

UNIVERSITY OF EDUCATION, WINNEBA

TEACHERS' PARTICIPATION IN SCHOOL BASED DECISION MAKING AND
ITS INFLUENCE ON THEIR JOB SATISFACTION AT SENIOR HIGH SCHOOLS
IN THE KUMASI METROPOLIS



**A Dissertation in the Department of Educational Leadership, Faculty of Education
and Communication Sciences, submitted to the School of Graduate Studies,
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award of the Master of Arts (Educational Leadership) degree**

DECEMBER, 2020

DECLARATION

STUDENT'S DECLARATION

I, ALICE ODUM, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and acknowledged, is entirely my original research and that no part of it has been presented for another degree in this university or elsewhere.

SIGNATURE:

DATE:



SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines on supervision of dissertation as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: DR. PHILIP OTI-AGYEN

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DATE:

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DEDICATION

To my daughter, Eunice Adwoa Nyamekye Amaglo.



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ABSTRACT

This study assessed teachers' participation in classroom-based decision making and its effect on their job satisfaction at Senior High Schools in the Kumasi Metropolis in the Ashanti Region of Ghana. The objectives of the study was to find out teachers' level of participation in the selection of instructional materials for teaching in the classroom at Senior High Schools in the Kumasi Metropolis; discuss teachers' level of participation in students' classroom disciplinary actions at Senior High Schools; find out the teachers' level of participation in assessment techniques at Senior High Schools in the Kumasi Metropolis. Descriptive research design was adopted for the study. The multi-stage technique (cluster sampling, proportional allocation of sample size) and simple random sampling procedure were used to select 260 teachers for the study. Questionnaire was used in collecting data. The data was analysed using frequency counts and simple percentages, as well as means and standard deviations. The study reveals that, to some extent, teachers were allowed to participate in classroom-based decision making including the selection of instructional materials for teaching and learning in the classroom; students' classroom disciplinary actions; and assessment techniques in the Senior High Schools. Hence, the teachers were not sure as to whether the level of satisfaction they derive from their involvement in classroom-based decision makes them exhibit enthusiasm in the execution of duties and responsibilities, or makes them happy and satisfied with the teaching career profession. The study recommends that, the headmasters and headmistresses should allow teachers to participate in classroom-based decision making including the selection of instructional materials for teaching and learning in the classroom.

CHAPTER ONE

INTRODUCTION

This chapter presents the introductory part of the entire dissertation. Issues relating to participatory decision making process, kinds of school based decisions teachers are involved in and the effect of teachers' participation on school-based decision making on their job performance have been discussed. The chapter also presents subsections like the background to the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitations, limitations as well as organisation of the study.

1.1 Background to the Study

The success or failure of any school is largely dependent upon the groups that make it up and effective utilization of the intellectual abilities of these group or human resources helps the development of such an organization or school (Thomas, 2002). Udo and Akpa (2007) asserted that where teachers are adequately involved in decision making process, there would be commitment and adequate support with the principal and the realization of school goal will be easy, apathy and opposition within the school will be minimized. Glew (2005) called the system participative decision making, and defined it as "higher level individual's effort to provide those at a lower level with a greater voice in organizational performance. The definition makes it clear that in the intelligence quotient literature, participative decision making represents a deliberate change from traditional management in which minority of upper-level management employees make all of the decisions regarding organizational policies and functioning (Glew, 2005).

Teacher participation in school decision-making is one of the recommendations of school-based management policy. School-based management (SBM) is a proposal to decentralize and de-bureaucratize school control and to promote teacher participation in decision-making within schools (Brown, 2000). An assumption of school-based management is that if decisions are made closer to the client, better decisions will be made and greater satisfaction and commitment will be prevailed (Conley, 2001). Participatory decision making process of teachers leads to the real improvement of school and academic achievement of students in schools (Wadesago, 2012). Participating teachers in the school management system has various advantages. First, it reduces inequalities among teachers. Second, it brings change on the management, and important effects on teachers' performance and students learning by making teachers more accountable to their community (Wadesango & Bayaga, 2013). Jung (2014) revised from various researches that School Based Management has positive effects. In addition he found out that, teachers' satisfaction with their job is higher in schools that School Based Management was implemented, and it created greater commitment to the school among teachers.

