuma-Odobeng-Brakwa district at a defined time or one specific point in time.

However, the design has some weaknesses. Confidentiality is the primary weakness of descriptive research (Murphy, 2009). According to Murphy (2009), respondents are often not truthful as they feel the need to tell the researcher what they think the researcher wants to hear and also participants may refuse to provide responses they view to be too personal. Another weakness of this design, according to Murphy (2009) is that it presents the possibility for error and subjectivity. However, the design was used despite its weaknesses because it seeks to explain people's perceptions and behaviour on the basis of data gathered at a point in time and can provide statistics about an event while also illustrating how people experience that event thus providing a multifaceted approach for data collection.

Study Area

The Asikuma-Odobeng-Brakwa District Assembly was carved out of the Ajumako –Enyan District as a District Council in 1978 with Breaman Asikuma as its administrative capital. It was also established on 22nd November, 1988 by Legislative Instrument (LI 1378) as a District to exercise the powers conferred on her by Section (1) of the Local Governance Act (2016), Act 936. The District is located in the North- Central portion of the Central Region of Ghana. It covers an area of 884.84 square kilometers. It is located between latitude 5°51' and 5°52' North and longitude 10°50' and 10°51' West. It is bordered on the North by Birim South District in the Eastern

Region, on the South by Ajumak-Enyan-Essiam District, on the West by Assin South District and on the East by Agona East District.

The projected population of Asikuma-Odobeng-Brakwa District for 2020 (PHC, 2010) is 127,649 representing 5.1 percent of the Central Regional population. Males constitute 48.2% and females represent 51.8%. As much as 51.9% of the District population live in the rural areas while 48.1% are in the urban centres. The population density for the District is 144 persons per square km.

The Ghana Education Service superintends the District Education System. There are 157 public and private educational institutions in the District: 153 Basic Schools, 3 SHS and 1 TVET. There are 1,255 trained teachers with 388,946 pupils and students enrolled in the district. The District has net enrollment rate by Kindergarten, primary, JHS and SHS were 82%, 63%, 78% and 35.2% respectively. The completion rate for kindergarten, primary, JHS and SHS were 101.5%, 96.60%, 73% and 12% respectively. Teacher-pupil ratio is 58:1 and drop-out rate of 15% (PHC, 2010).

Population

The population for the study comprised all teachers in the public basic schools in the Asikuma-Odobeng-Brakwa district in the Central Region of Ghana. There was a target population of 1539 teachers (both trained and untrained teachers) in the 153 public basic schools in the Asikuma-Odobeng-Brakwa district (Central Regional Education Directorate, 2020). Teachers from the public schools in the Asikuma-Odobeng-Brakwa district were selected because most of them serve as part-time teachers in the private schools. Therefore, the study involved only the teachers from the public schools in

order to avoid repetition of the responses. The study included the teachers in the Asikuma-Odoben-Brakwa district because they are in a better position to give detailed information about the kinds of school based decisions they are involved in; teachers' level of satisfaction regarding their participation in school based decision making; as well as the relationship between teachers' involvement in decision making and their job satisfaction.

Sample and Sampling Procedure

The sample size for the study consisted of 306 teachers. According to the Krejcie and Morgan (1970) table for selecting a sample size, a sample size of 306 could be selected from a population of 1539. Therefore, the selection of the sample size was based on the Krejcie and Morgan (1970), table for determining a sample size.

Multi-stage (cluster, proportionate and simple random) sampling technique was employed for this study. The cluster sampling technique was used to select the various basic schools (public schools) to participate in the study. The cluster sampling technique was used due to the large and widely dispersed nature of the population, which poses administrative problems gathering a simple random sample. More so, the cluster sampling procedure was used in order to get a smaller sampling space to make the sampling easier. Therefore, the various schools were broken down into clusters of 6 based on the 6 circuits in the area. The multi-stage sampling technique was employed to select 306 teachers for the study. Firstly, a list of all the teachers in the public basic schools was obtained. This was followed by the proportional allocation of the sample size among each school such that schools with large teacher population size obtained large sample size (i.e. the total teacher population of

each school was divided by the total population for all 153 public basic schools (i.e. 306) and the result was multiplied by the total sample size for all the schools i.e. 306)}. This procedure was applied to all the public basic schools until the total sample for each school was obtained.

Finally, the simple random sampling technique specifically the lottery method was used to select the teachers to participate in the study. “Obviously this method is more convenient and less time consuming...” (Sarantakos, 1997, p. 142). Also, this sampling technique gives each respondent equal chance of being selected. With this, the list of all the teachers from each of the 153 public basic schools served as sample frame during the lottery method. Then, the names of the teachers listed in the sample frame were written on slips of paper and put in a container. The slips of papers in the container were mixed well and then, one slip of paper was removed one at a time from the container without looking into it. The slip of paper was recorded and thrown back into the container before the next one was picked. The process continued until the required number of respondents was recorded. If an already drawn number was selected for a second or third time it was ignored, that is, put back into the container. The process continued until the required number (306) of teachers was reached. Table 1 provides a summary of the sampling technique as discussed above.

Table 1: Summary of the Sampling Technique

Stages	Multi-stage technique	Details of the sampling	Purpose for the use of the specific sampling approach
1	Cluster sampling	The various schools were broken down into clusters of 6 based on the 6 circuits in the area	To get a smaller sampling space to make the sampling easier. There were 25 basic schools in three clusters and 26 basic schools in the remaining three clusters.
2	Proportional allocation of sample size	The total teacher population of each school was divided by the total population for all 153 public basic schools (i.e. 1539) and the result was multiplied by the total sample size for all the schools i.e. 306	To ensure fair selection of teachers from each of the selected schools
3	Simple random sampling	To select individual teachers from each of the selected schools in the district	To ensure that all the respondents had equal chance of being selected and avoid sampling bias

Source: Researcher's Own Construct

Data Collection Instrument

The questionnaire was the instrument for data collection. The study employed the questionnaire because, the respondents (teachers) are literates who can read and write. Also, the study used the questionnaire because it is less expensive than other methods such as interview and observation, and provide a wider coverage of respondents. Again, questionnaires were used for

the study because it offers greater assurance of anonymity to teachers whom as a result of fear of losing their jobs may want to remain unknown.

The development of the questionnaire was in two parts. The first part (Section B) of the questionnaire was developed from the literature review based on the objectives that guided the study. Items on this part of the questionnaire concentrated on teacher involvement in school-based decisions and consisted of 37 items with sub-sections (Management of curriculum and instruction (9) items; management of physical and material resources (5) items; students' activities (9) items; staff activities (9) items; and school-community partnership (5) items).

The second part of the questionnaire (Section C) which focused on job satisfaction was adopted from the Job Satisfaction Survey (JSS) developed by Spector (1994). The Job Satisfaction Survey (JSS) is a questionnaire used to evaluate nine dimensions of job satisfaction related to overall satisfaction. The nine dimensions are pay, promotion, supervision, fringe benefits (monetary and nonmonetary fringe benefits), contingent rewards, (performance-based rewards), operating procedures (operating policies and required rules), co-workers, nature of work, and communication. This instrument is well established among the other job satisfaction scales. In order to take the test, the participants were asked to respond to 36 items, or 4 items for each of the nine sub-scales. For each item, there are choices between "strongly disagree" to "strongly agree," six choices in all, with which the participants must respond. The questionnaire comprised of close-ended items. The close-ended items are easier and quicker to answer. More so, they would require no extensive writing hence, quantification would be straight forward. This means

more questions can be asked within a given length of time. Thus, in all, the questionnaire for the teachers was structured into three sections (A-C) consisting of 79 items; with Section A-Background characteristics of the respondents consisting of six (6) items; Section B-teacher involvement in school-based decisions having 37 items; and Section C-Teachers' level of satisfaction with their involvement in school based decision making having 36 items.

Validity and Reliability of Instrument

To ensure validity, the instrument was given to an expert (my supervisor) to ascertain whether they were valid and whether they were suitable in collecting data to answer the objectives/research hypothesis guiding the study. This was done before data was collected.

In this study, reliability was treated as stability which measures the degree to which a research instrument yields consistent results or data after repeated trial (Mugenda & Mugenda, 2003). The pilot test was used to detect errors in the instruments and also help to obtain the required responses from participants. According to Bell (2010), all data gathering instruments should be piloted to test how long it takes participants to complete them and to check that all questions and instructions are clear and to enable the researcher remove any items which do not yield usable data.

Thereafter, a pilot test of the instrument was carried out on 25 teachers in three public basic schools in the Abura-Asebu-Kwamankese district to check the reliability of the instrument. Apart from proximity reasons, this area was chosen for the pilot testing because the teachers in the Abura-Asebu-Kwamankese district are faced with similar decisions pertaining to discipline,

infrastructure, finance and curriculum issues as it pertains in the study area. After the data of the pilot testing was collected, it was entered into the Statistical Package for Social Sciences [SPSS] (version 21) to check for the reliability co-efficient. Chronbach alpha's reliability co-efficient value of 0.81 was obtained. This suggested that the questionnaire was reliable. Fraenkel and Wallen (2000) posited that, for research purposes a useful rule of thumb is that reliability should be at .70 and preferably higher. This was in line with Polit and Beck (2004) who stated that pilot testing ensures that the questionnaire can be used properly and that information obtained is consistent.

Data Collection Procedure

In order to ensure a high return rate, the instruments was administered personally by the researcher. Before data collection, the researcher presented an introductory letter from the Department of Education of the College of Distance Education, University of Cape Coast to the headteachers/mistresses and teachers of the public basic schools that were involved in the study. The purpose of this introductory letter was to solicit for cooperation and also to create rapport between the researcher and the respondents of the study. A discussion was held with teachers and head teachers/mistresses of the various public basic schools selected for the study to agree on a convenient time to administer the instrument. The teachers were supervised by the researcher to complete the questionnaire. To ensure high return rate, the questionnaire was given to the teachers to fill and retrieved on the same day. The data collection achieved a return rate of 100.0%.

Ethical Considerations

Research ethics are about identifying certain norms and standards of behaviour that researchers are expected to follow (Connolly, 2003). In carrying out this study, the researcher took cognisance of the ethical guidelines in order to protect the participants and the researcher. The following ethical issues were addressed: informed consent, confidentiality, anonymity, permission and harm to participants.

According to Baloch and Shah (2014), informed consent implies the agreement to participate in research after learning about the study, including possible risks and benefits. This implies that the participants must be aware of what the research entails and how they are going to benefit from the research. The respondents were given time to consider the risks and benefits of being involved in this research and decide whether to take part without being coerced. Participants were also informed of all the benefits and risks of the study. The participants were told about the general nature of the study as well as about any potential harm or risk that the study may cause.

Cohen et al. (2011) defined confidentiality as not disclosing information from the participant in any way that might identify that individual or that might enable the individual to be traced. The researcher used coding abstracted data with unique identifiers rather than names and masking features of specific cases, institutions or settings that may make them recognisable even without names (WHO, 2013). The researcher considered the way the data would be protected from unauthorised persons. Passwords were also used to protect the data on soft copies.

Anonymity means that we do not name the person or research site involved but in research it is usually extended to mean that the study will not include information about any individual or research site that will enable that individual or research site to be identified by others (Walford, 2005). In the current study, numbers were used on the questionnaires in place of participants and schools' names. Permission to carry out the study was sought from the heads of sampled schools.

The balance of protecting respondents from harm by hiding their identity while, at the same time, preventing "loss of ownership" are issues that need to be addressed by each researcher on an individual basis with each respondent (Grinyer, 2002). The researcher in this study made sure that participants were not exposed to physical, psychological and emotional harm. Sufficient information was provided to the participants so that they could make informed decisions. Data was not disclosed to any other person without the consent of the participants. The researcher carried out a thorough risk/benefit analysis.

Data Processing and Analysis

This study sought to assess teachers' participation in school based decision making and its effect on their job satisfaction in basic schools in the Asikuma-Odoben-Brakwa district in the Central Region of Ghana. The background characteristics of the respondents was analysed using descriptive statistics (frequency counts and percentages). Research questions 1-5 were analysed using means and standard deviations. Hypothesis 1 was tested using the multiple regression analysis.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The purpose of this study was to examine the level of teachers' participation in school based decision making and job satisfaction in basic schools in the Asikuma-Odoben-Brakwa district in the Central Region of Ghana. A set of questionnaire was employed to gather the requisite data for the study. The data from the teachers was analysed through the computation of descriptive statistics (frequencies, percentages, and mean of means distributions) as well as inferential statistics (correlation and independent samples t-test). This chapter presents the interpretations, discussions and inferences that were made from the output.

Analysis of Data from Respondents

Table 2 shows the characteristics of the teachers who served as respondents for the study.

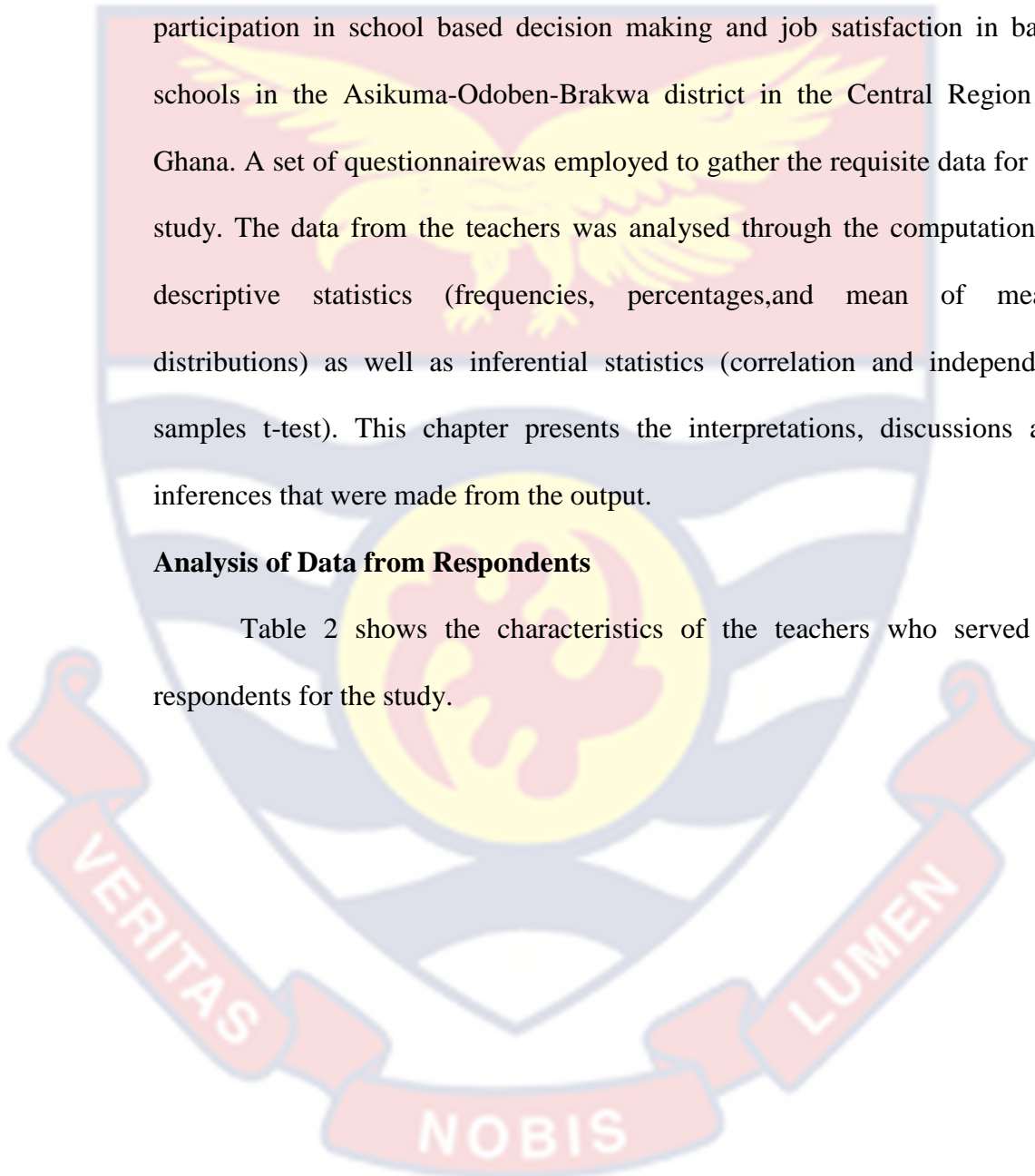


Table 2: Characteristics of Teachers

Variable	Categories	Frequency	Percentage
Gender	Male	182	59.5
	Female	124	40.5
Age	21-30 years	55	18.0
	31-40 years	178	58.2
	41-50 years	51	16.7
	51-60 years	22	7.1
	Professional	Trained Teacher	275
Status	Untrained Teacher	31	10.1
Highest Professional Qualification	Certificate "A"	26	8.5
	Diploma in Education	66	21.6
	First Degree in Education	158	51.6
	Master's Degree in Education	25	8.2
	Not Applicable	31	10.1
Work Experience	1-10 years	144	47.1
	11-20 years	134	43.8
	21-30 years	28	9.1

Source: Field Data (2021)

From Table 2, all the targeted sample size of 306 teachers were involved in the study. This indicates a return rate of 100.0%. From Table 2, out of the 306 teachers who were involved in the study, 59.5% of them were males while 40.5% were females. Therefore, the majority of the respondents

were males. In relation to the age of the respondents, 18% were between 21-30 years, 58.2% were between 31-40 years, 16.7% were between 41-50 years, and 7.1% were between 51-60 years. Thus, the majority of the teachers were between 31-40 years. It is also evident from Table 1 that the majority of the respondents were professionally trained teachers. This is because, 89.9% were trained and 10.1% were untrained. It can also be seen that the majority of the respondents had first degree as their highest professional qualification. With this, 8.5% had Cert 'A', 21.6% had Diploma in Education, 51.6% had First Degree in Education, 8.2% had Masters Degree in Education, and 10.1% had no professional teaching qualification because they were not trained teachers. Concerning the years of teaching experience of the respondents, 47.1% had taught between 1-10 years, 43.8% had between 11-20 years, and 9.1% had between 21-30 years. So it goes that, the majority of the teachers had taught between 1-10 years and can provide the needed information with respect to the effect of teachers' participation in school based decision making and job satisfaction.

This section presents the results and discussions of data collected to answer the five research questions and two hypotheses formulated to guide the study. It comprised data from the questionnaire.

Research Question One

What is the level of teachers' participation in management of curriculum and instruction at the Asikuma-Odoben-Brakwa district?

The aim of this research objective was to identify the level of teachers' participation in management of curriculum and instruction. The coding of the items were done in using a five point scale (1=No extent; 2=To a smaller

extent; 3=Not sure; 4=To a moderate extent; and 5=To a greater extent). Mean score of 3 was used as a criterion based on the responses. That is: $(1+2+3+4+5)/5$. Items with mean scores above 3 depict disagreement to the item, whereas items with mean scores below 3 depict agreement to the item. The results from the study is presented in Table 3.

Table 3: Teachers' Level of Participation in Management of Curriculum and Instruction

Statement	Mean	SD
Integrate exams in line with the demands of the curriculum.	4.50	.92
I administer exams in line with the demands of the curriculum.	4.40	.49
I supervise exams in line with the demands of the curriculum.	4.80	.40
I mark exams in line with the demands of the curriculum.	4.70	.46
Advise on acquisition of text books for the new syllabus.	4.30	.90
Decide on the life skills to integrate in various subjects.	4.20	.87
Prepare reports/teaching and learning materials.	4.30	.46
Membership in the school academic board.	4.30	.90
Registration of students for national exams (BECE) online.	4.20	1.17
Overall Mean and Standard Deviation	4.41	.73

Source: Field data (2021)

Table 3 presents results on teachers involvement in decisions pertaining to the management of curriculum and instruction.

Concerning the statement; “Integrate exams in line with the demands of the curriculum”, it was found out that a significant majority of the teachers were involved to a greater extent. A mean of 4.50 and a standard deviation of

.92 were attained. It can be said that there were variations in the responses recorded for this statement and that not all the responses were of this view. This is because, the standard deviation of .92 which was obtained was higher than the mean of standard deviation of .73. However, it still remains that the majority of the teachers, to a greater extent, were involved in decisions regarding the integration of exams in line with the demands of the curriculum. Also, a mean of 4.40 and a standard deviation of .49 clearly indicate that the teachers to a moderate extent were allowed to administer exams in line with the demands of the curriculum. Again, the majority of the teachers indicated that, they supervise exams in line with the demands of the curriculum to a greater extent. A mean of 4.80 and a standard deviation of .40 were attained for this item and this falls within the option 4 (to a greater extent) when approximated to the nearest whole number looking at the scale under Table 3. In connection with the statement, "I mark exams in line with the demands of the curriculum", a mean of 4.70 and a standard deviation of .46 were obtained. Thus, to a greater extent, teachers were allowed to mark in line with the demands of the curriculum.