Results from several studies have identified significant relationship between teachers' participation in decision making and job satisfaction. For instance, 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, Bamberger, Conley & Bauer, 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. 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.

In Ghana, Omane (2012) examined the extent to which the involvement of different stakeholders in school impact upon critical decision making at school level. He observed the Ghanaian educational policy and suggested that, head teachers should lead the activities of various stakeholders and their involvement in school decision-making should be empowered. However, the situation at the Senior High Schools in the Kumasi Metropolis is unknown. It is based on this background that the study was conducted.

1.2 Statement of the Problem

Teacher participation in decision-making is believed to be an indispensable asset to the school principals. When teachers are satisfied with their involvement in decisions regarding selection of textbooks for teaching and learning, students' classroom disciplinary actions, assessment techniques, class attendance rules for students and class attendance rules for teachers, they are likely to portray job satisfaction and vice versa. For instance, Likert (2007) found that shared decision-making led to increased job satisfaction and commitment. Several researchers have also indicated that teachers' participation in decision-making is positively linked to job satisfaction (Alutto & Belasco, 2013; Conway, 2014; Bacharach, Bamberger, Conley & Bauer, 2010).

However, several studies by scholars reveal a very worrying situation. For instance, Mokoena (2011) conducted a research in South African basic schools and found that principals hindered the proper implementation of participatory decision making. Similarly, a study in Kenya by Kiprop and Kandie (2012) revealed that teachers' participation in decision-making in Kenyan basic schools was very low; and teachers did not participate in decision-making as desired. Again, Ibukun (2019) observed that teachers in Nigeria expressed a desire for more involvement in decision making process irrespective of age, experience and qualifications. He further said that agitation by the teachers could reduce conflict in school administration and cause harmony to reign.

From the researcher's own experience as a teacher at the Senior High School in the Kumasi Metropolis, the researcher realised that, most teachers did not even have the opportunity to even make classroom-based decisions such as: selection of textbooks for teaching and learning, students' classroom disciplinary actions, assessment techniques, class attendance rules for students, class attendance rules for teachers, and many more. For instance, there has always been conflict between the selections of textbooks for some subjects in the schools. Whereas the teachers believe that using the standardized textbooks approved by National Council for Curriculum and Assessment (NaCCA) should be used in the teaching, some of the headmasters have their own approved textbooks on sale in some schools and do not allow the teachers to make a decision with regards to the selection of the textbooks they consider appropriate. This problem is not peculiar to only one school but a number of Senior High Schools in the Kumasi Metropolis. This makes teachers feel disheartened and unconcerned about rules instituted in the school and this also put unnecessary pressure on the headmaster 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 schools in the Metropolis by finding out teachers' participation in classroom-based decision making and its effect on their job satisfaction in Senior High Schools in the Kumasi Metropolis of the Ashanti Region of Ghana.

1.3 Purpose of the Study

The main purpose of the study was to find out teachers' participation in classroom-based decision making and its effect on their job satisfaction at Senior High Schools in the Kumasi Metropolis in the Ashanti Region of Ghana.

1.4 Objectives of the Study

Specifically the study sought to:

1. Find out teachers' level of participation in the selection of instructional materials for teaching in the classroom at Senior High Schools in the Kumasi Metropolis.
2. Discuss teachers' level of participation in students' classroom disciplinary actions at Senior High Schools in the Kumasi Metropolis.
3. Find out the teachers' level of participation in assessment techniques at Senior High Schools in the Kumasi Metropolis.
4. identify the level of satisfaction among teachers regarding their participation in classroom-based decision at Senior High Schools in the Kumasi Metropolis.

1.5 Research Questions

The study was guided by the following research questions:

1. What is the level of teachers' participation in the selection of instructional materials for teaching and learning in the classroom at Senior High Schools in the Kumasi Metropolis?
2. What is the level of teachers' participation in students' classroom disciplinary actions at Senior High Schools in the Kumasi Metropolis?
3. What is the level of teachers' participation in assessment techniques at Senior High Schools in the Kumasi Metropolis?
4. How does the level of satisfaction among teachers regarding their participation in classroom-based decision making at Senior High Schools in the Kumasi Metropolis?