In line with the statement; "Advise on acquisition of textbooks for the new syllabus", a mean of 4.30 and a standard deviation of .90 were recorded. This means that to a moderate extent, the teachers were allowed to give advice on the acquisition of textbooks for the new syllabus. Converting the mean to the nearest whole number it could be seen that the mean falls at 4 which depicts that they are involved to a moderate extent. However, the high standard deviation realised which was higher than the mean of standard deviation of .73 indicates that there were variations in the responses and that

not all the respondents shared this view. Yet, it still remains that the majority of the teachers supported this view. Again, to a smaller extent, the teachers indicated that they decide on the life skills to integrate in various subjects. This is because, a mean of 4.20 and a standard of .87 were achieved for the statement. In line with the statement; “Prepare reports/teaching and learning materials”, a mean of 4.30 and a standard deviation of .46 were obtained. Thus, to a smaller extent, teachers were allowed to prepare reports/teaching and learning materials. Also, a mean of 4.30 and a standard deviation of .90 clearly indicate that, to a smaller extent, teachers were allowed to be members in the school academic board. Again, the majority of the teachers indicated that, to a smaller extent, there were allowed to participate in the registration of students for national exams (BECE) online. A mean of 4.20 and a standard deviation of 1.17 were attained for this item and this falls within the option 4 (to a moderate extent) when approximated to the nearest whole number looking at the scale under Table 3.

Research Question Two

What is the level of teachers’ participation in management of physical and material resources at the Asikuma-Odoben-Brakwa district?

This research objective sought to identify the level of teachers’ participation in management of physical and material resources. The coding of the items were done in line with the scale provided under Table 4 (1=No extent; 2=To a smaller extent; 3=Not sure; 4=To a moderate extent; and 5=To a greater extent). Table 4 presents the views of the respondents on their level of participation in management of physical and material resources.

Table 4: Teachers' Level of Participation in Management of Physical and Material Resources

Statements	Mean	SD
Maintenance of the facilities: classrooms, laboratories and library.	4.20	.75
Inventory of equipment and supplies in the department.	3.90	.83
Acquisition of modern school facilities and equipment.	3.80	.75
Requisition of modern school facilities and equipment	3.40	1.02
Review of school strategic planning to address emerging issues.	4.50	.50
Overall Mean and Standard Deviation	3.96	.77

Source: Field data (2021)

From Table 4, a mean of means of 4.20 and a mean of standard deviation of .75 were obtained for the statements that were posed to the teachers concerning their level of participation in management of physical and material resources. This implies that, to a moderate extent, teachers participated in decisions regarding management of physical and material resources. The individual items are further explained in the subsequent paragraphs.

A mean of 4.20 and a standard deviation of .75 were obtained for the statement; "Maintenance of the facilities: classrooms, laboratories and library". Thus, to a moderate extent, teachers were allowed to participate in decision regarding the maintenance of facilities such as: classrooms, laboratories and library. Also, to some extent, teachers were allowed to participate in decisions concerning inventory of equipment and supplies in the department. With this, a mean of 3.90 and a standard deviation of .83 were obtained. In line with the statement; "Acquisition of modern school facilities and equipment", a mean of 3.80 and a standard deviation of .75 were obtained.

So it goes that, to a moderate extent, the majority of the teachers were allowed to participate in the acquisition of modern school facilities and equipment. A standard deviation of 1.02 and a mean of 3.40 attest to the fact that, the majority of the teachers were not sure as to whether they participate in the requisition of modern school facilities and equipment. The high standard deviation obtained which was higher than the mean of standard deviation of .77 indicates that there were variations in the responses recorded for this item. Yet it still remains that the majority of the teachers were not sure about this statement. Regarding the statement; “Review of school strategic planning to address emerging issues”, a mean of 4.50 and a standard deviation of .50 were obtained. This implies that to a large extent, the teachers participated in the review of school strategic planning to address emerging issues.

Research Question Three

What is the level of teachers’ participation in management of students’ and teachers’ activities at the Asikuma-Odoben-Brakwa district?

This research question sought to find out is the level of teachers’ participation in management of students’ and teachers’ activities. The coding of the items were done in line with the scale provided under Table 5 (1=No extent; 2=To a smaller extent; 3=Not sure; 4=To a moderate extent; and 5=To a greater extent). Table 5 presents the views of the respondents on their level of participation in management of students’.

Table 5: Teachers' Level of Participation in Management of Students' Activities

Statement:	M	SD
Organise career programmes for students.	4.30	.46
Facilitate career programmes for students.	4.40	.49
Assist students in identifying institutions for further education and career training.	3.80	.98
Facilitate training for guidance and counselling for peer counsellors.	4.20	.40
Oversee student's council's activities.	4.30	.46
Organise student's council's activities.	4.40	.49
Facilitate student's council's activities.	4.20	.87
Incorporate students in revising school rules and regulations.	4.10	.83
Membership in the school disciplinary committee.	4.10	.83
Overall Mean and Standard Deviation	4.20	.65

Source: Field data (2021).

Table 5 sought to find out the level of teachers' participation in management of students' activities. A mean of means of 4.20 and a mean of standard deviation of .65 were realized. This means that, to some extent, teachers participated in decisions regarding management of students' activities. Further discussions of individual items are presented in the paragraphs below.

In connection with the statement, "Organise career programmes for students", a mean of 4.30 and a standard deviation of .46 were obtained. Thus, to a moderate extent, teachers were allowed to organise career programmes for

students. Concerning the statement; “Facilitate career programmes for students”, it was found out that a significant majority of the teachers were involved to a moderate extent. A mean of 4.40 and a standard deviation of .49 were attained. Also, a mean of 3.80 and a standard deviation of .98 clearly indicate that the teachers to a moderate extent were allowed to assist students in identifying institutions for further education and career training. It can be said that there were variations in the responses recorded for this statement and that not all the responses were of this view. This is because, the standard deviation of .98 which was obtained was higher than the mean of standard deviation of .65. However, it still remains that the majority of the teachers, to a moderate extent, were allowed to assist students in identifying institutions for further education and career training. Again, the majority of the teachers indicated that, they facilitate training for guidance and counselling for peer counsellors to a moderate extent. A mean of 4.20 and a standard deviation of .40 were attained for this item and this falls within the option 4 (to a moderate extent) when approximated to the nearest whole number looking at the scale under Table 5. In line with the statement; “Oversee student’s council’s activities”, a mean of 4.30 and a standard deviation of .46 were recorded. This means that to a moderate extent, the teachers were allowed to oversee student’s council activities. Converting the mean to the nearest whole number it could be seen that the mean falls at 4 which depicts that they are involved to a moderate extent.

Again, to a smaller extent, the teachers indicated that they organise student’s council activities. This is because, a mean of 4.40 and a standard of .49 were achieved for the statement. In line with the statement; “Facilitate

student's council's activities", a mean of 4.20 and a standard deviation of .87 were obtained. Thus, to a smaller extent, teachers were allowed to facilitate student's council activities. However, the high standard deviation realised which was higher than the mean of standard deviation of .65 indicates that there were variations in the responses and that not all the respondents shared this view. Yet, it still remains that the majority of the teachers supported this view. Also, a mean of 4.10 and a standard deviation of .83 clearly indicate that, to a smaller extent, teachers were allowed to incorporate students in revising school rules and regulations. Again, the majority of the teachers indicated that, to a smaller extent, they were allowed to be members in the school disciplinary committee. A mean of 4.10 and a standard deviation of .83 were attained for this item and this falls within the option 4 (to a moderate extent) when approximated to the nearest whole number looking at the scale under Table 5.

Table 6 presents the views of the respondents on their level of participation in management of teachers' activities. The coding of the items were done in line with the scale provided under Table 6 (1=No extent; 2=To a smaller extent; 3=Not sure; 4=To a moderate extent; and 5=To a greater extent).

Table 6: Teachers' Level of Participation in Management of Teachers' Activities

Statement	M	SD
Facilitate teaching and non-teaching duties.	4.10	.83
Challenging assumptions which underpin structures that are no longer relevant.	3.40	.92
Deliberate/incorporate change in carrying out duties.	3.90	.83
Take part in recruitment and selection activities for teaching and non-teaching support staff.	3.50	.81
Attend appropriate training/in-service for professional development.	4.20	.87
Self-Appraisal and evaluation of other teachers on performance of teaching and non-teaching duties.	4.70	.46
Assisting other teachers on the use of technology in teaching-learning.	3.90	.83
Giving induction and orientation to new teachers.	3.80	1.08
Facilitate and manage conflict management programmes.	4.40	.49
Overall Mean and Standard Deviation	3.99	.79

Source: Field data (2021)

From Table 6, a mean of means of 3.99 and a mean of standard deviation of .79 were obtained for the statements that were posed to the teachers concerning their level of participation in management of teachers' activities. This implies that, to a moderate extent, teachers participated in decisions regarding management of teachers' activities. The individual items are further explained in the subsequent paragraphs.

A mean of 4.10 and a standard deviation of .83 were obtained for the statement; "Facilitate teaching and non-teaching duties". Thus, to a moderate extent, teachers were allowed to facilitate teaching and non-teaching duties. Also, teachers were not sure as to whether they participated in challenging assumptions which underpin structures that are no longer relevant. With this, a

mean of 3.40 and a standard deviation of .92 were obtained. In line with the statement; “Deliberate/incorporate change in carrying out duties”, a mean of 3.90 and a standard deviation of .83 were obtained. So it goes that, to a moderate extent, the majority of the teachers were allowed to deliberate/incorporate change in carrying out duties. A standard deviation of .81 and a mean of 3.50 attest to the fact that, the majority of the teachers, to a moderate extent, take part in recruitment and selection activities for teaching and non-teaching support staff. The high standard deviation obtained which was higher than the mean of standard deviation of .79 indicates that there were variations in the responses recorded for this item. Yet it still remains that the majority of the teachers supported this statement. Regarding the statement; “Attend appropriate training/in-service for professional development”, a mean of 4.20 and a standard deviation of .87 were obtained. This implies that to a moderate extent, the teachers attend appropriate training/in-service for professional development.

Again, to a greater extent, the teachers indicated that they participate in self-appraisal and evaluation of other teachers on performance of teaching and non-teaching duties. This is because, a mean of 4.70 and a standard of .46 were achieved for the statement. In line with the statement; “Assisting other teachers on the use of technology in teaching-learning”, a mean of 3.90 and a standard deviation of .83 were obtained. Thus, to a moderate extent, teachers assisted other teachers on the use of technology in teaching-learning. Also, a mean of 3.80 and a standard deviation of 1.08 clearly indicate that, to a moderate extent, teachers were allowed to give induction and orientation to new teachers. However, the high standard deviation realised which was higher

than the mean of standard deviation of .79 indicates that there were variations in the responses and that not all the respondents shared this view. Yet, it still remains that the majority of the teachers supported this view. Again, the majority of the teachers indicated that, to a moderate extent, they were allowed to facilitate and manage conflict management programmes. A mean of 4.40 and a standard deviation of .49 were attained for this item and this falls within the option 4(to a moderate extent) when approximated to the nearest whole number looking at the scale under Table 6.