1.6 Significance of the Study

To begin with, the findings of the study would make headmasters/mistresses of senior high schools in the Metropolis embrace the participatory decision-making process in the schools as an effective tool for managing the schools. Heads of schools 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 their 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 in serene learning environment that enhances learning among pupils.

The study also provides help for the Ghana Education Service with respect to how heads of schools 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

Metropolis. Finally, to future researchers, the study would contribute to literature by adding up to the already existing literature on teacher involvement in school based decisions in Ghana.

1.7 Delimitations of the Study

Geographically, the study was conducted in some selected Senior High Schools in the Kumasi Metropolis in the Ashanti Region of Ghana. School-based decisions are very broad and may involve areas that the teacher may not have a significant role to play such as: decisions regarding school building, procurement for the school, some financial matters of the school, and many more. Therefore, the study intended to find out teachers' participation in classroom-based decision making, where teachers are directly involved and have a significant role to play, and how it affects their satisfaction on the job at Senior High Schools in the Kumasi Metropolis. It basically focused on finding out teachers' level of participation in the selection of instructional materials for teaching in the classroom; teachers' level of participation in students' classroom disciplinary actions; teachers' level of participation in assessment techniques; as well as the level of satisfaction among teachers regarding their participation in classroom-based decision at Senior High Schools in the Kumasi Metropolis. Lewin's Change Management Model (1951) and Herzberg's Motivation Hygiene Theory (Herzeberg, Mouser & Snyderam, 1959) constituted the theoretical bases for the study. Again, the questionnaire was the sole instrument for data collection.

1.8 Organisation of the Study

The study was organized into five chapters. Chapter One, which is introduction of the study deals with the background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, delimitations and

organisation of the study. Chapter Two deals with the literature review. Chapter Three deals with the research methodology which includes research design, population, sample and sampling techniques, research instrument, validity and reliability, data collection procedures, data analysis procedures and ethical issues. Chapter Four deals with results/findings. Chapter Five deals with the summary, conclusion and recommendations.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviewed the related literature under the following sub-headings:

1. Theoretical Framework
2. The Concept of Teachers' Participation
3. The Concept of Decision Making
4. Types of Decision Making
5. Nature of Job Satisfaction
6. The Influence of Teachers Participation in Decision Making on their Job Performance.
7. The Relationship between Teacher Participation in School Based Decision making and Job Satisfaction
8. Conceptual Framework
9. Summary of the Related Review

2.1 Theoretical Framework

This study made use of two theories namely; Lewin's Change Management Model (1951) and Herzberg's Motivation Hygiene Theory (1959).

Kurt Lewin's Change Management Model (1951)

This study was guided by Lewin's change management model (1951, as cited in Stephen, Todd & 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, the existing foundations as they might not support add-on 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, 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. The Lewin's theory has been criticized by several scholars, for instance Dawson, (1994); Dent & Goldberg, (1999) Kanter et al., (1992) 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 local government context (Burnes, 2004a). 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 as evidenced in 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 management of school change on their satisfaction. Consequently, school principals were enjoying monopoly of managing schools while teachers felt demoralized at work.

Herzberg's Motivation Hygiene Theory

Herzeberg Motivation Hygiene Theory (Herzeberg, Mouser & Snyderamn, 1959) elaborates the factors that caused satisfaction and dissatisfaction among the workers. The theory was later used by, for example, Tan and Waheed (2011) to elaborate on factors which lead to motivation and demotivation of the workers. According to Herzeberg, 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 extrinsic and extrinsic factors. The intrinsic factors were the motivators while the hygiene factors (extrinsic) were the organizational policies in relation to appraisal, rules and regulations, working hours, schedules, remunerations, physical conditions, and security. These extrinsic factors (motivators) caused workers to be dissatisfied while their presence consequently failed to increase job performance. But motivators made workers to work hard and they were associated with the physical environment, interpersonal relationships, supervisors and technology. They also included achievement, recognition, work-itself, responsibility, and growth or advancement. They were based on a persons' view point towards the organization and profession.

2.2 Concept of Teachers' Participation

Teachers' participation in management of school change is a crucial element 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 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); and Algoush (2010), teachers' participation in decisions relating to school change was an important aspect in creating trust as well as acquisition of new knowledge and skills.

2.3 The 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 alternative 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 with 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 on the basis of his/her evaluation of the information (Moorhead & Griffin, 2004).

Decision making is a process that chooses a preferred option or a course of actions from among a set of alternatives on the basis of 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).

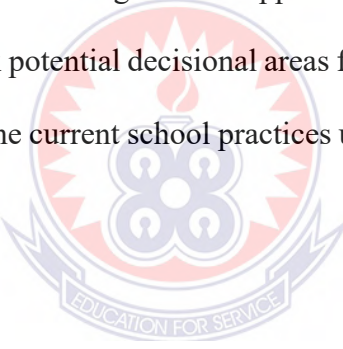
The study on decision making is interested in multiple disciplines such as cognitive informatics, cognitive science, computer science, psychology, management science, decision science, economics, sociology, political science, and statistics (Berger, 2000; Edwards & Fasolo, 2001; Hastie, 2001; Wang & Patel, 2004; Wilson, 2006). Each of those disciplines has emphasized on 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, economical, and management situations, as well as in almost each procedure of daily life. Since decision making is a basic mental process, it occurs every few seconds in the thinking courses of human mind consciously or subconsciously (Wang, 2007).

2.4 Types of Decision Making

Arnold and Feldman (cited in Keung, 2008) proposed three level 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 like: 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 the purpose of this study, the researcher had identified six potential decisional areas for teachers to participate. The selection of these is made by taking the current school practices under the study in to account. The areas identified include:

- 
- 1) School planning;
 - 2) Curriculum and instruction;
 - 3) School policies, rules and regulation;
 - 4) School budget and income generation;
 - 5) Students affair and school discipline; and
 - 6) 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 and be concerned with during implementation. “Planning mean building a mental bridge from

where you are to where you want to be when you have achieved the objective before you” (Adaire, 2010, p.27). Teachers’ participation in planning can increase the creativity and information available for planning. It can also increase the understanding acceptance and, commitment of people. “Participative planning activity includes in the planning process as many the 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 principal’s work with the staff to participating 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 they considered a part of the planning phase. If planning 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, 20011). So the best method of increasing the involvement of teachers in school decision-making is by involving teachers in the formulation of school’s plan. Besides the school principals should facilitate the conditions that teachers take part in the formulation of school plan.

Curriculum and Instruction

Teachers should exercise their professional autonomy on curriculum and instructional decision-making which enhance the effectiveness of 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 building level that affects schools 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 are depends on teacher thinking and actions (Ben-Peretez, 2004).

School Policies, Rules and Regulations

In school organization policies, rules and regulations are usually set by school members. Because they are the one who carried out the designed policy, rules and regulation. There for the school principals should take in to account while they designed all these. Melaku (2011) states that rather, the school principal relies on a problem decision, of which there are three types; a procedure, rules or policies. A procedure is a series of interrelated sequential steps that 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 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 guide line for making a decision. In contrast to rule, a policy establishes general parameter for a decision-maker rather than specifically stating what should or should not be done. Policy typically contains ambiguous term that leaves interpretation up to the decision maker (p.17). Boonme (2001) pointed out that school decision policy represent the joint agreement of all personnel concerned to carry out the necessary tasks on continuous bases. Nothing is personal; change in the position by no means affect the policy which belongs to the school policy formulation must also suit to their own contexts and lead to quality assurance. The teachers have been found to increase their cooperation and lend mutual support (Boonme,

2001). This implies in order to get an acceptance; teachers should take part while school policy, rule and regulation designed.

School Budget and Income Generation

Teacher 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 school teachers are required to attend many meetings, such as budget and finance 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 decision) in which teachers can directly be involved. Whereas technical financial decisions are concerned with the provision of resource for classroom teaching (e.g., preparing a subject department budget and allocating financial resource 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 expenditure in the areas of golden and general maintenance. Obviously, involving teachers in these areas requires creating conducive atmosphere by school principals.

School Building

School building is another area of decision-making that teachers should take part. According to Prowler (2011) to create a successful high performance building in school organization requires an interactive approach starting from the design process. It means all stake holders-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 phase of the project.