Research Question Four

What is the level of teachers' participation in management of school community partnership at the Asikuma-Odoben-Brakwa district?

The aim of this research objective was to identify the level of teachers' participation in management of school community partnership at the Asikuma-Odoben-Brakwa district. The coding of the items were done in line with the scale provided under Table 7 (1=No extent; 2=To a smaller extent; 3=Not sure; 4=To a moderate extent; and 5=To a greater extent). Table 7 presents the views of the respondents on their level of participation in management of school community partnership.

Table 7: Teachers' Level of Participation in Management of School Community Partnership

Statement:	M	SD
Promoting good relationship between the school, sponsors, parents and the local community.	4.50	.92
Liaising with parents/guardians over students difficulties.	4.30	.90
Planning for school community education days.	4.10	.83
Organising the school in local community activities like charity walks, etc.	4.10	.83
Facilitating research activities in liaison with other institutions, government departments and the local community.	3.50	1.29
Overall Mean and Standard Deviation	4.10	.95

Source: Field data (2021)

From Table 7, a mean of means of 4.10 and a mean of standard deviation of .95 were realized. This means that, to a moderate extent, teachers participated in decisions regarding management of school community partnership. Further discussions of individual items are presented in the paragraphs below.

In connection with the statement, “Promoting good relationship between the school, sponsors, parents and the local community”, a mean of 4.50 and a standard deviation of .92 were obtained. Thus, to a moderate extent, teachers were allowed to promote good relationship between the school, sponsors, parents and the local community. Concerning the statement; “Liaising with parents/guardians over students difficulties”, it was found out that a significant majority of the teachers were involved to a moderate extent. A mean of 4.30 and a standard deviation of .90 were attained. Also, a mean of 4.10 and a standard deviation of .83 clearly indicate that the teachers to a

moderate extent were allowed to plan for school community education days. Again, the majority of the teachers indicated that, they organise the school in local community activities like charity walks, etc. to some extent. A mean of 4.10 and a standard deviation of .83 were attained for this item and this falls within the option 4 (to a moderate extent) when approximated to the nearest whole number looking at the scale under Table 7. In line with the statement; “Facilitating research activities in liaison with other institutions, government departments and the local community”, a mean of 3.50 and a standard deviation of 1.29 were recorded. This means that to a moderate extent, the teachers were allowed to facilitate research activities in liaison with other institutions, government departments and the local community. Converting the mean to the nearest whole number it could be seen that the mean falls at 4 which depicts that they are involved to a moderate extent. It can be said that there were variations in the responses recorded for this statement and that not all the responses were of this view. This is because, the standard deviation of 1.29 which was obtained was higher than the mean of standard deviation of .95. However, it still remains that the majority of the teachers, to a moderate extent, were allowed to facilitate research activities in liaison with other institutions, government departments and the local community.

Research Question Five

What is the level of satisfaction among teachers regarding their participation in school based decision making at the Asikuma-Odoben-Brakwa district?

This research objective sought to find out the level of satisfaction among teachers regarding their participation in school based decision making

at the Asikuma-Odoben-Brakwa district. The coding of the items were done in line with the scale provided under Table 8 (1=No extent; 2= To a smaller extent; 3=Not sure; 4=To a moderate extent; 5=To a greater extent; and 6=To a very high extent). Table 8 presents the views of the respondents on their level of satisfaction regarding their participation in school based decision making.

Table 8: Teachers' Level of Participation in Management of School Community Partnership

Statements	M	SD
I feel I am being paid a fair amount for the work I do.	4.60	.49
There is really too little chance for promotion on my job.	4.50	.81
My head is quite competent in doing his/her job.	4.70	.80
I am not satisfied with the benefits I receive.	3.40	.59
When I do a good job, I receive the recognition for it that I should receive.	4.70	.81
Many of our rules and procedures make doing a good job difficult.	4.60	1.49
I like the people I work with.	5.10	.78
I sometimes feel my job is meaningless.	2.80	.80
Communication seems good within this school.	4.30	.54
Raises are too few and far between.	3.70	1.54
Those who do well on the job stand a fair chance of being promoted.	4.80	1.42
My head is unfair to me.	3.30	1.62
The benefits we receive are as good as most other organisations offer.	4.00	1.17
I do not feel that the work I do is appreciated.	3.20	1.19
My efforts to do a good job are seldom blocked by red tape.	2.80	1.00
I feel I have to work harder at my job because of the incompetence of people I work with.	3.00	1.40
I like doing the things I do at work.	4.80	1.17

The goals of this school are not clear to me.	3.10	1.42
I feel unappreciated by the school when I think about what they pay me.	3.80	.98
People get ahead as fast here as they do in other places.	3.30	1.52
My head shows too little interest in the feelings of subordinates.	3.70	1.54
The benefit package we receive is equitable.	3.90	1.27
There are few rewards for those who work here.	4.20	1.01
I have too much to do at work.	3.40	1.14
I enjoy my co-workers.	5.00	.45
I often feel that I do not know what is going on with the school.	3.10	.95
I feel a sense of pride in doing my job.	4.60	.80
I feel satisfied with my chances for salary increases.	4.30	1.27
There are benefits we do not have which we should have.	5.10	1.05
I like my head.	4.80	1.33
I have too much paperwork.	4.00	.78
I don't feel my efforts are rewarded the way they should be.	3.90	.83
I am satisfied with my chances for promotion.	4.10	1.14
There is too much bickering and fighting at work.	2.50	.81
My job is enjoyable.	4.20	1.17
Work assignments are not fully explained.	3.20	1.25
Overall Mean and Standard Deviation	3.96	1.10

Source: Field data (2021)

Table 8 sought to find out the level of satisfaction among teachers regarding their participation in school based decision making. A mean of means of 3.96 and a mean of standard deviation of 1.10 were realized. This implies that, to a moderately satisfied in terms of the statements that were posed to them regarding their level of satisfaction in terms of their

participation in school based decision making. Details of the individual items are discussed below.

From Table 8, a mean of 4.60 and a standard deviation of .49 were achieved for the statement: “I feel I am being paid a fair amount for the work I do”. This means that, to a high extent, the teachers feel they are being paid a fair amount for the work they do. Again, when the teachers were asked whether there is really too little chance for promotion, they indicated “to a high extent” to the statement. Here, a mean of 4.50 and a standard deviation of .81 were obtained for this item showing the respondents agreed to a high extent to the statement. Also, from Table 8, the teachers agreed to a high extent that their heads are quite competent in doing their job. This is evidenced by the mean score of 4.70 and a standard deviation of .80 for this item. The mean is approximately 5, showing that the respondents agreed moderately to the statement. Regarding the statement; “I am not satisfied with the benefits I receive”, the majority of the teachers moderately agreed to the statement. This can be seen from the mean of 3.40 and a standard deviation of .59 that were realized. Also, a mean of 4.70 and a standard deviation .81 were recorded for the item “When I do a good job, I receive the recognition for it that I should receive”. This means that, the majority of the teachers agreed to a high extent to this statement. This is because the mean falls on scale 5 (to a high extent) looking at the scale under Table 8.

The finding depicts that, most of the teachers agreed to a high extent to the statement: “Many of our rules and procedures make doing a good job difficult”. With a mean of 4.60 and a standard deviation of 1.49 it could be concluded that the mean falls into the scale of 5 (to a high extent). Again,

when the respondents were asked whether they like the people they work with, they agreed to a high extent to the statement. Here, a mean of 5.10 and a standard deviation of .78 were obtained for this item showing the respondents agreed to a high extent to the statement. Also, from Table 8, the teachers were not sure that they sometimes feel their job is meaningless. This is evidenced by the mean score of 2.80 and a standard deviation of .80 for this item. The mean is approximately 3, showing that the respondents were not sure about the statement. Regarding the statement; “Communication seems good within this school”, the majority of the teachers agreed to a moderate extent to the statement. This can be seen from the mean of 4.30 and a standard deviation of .54 that were realized.

Also, a mean of 3.70 and a standard deviation 1.54 were recorded for the item “Raises are too few and far between” This means that, the majority of the teachers agreed to a moderate extent to the statement. Again, when the teachers were asked whether those who do well on the job stand a fair chance of being promoted, they agreed to a high extent to the statement. Here, a mean of 4.80 and a standard deviation of 1.42 were obtained for this item showing the respondents agreed to a high extent to the statement. Also, from Table 8, the teachers were not sure as to whether their heads are unfair to them. This is evidenced by the mean score of 3.30 and a standard deviation of 1.62 for this item. The mean is approximately 3, showing that the respondents were unsure about the statement. The finding depicts that, most of the teachers agreed to a moderate extent to the statement: “The benefits we receive are as good as most other organisations offer”. With a mean of 4.00 and a standard deviation of 1.17 it could be concluded that the mean falls into the scale of 4 (to a high

extent). Regarding the statement “I do not feel that the work I do is appreciated”, the majority of the teachers were not sure about the statement. This can be seen from the mean of 3.20 and a standard deviation of 1.19 that were realized.

A mean of 2.80 and a standard deviation 1.00 were recorded for the item “My efforts to do a good job are seldom blocked by red tape”. This means that, most of the teachers were not sure about the statement. This is because the mean falls on scale 3 (not sure) looking at the scale under Table 8. Concerning the statement; “I feel I have to work harder at my job because of the incompetence of people I work with”, a mean of 3.00 and a standard deviation of 1.40 were achieved. Thus, the majority of the teachers were not sure about the statement. When the teachers were asked whether they like doing the things they do at work, the majority of the respondents agreed to a high extent to the statement. This is evidenced in the mean of 4.80 and a standard deviation of 1.17 that were realized. In relation to the statement; “The goals of this school are not clear to me”, the majority of the teachers were not sure about the statement. This can be seen from a mean of 3.10 and a standard deviation of 1.42 that were obtained. This means that the mean falls on the option “3”(not sure) looking at the scale under Table 8.

When the teachers were asked whether they feel unappreciated by the school when they think about what they are paid, a greater number of them agreed to a moderate extent to the statement. This item recorded a mean of 3.80 and a standard deviation of .98. Again, when the teachers were asked the statement; “People get ahead as fast here as they do in other places”, it was found out that a significant majority of the respondents were not sure about the

statement. A mean of 3.30 and a standard deviation of 1.52 were attained. Also, the majority of the teachers agreed to a moderate extent to the statement; “My head shows too little interest in the feelings of subordinates”. This is because a mean of 3.70 and a standard deviation of 1.54 were attained for this item and looking at the scale, a mean of 3.70 falls on option 4 which means “to a moderate extent”. In line with the statement; “The benefit package we receive is equitable”, the majority of the teachers agreed to a moderate extent to the statement. With this, a mean of 3.90 and a standard deviation of 1.27 were obtained. The mean falls on scale 4 “to a moderate extent” when approximated to the nearest whole number. The finding depicts that, most of the teachers agreed to a moderate extent to the statement: “There are few rewards for those who work here”. With a mean of 4.20 and a standard deviation of 1.01 it could be concluded that the mean falls into the scale of 4 (to a high extent).

Again, when the respondents were asked whether they have too much to do at work, they were not sure about the statement. Here, a mean of 3.40 and a standard deviation of 1.14 were obtained for this item showing the respondents were not sure about the statement. Also, from Table 8, the teachers agreed to a high extent that they enjoy their co-workers. This is evidenced by the mean score of 5.00 and a standard deviation of .45 for this item. Regarding the statement; “I often feel that I do not know what is going on with the school”, the majority of the teachers were not sure about the statement. This can be seen from the mean of 3.10 and a standard deviation of .95 that were realized. Also, a mean of 4.60 and a standard deviation .80 were recorded for the item “I feel a sense of pride in doing my job” This means that,

the majority of the teachers agreed to a high extent that, they feel a sense of pride in doing their job as teachers. This is because the mean falls on scale 5 (to a high extent) when approximated to the nearest whole number.

When the teachers were asked whether they feel satisfied with their chances for salary increases, it was realised that, they were satisfied to a moderate extent. Here, a mean of 4.30 and a standard deviation of 1.27 were obtained for this item showing the respondents agreed to a moderate extent to the statement. Also, from Table 8, the teachers agreed to a high extent that, there are benefits they do not have which they should have. This is evidenced by the mean score of 5.10 and a standard deviation of 1.05 for this item. The mean is approximately 5, showing that the respondents agreed to a high extent. Also, from Table 8, the teachers agreed to a high extent that they like their heads. This is evidenced by the mean score of 4.80 and a standard deviation of 1.33 for this item. The mean is approximately 5, showing that the respondents agreed to a high extent to the statement. Regarding the statement; “I have too much paper work”, the majority of the teachers agreed to a moderate extent to the statement. This can be seen from the mean of 4.00 and a standard deviation of .78 that were realized. Also, a mean of 3.90 and a standard deviation .83 were recorded for the item “I don’t feel my efforts are rewarded they way they should be”. This means that, the majority of the teachers agreed to a moderate extent to this statement.

The finding depicts that, most of the teachers agreed to a moderate extent to the statement: “I am satisfied with my chances for promotion”. With a mean of 4.10 and a standard deviation of 1.14 it could be concluded that the mean falls into the scale of 4 (to a moderate extent). Again, when the

respondents were asked whether there was too much bickering and fighting at work, they were not sure about the statement. Here, a mean of 2.50 and a standard deviation of .81 were obtained for this item showing the respondents were not sure about the statement. Also, from Table 8, the teachers agreed to a moderate extent that their job is enjoyable. This is evidenced by the mean score of 4.20 and a standard deviation of 1.17 for this item. The mean is approximately 4, showing that the respondents agreed to a high extent. Regarding the statement; “Work assignments are not fully explained”, the majority of the teachers were not sure about the statement. This can be seen from the mean of 3.20 and a standard deviation of 1.25 that were realized.

Hypothesis testing

The hypothesis for this study sought to investigate the relationship between teachers’ involvement in school-based decision making and their job satisfaction. The normality assumption was tested before the test was conducted. The normality test was conducted using the Q-Q plots. After this was done, the hypothesis was tested using the multiple regression analysis. Further details are provided in the subsequent paragraphs.

Relationship between Teachers’ Involvement in School-Based Decision Making and their Job Satisfaction

H₀: There is no relationship between teachers’ involvement in school-based decision making and their job satisfaction in basic schools at the Asikuma-Odoben-Brakwa district.

H₁: There is a statistically significant relationship between teachers’ involvement in school-based decision making and their job satisfaction in basic schools at the Asikuma-Odoben-Brakwa district.

In this regression, dependent variable is job satisfaction and the independent variables are teacher involvement in school based decision making in areas such as: management of curriculum and instruction, participation in management of physical and material resources, teachers' participation in management of students' and teachers' activities, and teachers' participation in management of school community partnership. The normality assumption was tested before the test was conducted. The normality test was conducted using the Q-Q plots and the result is shown in Figure 2.

Q-Q Plot Standardized Residuals

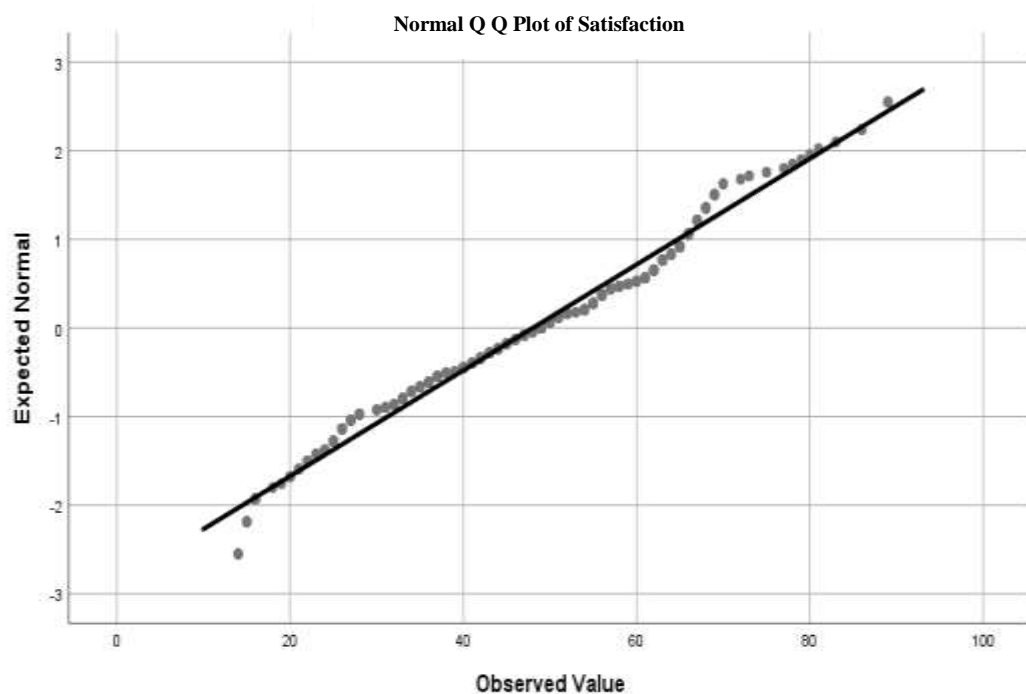


Figure 2: Q-Q Plot for Normality

The Q-Q plot shown in Figure 2 revealed that the data points are closer to the regression line. This depicted that the residuals for the variable work engagement is normally distribution and hence, the normality assumption was satisfied.

The analysis in Table 8 indicated that the autocorrelation assumption was not violated since the Durbin-Watson test yielded an estimate of 1.722 which fell within the range of 1.5 and 2.5 (Table 8). Also, all the VIF estimates were below 2.5. This suggested that multicollinearity was low and thus, the multicollinearity assumption has been satisfied. Other results on the overall model are presented in Table 8.

Table 9: Model Summary

Model	R	R Square	Adjusted R Square	VIF range	Durbin-Watson
1	.850	.339	.066	1.257-1.311	1.722

a. Dependent Variable: Involvement in decision Making

b. Predictors: (Constant), Job Satisfaction

The results from the model summary showed a multiple correlation coefficient of .085 (see Table 9). The results further revealed that about 7% of the variations in academic performance were explained by punishment and behaviour.

Table 10 showed the results on the model fit for the regression model conducted.

Table 10: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	555.642	2	277.821	.991	.003 ^b
	Residual	77110.301	258	280.401		
	Total	77665.942	260			

a. Dependent Variable: Involvement in decision Making

b. Predictors: (Constant), Job Satisfaction

The results showed a statistically insignificant model, $F(2, 258) = .991$, $p = .003$. with punishment and behaviour as predictors and academic performance as a criterion variable.

Table 11 provided more information with regards to the contribution of each of the predictor variables to the criterion variable.

Table 11: Multiple Regression Analysis on Teachers' Involvement in School Based Decision Making and Job Satisfaction

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	77.867	12.377		6.291	.000
Management of Curriculum and Instruction	1.238	.633	.112	1.955	.051
Participation in Management of Physical and Material Resources	-.092	.110	-.048	-.837	.403
Teachers' Participation in Management of Students' and Teachers' Activities	.343	.042	.911	.241	.027
Teachers' Participation in Management of School Community Partnership.	.489	.693	.021	.811	.039

Source: Field Data, 2021

The multiple correlation coefficients 0.000 measure the degree of relationship between the actual values and the predicted values of job satisfaction. Because the predicted values are obtained as linear combination of teacher involvement in school based decision making in areas such as: management of curriculum and instruction, participation in management of physical and material resources, teachers' participation in management of students' and teachers' activities, and teachers' participation in management of school community partnership, the coefficient value of 0.583 indicates that the relationship between job satisfaction and teacher involvement in school based decision making is moderate but positive.

The Coefficient of Determination R-square measures the goodness-of-fit of the estimated Sample multiple Regression in terms of the proportion of the variation in the dependent variables explained by the fitted sample multiple regression equation. Thus the value of R-square is 0.339 means that about 33.9% of the variation in job satisfaction is explained by the estimated using teacher involvement in school based decision making as the independent variable and R square value is significant at 5 percent level.

The coefficient of **B1** is 1.238 which represents the partial effect of teacher involvement in management of curriculum and instruction holding the other variables as constant. The estimated positive sign implies that such effect is positive that job satisfaction would increase by 1.238 for every unit increase in teacher involvement in management of curriculum and instruction and this coefficient value is significant at 5% level. The coefficient of **B2** is -0.092 which represents the partial effect of teacher involvement in management of physical and material resources, holding the other variables as constant. The

estimated negative sign implies that such effect is negative that job satisfaction score would decrease by 0.092 for every unit decrease in teacher involvement in management of physical and material resources and this coefficient value is not significant at 5% level. The coefficient of **B3** is .343 which represents the partial effect of teachers' participation in management of students' and teachers' activities holding the other variables as constant. The estimated positive sign implies that such effect is positive that job satisfaction would increase by .343 for every unit increase in teachers' involvement in management of students' and teachers' activities and this coefficient value is significant at 5% level. The coefficient of **B4** is 0.489 which represents the partial effect of teachers' participation in management of school community partnership, holding the other variables as constant. The estimated positive sign implies that such effect is positive that job satisfaction score would decrease by 0.489 for every unit increase in teacher involvement in management of school and community partnership and this coefficient value is not significant at 5% level. Therefore, the null hypothesis which stated that there is a significant association between teacher involvement in school based decision making and job satisfaction fails to be rejected.