Students Affair and School Discipline

The last area of decision-making for this study was school discipline. Schools were created for the purpose of ensuring the education of students. The effectiveness with 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 be maintained in the school besides the availability of the necessary input for the achievement of school objectives.

Most students at the secondary school were at the adolescent stage. They are easily malleable. They can be affected by peers. As a result they can show some disciplinary problem. Students that exhibit problem not only hinder themselves but negatively affect the learning of other students as well. Therefore, the behaviour must be addressed (Thomas, 2002). Some students show a disciplinary problem and that direct the leaning and learning Conditions of the school. Therefore, disciplinary measure used should helped to suppress, control, and redirect such misbehaviour i.e. behaviour that is aggressive, immoral or disruptive (Charles, 2009). Thus teacher can use several mechanisms to establish and maintain good discipline in the school. On the first place teacher can establish good student's 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 teacher use to establish good discipline is by effective classroom management. In relation to this, Charles (2009) puts, "... with good class room management, the curriculum flows smoothly with few problem, student enjoy the class, 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.

2.5 Nature 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 diverse features of their job, social status that they have gained about their jobs and experiences in their job environment. This attitude can be also negative towards work. If the economic benefits, the social status, the job’s own specific characteristics and the job expectation employees hoped, are appropriate for employees’ desires, there is job satisfaction.

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

Job satisfaction is described as pleasurable or positive emotional state as a result of evaluation of the job or job experiences. Churchill, Ford and Walker (2005) described the term “job satisfaction” for salesmen as a state relating with being satisfied with the emotional devotion, 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 its administration, interpersonal relationship, working condition, 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 mind set with regard to 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 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, Ivancevich (2005), asserted that job satisfaction is an individual's attitude toward their jobs. 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 work group, condition of work and fringe benefits. To Blum and Naylor (2006) job satisfaction refers to a general attitude of the workers constituted by their approach towards the 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.

2.6 Teachers' Level of Satisfaction regarding their Participation in Decision Making

The success or failure of any school is largely dependent upon the groups that make it up and effective utilization of the intellectual abilities of these group or human resources helps the development of such an organization or school. Udo and Akpa (2007) asserted that where teachers are adequately involved in decision making process, there would be commitment and adequate support with the principal and the realization of school goal will be easy, apathy and opposition within the school will be minimized. Jewell (2008) summed up participative decision making as an effort to avoid the “nobody asked” syndrome. He further explained it to mean soliciting employee’s idea for turning the situation in an organization around. He further opined that along with the expectation that asking, will improve the quality of organizational decision making, it is an expectation that people who participate in decisions that affect them will understand the issues better and accept the decisions more readily. Ndu and Anogbov (2007) noted that where teachers are not involved in governance, result to teachers behaving as if they are strangers within the school environment. Thus, most teachers do not put in their best to have full sense of commitment and dedication to the school.

Mullins (2005) is of the opinion that many people believed that staff participation in decision making leads to higher performance and which is necessary for survival in an increasingly competitive world. Welfson (2008) reiterated that boredom and frustration at work is often the result of an employee’s lack of involvement in decision making processes with the organization’s goals and a feeling that their ideas are not wanted or listened to. He

further expatiated that staff turnover increases as employee's walkout of the door for more interesting jobs.

Wilkinson (2009) corroborated this fact and saw involvement of employees in decision making as empowerment while a neglect of employees in decision making was seen as an assumption that workers are untapped resources with knowledge and experience and an interest in becoming involved, employers need to provide opportunities and structures for their involvement. He also assumed that participative decision making is likely to lead to job satisfaction and better quality decisions and that gains are available both to employers (increased efficiency) and workers (job satisfaction), in short an everyone-wins scenario.

Staff cooperation is believed to be an indispensable asset to the school principals while involvement in decision making process by the teachers could ease the principal's mounting problems as many heads would be put together to intellectually solve problems that could have remained unsolved by the principals alone. Administration is sometimes conceptualized as the job of the school principal which include holding together the organization, making progress towards set objectives, and getting things done. It is also the process of organization leadership (Udoh & Akpa, 2007). While other people defined administration as fascinating and frustrating, Shaw (2001) saw it as a function so broad in scope that no one person can or should do. He further said involving teachers in decision making process is like when two men cooperate to roll a stone that neither could have rolled.