Discussion

Research Question One

Teachers' Level of Participation in Management of Curriculum and Instruction

The study revealed that, to a moderate extent, teachers were involved in decisions pertaining to the management of curriculum and instruction. This hinges of the findings that, the teachers were to a moderate extent: allowed to

administer exams in line with the demands of the curriculum; advise on the acquisition of textbooks for the new syllabus; and decide on the life skills to integrate in various subjects. Again, to a moderate extent, the teachers: prepare reports/teaching and learning materials; are members in the school academic board; and participate in the registration of students for national exams (BECE) online.

This finding is in line with that of Gardinier (2012) who found that, teachers' participation in curriculum and instruction led to political and social transformation at the national and local level. Similarly, this finding supports that of Valliamah, Khadijah, and Subramanian (2016) who carried a study on instructional leadership and teachers' commitment and found that, teachers' participation in formulating instructional objectives, supervising, evaluating, coordinating and time management had direct relationship with motivation. Cheng (2008) indicated in a study on the effect of shared decision-making on teachers' job development in secondary schools using structural equation model that, teachers' participation in the selection of teaching-learning resources influenced job satisfaction.

Research Question Two

Teachers' Level of Participation in Management of Physical and Material Resources

The study showed that, to a moderate extent, teachers participated in decisions regarding management of physical and material resources. This is because, to a moderate extent, teachers participated in: the maintenance of facilities such as: classrooms, laboratories and library; inventory of equipment and supplies in the department; and the acquisition of modern school facilities

and equipment. However, although the teachers to a greater extent participated in the review of school strategic planning to address emerging issues, they were not sure as to whether they participated in the requisition of modern school facilities and equipment.

This finding contradicts that of Kiambu, Machakos and Kajiado Counties. Earthman (2004) who argued that, teachers did not participate in school-based decisions such as: building features such as provision of ventilation, lighting, acoustic, and design classification. This finding contradicts that of Duran (2008) who found out that, teachers did not participate in the provision of physical and material resources.

Research Question Three

Teachers' Level of Participation in Management of Students' and Teachers' Activities

Tables 5 and 6 reveal that, to a moderate extent, teachers participated in decisions regarding management of students' and teachers' activities. In the management of students' activities, the teachers to a moderate extent: organise career programmes for students; facilitate career programmes for students; assist students in identifying institutions for further education and career training; facilitate training for guidance and counselling for peer counsellors; and oversee student's council activities. Also, the teachers to a moderate extent: organise student's council activities; facilitate student's council activities; incorporate students in revising school rules and regulations; and are members in the school disciplinary committee. Again, teachers, to a moderate extent, participated in teachers' activities such as: facilitating teaching and non-teaching duties; deliberate/incorporate change in carrying out duties;

taking part in recruitment and selection activities for teaching and non-teaching support staff; and attending appropriate training/in-service for professional development. To a moderate extent, teachers assisted other teachers on the use of technology; gave induction and orientation to new teachers; and facilitated and managed conflict management programmes. Although, teachers to a greater extent, were allowed to participate in self-appraisal and evaluation of other teachers on performance of teaching and non-teaching duties; however, the teachers were uncertain as to whether they challenged assumptions which underpin structures that are no longer relevant.

This finding corroborates that of Aliakbari and Amoli (2016) who examined the effect of teacher empowerment on their commitment and student achievement and found out that, teacher empowerment such as providing guidance and counseling enhanced their motivation and students' overall performance.

Research Question Four

Teachers' Level of Participation in Management of School Community Partnership

The study identified that, to a moderate extent, teachers participated in decisions regarding management of school community partnership. With this, the teachers indicated that, to a moderate extent, they participated in: liaising with parents/guardians over students difficulties; planning for school community education days; organising the school in local community activities like charity walks, etc. Although to a greater extent, the teachers participated in promoting good relationship between the school, sponsors, parents and the local community; yet, they were not sure whether they were

involved in facilitating research activities in liaison with other institutions, government departments and the local community.

This finding is in agreement with the views of several scholars (Bandur, 2008; Antonio & Gamage, 2007) that, teachers participated in school community partnership and this motivated teachers in providing instructional leadership. This finding confirms that of Shirinand Alaeddin (2014) who explained that, teachers were involved in school community partnership such as discussing with parents the physical, social and mental development of learners

Research Question Five

Teachers' Level of Satisfaction regarding their Participation in School Based Decision Making

The study showed that, the majority of the teachers were moderately satisfied with their participation in school based decisions. This hinges on the findings that, the teachers felt they were being paid a fair amount for the work they do; when they do a good job, they receive the recognition for it that they should receive; they like the people they work with; and those who do well on the job stand a fair chance of being promoted. Again, the teachers indicated that, they like doing the things they do at work; enjoy my co-workers; feel a sense of pride in doing their job;and are satisfied with their chances for promotion. However, the teachers felt unappreciated by the school when they think about the pay they receive; and that, there are benefits they do not have which they should have.

This finding is in agreement with Mosheti (2013) who conducted a study on teacher participation in school decision-making and job satisfaction

and found out that, teachers tended to have least satisfaction in general on opportunity for promotion, and income from teaching expressed in terms of the extent to which monthly needs were met. This finding contradicts that of Odongo (2014) who found that, teachers were dissatisfied with certain aspects of their work such as the working conditions and their pay.

Research Hypothesis

Relationship between Teachers' Involvement in School-Based Decision Making and their Job Satisfaction

The study revealed that, there was a moderate but positive relationship between teacher involvement in school-based decision making in areas such as: management of curriculum and instruction, participation in management of physical and material resources, teachers' participation in management of students' and teachers' activities; and teachers' participation in management of school community partnership and job satisfaction.

The finding is in accordance with Manu (2016) who sought to examine the relationship between teachers' participation in school based decision making and job satisfaction in public basic schools in the Komenda-Edina-Eguafo-Abrem (KEEA) District in the Central Region of Ghana. The study among other things found out that, there was a moderate positive correlation between teachers' involvement in school-based decisions and job satisfaction. However, there was a statistically significant correlation between teacher involvement in school-based decisions and job satisfaction. The finding is further corroborated by Goksoy (2014) that teachers' participation played a significant role in developing commitment and achievement of organizational goals thereby decreasing resistance to change. Similarly, Odongo (2014)

conducted a study on the relationship between teachers' participation in decision-making and their job satisfaction in public secondary schools in Gem Sub-County, Siaya County, Kenya. The study revealed that, there is a positive relationship between teachers' participation in decision-making and their job satisfaction.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter marks the concluding part of the study. It aims at highlighting the main findings. It also presents a summary of the research process, the conclusions, and recommendations and offers implications for future research.

Summary of Research Process

Teachers' participation in management of curriculum and instruction, physical and material resources, students' and teachers' activities and school community partnership lead to productivity, innovation, minimal absenteeism, commitment and quality work (Millet, 2010; Akinfolarin, 2015; Mazandarani & Mahnoosh, 2015). However, in the majority of Ghanaian basic schools, decisions are tailor-made and fed to teachers to implement (Dampson, 2011). Dampson further argues that the 'fear factor' of being transferred to a rural school, demoted, suspended, or not being promoted made teachers not to question authority. This situation de-motivates teachers which affects their satisfaction and teaching, and thus affecting the improvement of the school and the academic performance of the students. This research therefore sought to examine the level of teachers' participation in school based decision making and job satisfaction in basic schools in the Asikuma-Odoben-Brakwa district in the Central Region of Ghana. Specifically, the study sought to find out the teachers' level of participation in management of curriculum and instruction; teachers' level of participation in management of physical and material resources; teachers' level of participation in management of students' and teachers' activities; teachers' level of participation in management of school

community partnership; teachers' level of satisfaction regarding their participation in school based decision making; and the relationship between teachers' involvement in school-based decision-making and job satisfaction.

In order to find answers to the research questions and the hypothesis that were formulated to guide the study, the cross-sectional descriptive survey design was employed. The study covered all teachers in the public basic schools in the Asikuma-Odoben-Brakwa district in the Central Region of Ghana. In all, 260 teachers were involved in the study. The multi-stage (cluster and proportionate) technique and the simple random sampling procedure were used to select the teachers to serve as respondents.

The questionnaire was used to gather the requisite data for the study. A set of five-point and six-point Likert scale type of questionnaires was used to gather data from the teachers. The data gathered from the respondents were analysed with statistical tools such as frequencies, percentages, means and standard deviations, as well as the multiple regression analysis. The following were the main findings of the study.

Key Findings

It was realised that, to a moderate extent, teachers were involved in decisions pertaining to the management of curriculum and instruction. With this, the teachers were to a moderate extent: allowed to administer exams in line with the demands of the curriculum; advise on the acquisition of textbooks for the new syllabus; and decide on the life skills to integrate in various subjects. Again, to a moderate extent, the teachers: prepare reports/teaching and learning materials; are members in the school academic

board; and participate in the registration of students for national exams (BECE) online.

The study found that, to a moderate extent, teachers participated in decisions regarding management of physical and material resources. This is because, to a moderate extent, teachers participated in: the maintenance of facilities such as: classrooms, laboratories and library; inventory of equipment and supplies in the department; and the acquisition of modern school facilities and equipment. However, although the teachers to a greater extent participated in the review of school strategic planning to address emerging issues, they were not sure as to whether they participated in the requisition of modern school facilities and equipment.

It was realised that, to a moderate extent, teachers participated in decisions regarding management of students' and teachers' activities. In the management of students' activities, the teachers to a moderate extent: organise career programmes for students; facilitate career programmes for students; assist students in identifying institutions for further education and career training; facilitate training for guidance and counselling for peer counsellors; and oversee student's council activities. Also, the teachers to a moderate extent: organise student's council activities; facilitate student's council activities; incorporate students in revising school rules and regulations; and are members in the school disciplinary committee. Again, teachers, to a moderate extent, participated in teachers' activities such as: facilitating teaching and non-teaching duties; deliberate/incorporate change in carrying out duties; taking part in recruitment and selection activities for teaching and non-teaching support staff; and attending appropriate training/in-service for

professional development. To a moderate extent, teachers assisted other teachers on the use of technology; gave induction and orientation to new teachers; and facilitated and managed conflict management programmes. Although, teachers to a greater extent, were allowed to participate in self-appraisal and evaluation of other teachers on performance of teaching and non-teaching duties; however, the teachers were uncertain as to whether they challenged assumptions which underpin structures that are no longer relevant.

Again, to a moderate extent, teachers participated in decisions regarding management of school community partnership. With this, the teachers indicated that, to a moderate extent, they participated in: liaising with parents/guardians over students' difficulties; planning for school community education days; and organising the school in local community activities like charity walks, etc. Although to a greater extent, the teachers participated in promoting good relationship between the school, sponsors, parents and the local community; yet, they were not sure whether they were involved in facilitating research activities in liaison with other institutions, government departments and the local community.

The study found that, the majority of the teachers were moderately satisfied with their participation in school based decisions. This is because, the teachers felt they were being paid a fair amount for the work they do; when they do a good job, they receive the recognition for it that they should receive; they like the people they work with; and those who do well on the job stand a fair chance of being promoted. Again, the teachers indicated that, they like doing the things they do at work; enjoy my co-workers; feel a sense of pride in doing their job; and are satisfied with their chances for promotion. However,

the teachers felt unappreciated by the school when they think about the pay they receive; and that, there are benefits they do not have which they should have.

It was realised that, there was a moderate, positive correlation between teachers' involvement in school-based decision making and their job satisfaction and that, teachers' involvement in school-based decision making is a significant factor that influences job satisfaction.

Conclusions

The following conclusions could be drawn from the findings of the study. It can be concluded that, to a moderate extent, teachers were involved in decisions pertaining to the management of curriculum and instruction. However, quite a number of the teachers varied in terms of their involvement in advice on acquisition of text books for the new syllabus. Perhaps, the teachers who are the implementers of the curriculum are not considered or consulted on the kind of textbooks that are used in the classroom. It is also worrying to learn that, there were variations in terms of teachers' participation in the registration of students for national exams (BECE) online. Perhaps, the school authority considers this as the responsibility of the headteacher and assistant heads of the schools. Yet, teachers who have day to day interactions with the pupils in the classrooms can provide detailed information about the attitudes of pupils, regularity to school, and their overall academic performance which may inform decisions pertaining to their registration for the national exams (BECE).

Also, it can be concluded that, to a moderate extent, teachers participated in decisions regarding management of physical and material

resources. This hinges on the findings that, to a moderate extent, teachers participated in: the maintenance of facilities such as: classrooms, laboratories and library; inventory of equipment and supplies in the department; and the acquisition of modern school facilities and equipment. However, the teachers were not sure as to whether they participated in the requisition of modern school facilities and equipment. Perhaps, the heads of the various basic schools considers teaching as the core mandate of teachers and matters pertaining to the requisition of modern school facilities and equipment as a decision for the top management level of the school.

It can be concluded that, to a moderate extent, teachers participated in decisions regarding management of students' and teachers' activities. Yet, the teachers varied in terms of their involvement in student activities such as: assisting students in identifying institutions for further education and career training. Perhaps, the teachers are not considered qualified to undertake this responsibility and that, this is the role of the guidance and counselling coordinators of the various schools. Also, teachers varied in terms of their involvement in incorporating students in revising school rules and regulations; as well as their membership in the school disciplinary committee. In the management of teachers' activities, the teachers varied concerning challenging assumptions which underpin structures that are no longer relevant. Perhaps, the teachers are not allowed to question or challenge the status quo in their various schools and provide better alternatives to address those concerns. It could also be that the teachers are simply not interested in challenging these assumptions seeing that, very little may be done about their concerns which will eventually yield no fruitful results. Again, the teachers varied in terms of

their involvement in recruitment and selection activities for teaching and non-teaching support staff. It is quite clear that this decision is done by the Ministry of Education and the Ghana Education Service after heads have declared the vacancies in their schools. However, it could be that the teachers are not allowed maximum participation in declaring the type and support they require for teaching and non-teaching services.

The study concluded that, to a moderate extent, teachers participated in decisions regarding management of school community partnership. This hinges on the findings that, to a moderate extent, teachers participated in: liaising with parents/guardians over students; difficulties; planning for school community education days; and organising the school in local community activities like charity walks, etc. Yet, the teachers were not sure whether they were involved in facilitating research activities in liaison with other institutions, government departments and the local community.

It is concluded that, the teachers were moderately satisfied with their participation in school based decisions. This hinges on the findings that, the teachers felt they were being paid a fair amount for the work they do; received the needed recognition; liked the people they work with; and felt a sense of pride in doing their job. However, the teachers felt unappreciated by the school when they think about the pay they receive; and that, there are benefits they do not have which they should have.

Again, it can be concluded that, there was a moderate, positive correlation between teachers' involvement in school-based decision making and their job satisfaction. Also, teachers' involvement in school-based decision making was a significant factor that influences job satisfaction.

Recommendations

Based on the findings and conclusions drawn from the study, the following recommendations have been made:

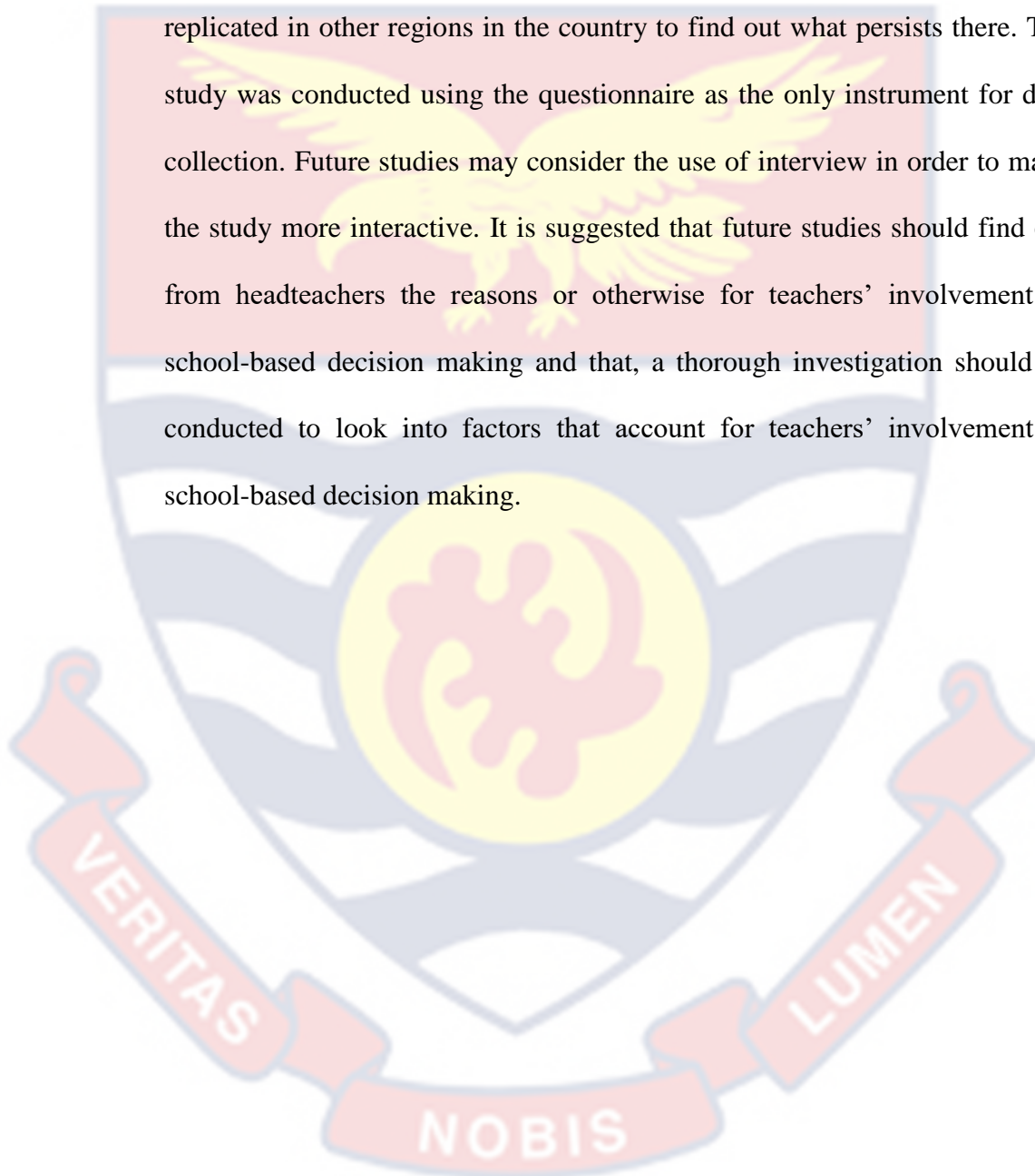
1. It is recommended that, the Ministry of Education (MoE), the Ghana Education Service (GES), and headteachers should involve teachers in decisions regarding advice on acquisition of text books for the new syllabus, and the registration of students for national exams (BECE) online. Also, teachers need much involvement in decisions in terms of being allowed to administer exams in line with the demands of the curriculum; deciding on the life skills to integrate in various subjects; and preparing reports/teaching and learning materials.
2. It is recommended that, the Ministry of Education (MoE), the Ghana Education Service (GES), and headteachers should ensure that teachers participate in decisions regarding the requisition of modern school facilities and equipment. Again teachers need to be involved better in decisions concerning the management of physical and material resources such as: the maintenance of facilities (classrooms, laboratories and library), inventory of equipment and supplies in the department; and the acquisition of modern school facilities and equipment.
3. The study recommends that, the guidance and counselling coordinators of the various basic schools should liaise with teachers in assisting students in identifying institutions for further education and career training. Also, the Ministry of Education (MoE), the Ghana Education Service (GES), and headteachers should ensure maximum teacher participation in incorporating students in revising school rules and regulations; as well as

their membership in the school disciplinary committee. In the management of teachers' activities, the teachers not only challenge assumptions which underpin structures that are no longer relevant but should better alternatives to address those concerns. Again, the teachers should be allowed maximum involvement in recruitment and selection activities for teaching and non-teaching support staff in declaring the type and support they require for teaching and non-teaching services.

4. It is recommended that to a high extent, headteachers should involve teachers in decisions regarding management of school community partnership such as: liaising with parents/guardians over students difficulties; planning for school community education days; organising the school in local community activities like charity walks, etc.; and facilitating research activities in liaison with other institutions, government departments and the local community.
5. The Ministry of Education (MoE) and the Ghana Education Service (GES) should ensure high satisfaction levels among teachers by appreciating and paying them befitting salaries for the work they do and ensuring that, teachers receive the benefits they are entitled to.
6. The Ministry of Education (MoE), the Ghana Education Service (GES), and headteachers should ensure teachers' participation in school-based decisions such as: management of curriculum and instruction, physical and material resources, students' and teachers' activities and school community partnership in order to ensure high productivity, innovation, minimal absenteeism, commitment and quality work among teachers.

Areas for Further Research

This study examined the level of teachers' participation in school based decision making and job satisfaction in basic schools in the Asikuma-Odoben-Brakwa district in the Central Region of Ghana. The study could be replicated in other regions in the country to find out what persists there. The study was conducted using the questionnaire as the only instrument for data collection. Future studies may consider the use of interview in order to make the study more interactive. It is suggested that future studies should find out from headteachers the reasons or otherwise for teachers' involvement in school-based decision making and that, a thorough investigation should be conducted to look into factors that account for teachers' involvement in school-based decision making.