Many managers express a belief that involvement of workers in decision making will improve the quality of workers decision making in the organization (Collins, 2006). In contrast, where teachers lack motivation and involvement in decision making, truancy, excessive excuses, abstention and complaints usually emerge leading to general ineffectiveness,

inefficiency, low productivity and non-achievement of goals of organization (Awotua-Efebo, 2009). Okoye (2009) in his view said that workers should be involved in decision that concern them like general working conditions, fringe benefits and staff development programs as this adds to the attractiveness of the organization climate. Short (2001) said the kind of school climate that encourages involvement in decision making is characterized by openness and risk taking. This environment encourages teachers to try new ideas and approaches. However, it should be noted that teachers were less willing to participate in decision making if they perceive that their principals sought their opinions but want to make the final decision rather than allowing teachers that opportunity.

2.7 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, 2002; 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. 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, David and Brown (2009) teachers' participation in decision making could improve their job satisfaction and commitment, which were positive indicators for effective management.

2.8 Conceptual Framework

The conceptual framework explains that job satisfaction is a dependent variable on the independent variables of teachers' participation in classroom-based decisions that affect the cognitive development of students in the areas of selection of instructional materials for

teaching in the classroom; students' classroom disciplinary actions; assessment techniques; as well as classroom-based decision; and these in turn enhance students' performance. Therefore, a conceptual framework developed is illustrated in Figure 1.

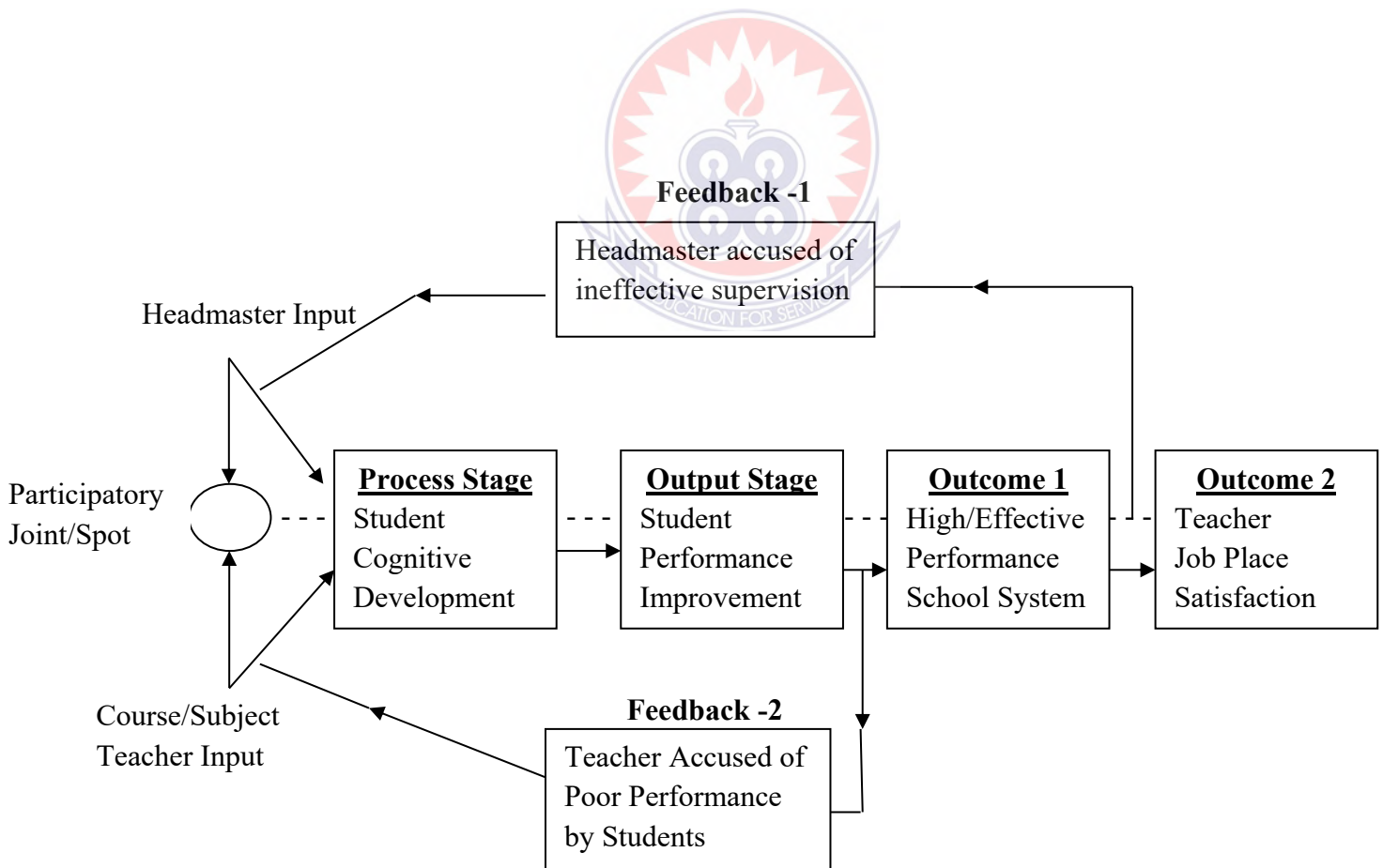


Fig. 1: *Conceptual Framework on How to Change Perceived Non-Participation of Decisions*

Source: Author's Own Construct (2021)

From the conceptual model (outcome 2) teachers will become satisfied with their job placement if allowed to participate in classroom decision-making. Participatory decision-making will reduce transfer request by unsatisfied teachers.

2.9 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. 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 METHODOLOGY

3.0 Introduction

This chapter presents the research methods and techniques that will be used to carry out this research. It comprises the research paradigm, research approach, research design, population, sample and sampling techniques, research instruments, validity and reliability of the instruments, data collection procedures, data analysis procedures and ethical considerations.

3.1 Research Paradigm

The ontological position of positivism is one of the realism which has an existence independent of the knower (Scotland, 2012). Ontology is the assumption that we make about the nature of reality and epistemology is a general set of assumptions about the best ways of enquiring into the nature of the world (Esterby-Smith, Thorpe & Lowe, 2002). Philosophical assumptions or a theoretical paradigm about the nature of reality are crucial to understanding the overall perspective from which the study is designed and carried out (Krauss, 2005).

Positivism is the study of social phenomenon in accordance with the principles underlying the natural sciences. Neuman (2004) indicated that because the positivists conduct

research by assuming that the study of social world should be based on the same lines as in natural sciences, they are often inclined to view social reality as being made up of objective facts which can be measured precisely using statistical tools (Neuman, 2004). The positivist approach has been described by Giddens (2009) as an approach to research activity which is based on the principle of direct observation, and can therefore, be explained by theoretical statements such as establishing causal, law-like generalizations.

According to Comte (1970), by employing the positivist approach, the social researcher gains an understanding of the social world that assists him or her in predicting the behaviour of social phenomenon, and by so doing, the researcher is able to shape social life in a more progressive manner. Comte, who is believed to have coined the term positivist, sought to create an approach to the study of society that explained the laws surrounding social world in just the same way as natural science explained phenomenon in the physical world. Creswell (2007) adopted this position as a way of rescuing the social (moral) sciences from what he regarded as an unsatisfactory state. He believed that all scientific explanations have fundamentally the same logical structure.

Positivists may use inductive and deductive inquiry, but the idea is to establish a more generalized law or principle that enables the researcher to use logical deduction in specifying how that idea operates in some concrete, practical situations. The positivist empirically tests outcomes predicted by the principle in concrete settings using very precise measures (Giddens, 2009). In this way, the established general law or principle tends to cover many specific situations.

According to Neuman (2004), the vast majority of positivist studies are quantitative, and positivists generally see experimentation as the ideal approach of social science research.

The positivist also uses some quantitative techniques including surveys or existing statistics, but tend to see them as approximations of the experiment for situations where an experiment is impossible (Neuman, 2004). The use of questionnaires in this study allowed the researcher to deal with facts provided by the participants rather than feelings and emotions as used in other research paradigms. The researcher remained detached from the participants as they completed the questionnaires and sought to uncover the truth about teachers' participation in classroom-based decision making and its effect on their job satisfaction objectively and impartially.