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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR TEACHERS

UNIVERSITY OF CAPE COAST

COLLEGE OF DISTANCE EDUCATION

This questionnaire seeks to examine the effect of teachers' participation in school based decision making and job satisfaction in basic schools in the Asikuma-Odoben-Brakwa district in the Central Region of Ghana. Towards this end, I would want to crave your indulgence to respond to the enclosed questionnaire which is tailored to facilitate investigation into the topic. I promise that your identity and responses would be held strictly confidential.

SECTION A: DEMOGRAPHIC INFORMATION

1. Gender:

- a. Male b. Female

2. Age:

- a. Below 20 years b. 21 - 30yrs c. 31 – 40 yrs.
 d. 41 – 50 yrs. e. 51 - 60 yrs.

3. Marital status:

- a. Married b. Unmarried

4. Professional status:

- a. Trained Teacher b. Untrained Teacher

If Trained/ Professional Teacher answer question 5:

5. Highest Professional Qualification:

- a. Certificate 'A'
 b. Diploma in Education
 c. First Degree in Education
 d. Master's Degree in Education

Other, specify:.....

6. Years of work experience:

.....

SECTIONB:LEVEL OF TEACHER PARTICIPATION IN SCHOOL-BASED DECISIONS

Direction: Please indicate how you agree or disagree with the following statements.

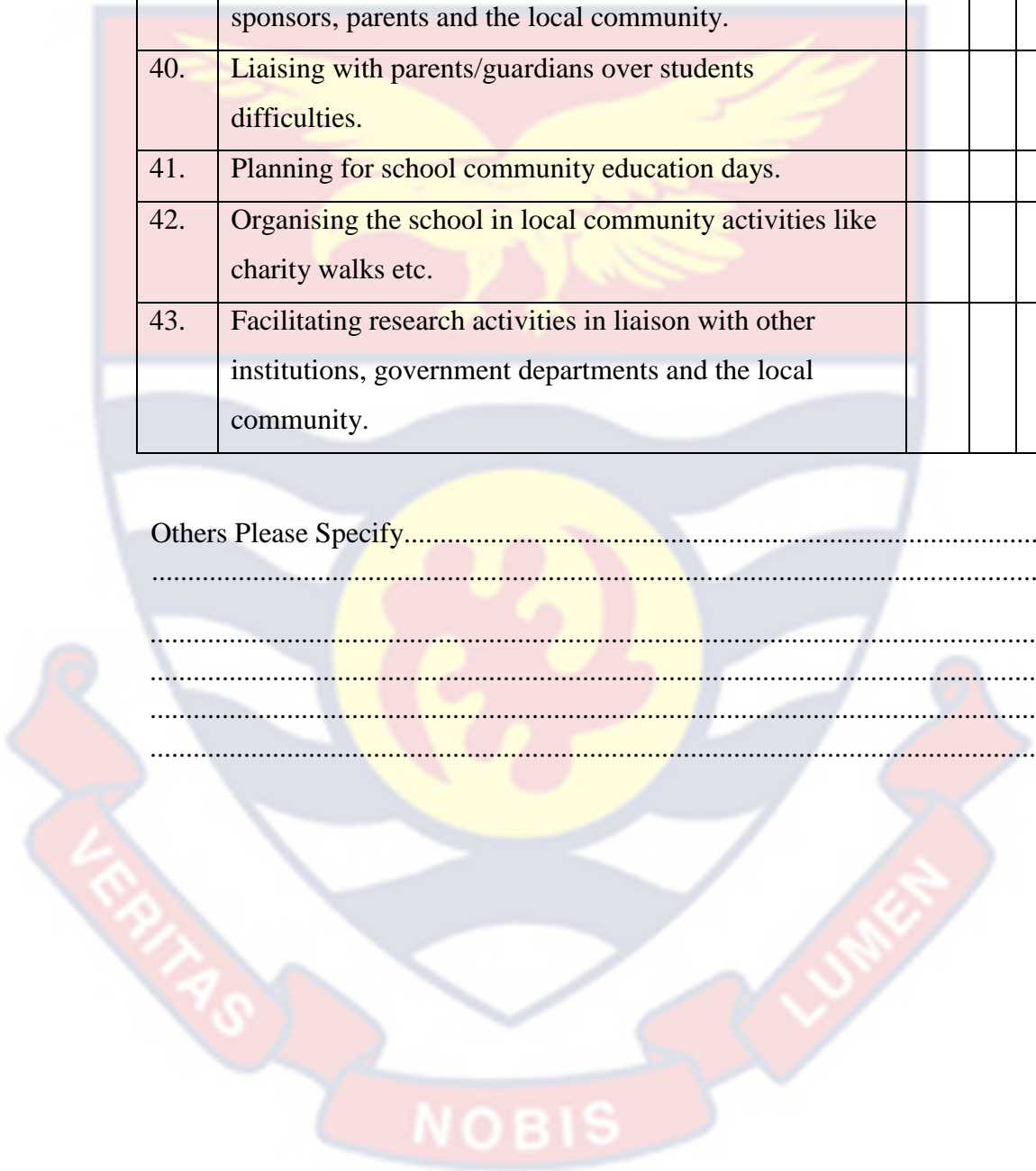
Key: 1= No extent; 2= To a smaller extent; 3 = Not sure; 4= To a moderate extent; and 5= To a greater extent.

NO	STATEMENTS: To what extent do you participate in school-based decisions in the following areas?	1	2	3	4	5
Management of Curriculum and Instruction						
7.	Integrate exams in line with the demands of the curriculum.					
8.	I administer exams in line with the demands of the curriculum.					
9.	I supervise exams in line with the demands of the curriculum.					
10.	I mark exams in line with the demands of the curriculum.					
11.	Advise on acquisition of text books for the new syllabus.					
12.	Decide on the life skills to integrate in various subjects.					
13.	Prepare reports/teaching and learning materials.					
14.	Membership in the school academic board.					
15.	Registration of students for national exams (BECE) on line.					
Management of Physical and Material Resources						
16.	Maintenance of the facilities: classrooms, laboratories and library.					
17.	Inventory of equipment and supplies in the department.					

18.	Acquisition of modern school facilities and equipment.						
19.	Requisition of modern school facilities and equipment.						
20.	Review of school strategic planning to address emerging issues.						
Students' Activities							
21.	Organise career programmes for students.						
22.	Facilitate career programmes for students.						
23.	Assist students in identifying institutions for further education and career training.						
24.	Facilitate training for guidance and counselling for peer counsellors.						
25.	Oversee student's council's activities.						
26.	Organise student's council's activities.						
27.	Facilitate student's council's activities.						
28.	Incorporate students in revising school rules and regulations						
29.	Membership in the school disciplinary committee.						
Staff Activities							
30.	Facilitate teaching and non-teaching duties.						
31.	Challenging assumptions which underpin structures that are no longer relevant.						
32.	Deliberate/incorporate change in carrying out duties.						
33.	Take part in recruitment and selection activities for teaching and non-teaching support staff.						
34.	Attend appropriate training/in-service for professional development.						
35.	Self-Appraisal and evaluation of other teachers on performance of teaching and non-teaching duties.						
36.	Assisting other teachers on the use of technology in						

	teaching-learning.						
37.	Giving induction and orientation to new teachers.						
38.	Facilitate and manage conflict management programmes.						
School-Community Partnership							
39.	Promoting good relationship between the school, sponsors, parents and the local community.						
40.	Liaising with parents/guardians over students difficulties.						
41.	Planning for school community education days.						
42.	Organising the school in local community activities like charity walks etc.						
43.	Facilitating research activities in liaison with other institutions, government departments and the local community.						

Others Please Specify.....



SECTION C: TEACHERS' LEVEL OF SATISFACTION REGARDING THEIR PARTICIPATION IN SCHOOL BASED DECISION MAKING

Direction: Please indicate how you agree or disagree with the following statements.

Key: 1=No extent; 2= To a smaller extent; 3=Not sure; 4=To a moderate extent; 5=To a greater extent; 5=To a very greate extent.

Job Satisfaction Survey (JSS) by Paul E. Spector							
No	STATEMENTS	1	2	3	4	5	6
1.	I feel I am being paid a fair amount for the work I do.						
2.	There is really too little chance for promotion on my job.						
3.	My head is quite competent in doing his/her job.						
4.	I am not satisfied with the benefits I receive.						
5.	When I do a good job, I receive the recognition for it that I should receive.						
6.	Many of our rules and procedures make doing a good job difficult.						
7.	I like the people I work with.						
8.	I sometimes feel my job is meaningless.						
9.	Communications seem good within this school.						
10.	Raises are too few and far between.						
11.	Those who do well on the job stand a fair chance of being promoted.						
12.	My head is unfair to me.						
13.	The benefits we receive are as good as most other organisations offer.						
14.	I do not feel that the work I do is appreciated.						
15.	My efforts to do a good job are seldom blocked by red tape.						

16.	I feel I have to work harder at my job because of the incompetence of people I work with.						
17.	I like doing the things I do at work.						
18.	The goals of this school are not clear to me.						
19.	I feel unappreciated by the school when I think when I think about what they pay me.						
20.	People get ahead as fast here as they do in other places.						
21.	My head shows too little interest in the feelings of subordinates.						
22.	The benefit package we receive is equitable.						
23.	There are few rewards for those who work here.						
24.	I have too much to do at work.						
25.	I enjoy my co-workers.						
26.	I often feel that I do not know what is going on with the school.						
27.	I feel a sense of pride in doing my job.						
28.	I feel satisfied with my chances for salary increases.						
29.	There are benefits we do not have which we should have.						
30.	I like my head.						
31.	I have too much paperwork.						
32.	I don't feel my efforts are rewarded the way they should be.						
33.	I am satisfied with my chances for promotion.						
34.	There is too much bickering and fighting at work.						
35.	My job is enjoyable.						
36.	Work assignments are not fully explained.						

Others Please Specify.....

Thank You

APPENDIX B: INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST
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28th October, 2021

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

A LETTER OF INTRODUCTION: BERNARD ASIEDU

The bearer of this letter is a student of the College of Distance Education, University of Cape Coast with student registration number **ED/AHE/19/0005**. He is pursuing a Master of Philosophy in Administration in Higher Education. He is investigating the topic "**Teachers' Participation In School Based Decision Making And Job Satisfaction In Basic Schools At The Breman Asikuma-Odoben Brakwa District in the Central Region of Ghana.**".

Kindly extend to him any curtesy he may require in relation to his research and postgraduate studies at the University of Cape Coast.

Thank you.

Yours faithfully,


Dr. Felix Kumedzro.
COORDINATOR