In summary, positivism is a research strategy that argues that truth and reality are free and independent of the view and observer (Crossan, 2016; Aliyu, Bello, Kasim & Martin, 2014). As such, it was appropriate for this study that sought to establish teachers' participation in classroom-based decision making and its effect on their job satisfaction without any interference from the researcher.

3.2 Research Approach

The study adopted the quantitative research approach. Quantitative researchers operate under the assumption of objectivity (Johnson & Christensen, 2012) and that there is reality to be observed and that rational observers who look at the same phenomenon will basically agree on its existence (Johnson & Christensen, 2012). In the present study, objective findings validated the results of the study because it was based on the actual findings from the field as the researcher remained distanced from the participants.

Also, a quantitative approach is one in which the investigator primarily uses positivist claims for developing knowledge (Creswell, 2013). A quantitative approach was used in this study as it allowed the researcher to carry out an objective analysis and generate factual

knowledge through measurement. Researchers who use quantitative tools and techniques that emphasise measuring and counting are positivists in nature (Creswell, 2013).

The positivist approach depends on quantifiable observations that lead to statistical analysis of data. Quantitative data is analysed using statistics (Punch, 2005). It is the numerical representation and manipulation of observations for the purpose of describing and explaining the phenomena (Tewksbury, 2009). Explaining the phenomena using measurements and statistics (Hoy, 2010) was the key to the current study since it allowed the researcher to investigate and explain teachers' participation in classroom-based decision making and its effect on their job satisfaction.

Quantitative research methods are characterised by the collection of information which can be analysed numerically and presented in tables for easier analysis and interpretation. The present study used tables and percentages to analyse teachers' participation in classroom-based decision making and its effect on their job satisfaction.

3.3 Research Design

The study adopted the descriptive research 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. In the context of this study, this design is 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 at Senior High Schools in the Kumasi Metropolis 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.

3.4 Population

A population in research refers to the larger group of people with common observable features to which one hopes to apply the research result (Fraenkel & Wallen, 2003). According to Neuman (2006), population is the unit being sampled, the geographical location, and the temporary boundaries. It can be a person, organization, a written document or a social action.

The population for the study comprised all teachers in the Senior High Schools in the Kumasi Metropolis. There was a target population of 1,539 teachers in the 19 public Senior High Schools in the Kumasi Metropolis (Kumasi Metropolitan Assembly, 2020). Out of 1,539, an accessible population of 810 teachers from 10 public Senior High Schools in the Kumasi Metropolis were involved in the study. Teachers from the accessible public schools in the Kumasi Metropolis were selected because most of them served 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. Table 1 presents the population of teachers from the ten (10) public Senior High Schools that constituted the accessible population.

Table 1: Distribution of the Population of Teachers in the Schools

Schools	No of Teachers
1. Adventist Senior High School (Atitire)	77
2. Asanteman Senior High School	85
3. Islamic Senior High School	88
4. Kumasi Anglican Senior High School	86
5. Kumasi Girls Secondary School	84
6. Kumasi Senior High Technical School	83
7. Prince of Peace Girls Senior High School	74
8. Opoku Ware School	89
9. Serwaa Nyarko Senior High School	76
10. T. I. Ahmadiyya Senior High School	68
Total	810

Source: Kumasi Metropolitan Assembly Education Directorate, 2021

3.5 Sample and Sampling Procedure

It has been confirmed by some Welman, Kruger and Mitchell (2005) and Zikmund (1994) that for a sample to be representative in a study, it must be a good proportion of the population. A sample size is basically the subset of actual number of individuals of the population. According to the Krejcie and Morgan (1970) table for selecting a sample size, a sample size of 260 can be selected from a population of 810. Therefore, a sample of 260

teachers was selected for the study according to Krejcie and Morgan (1970), table for determining a sample size. These constituted the sample size of teachers for the study.

The multi-stage sampling technique was employed to select 260 teachers for the study. Firstly, a list of all the teachers in the 10 accessible Senior High Schools was obtained. The next phase involved 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 10 Senior High schools (i.e. 810) and the result was multiplied by the total sample size for all the schools i.e. 260)}. This procedure was applied to all the 10 Senior High 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. Table 2 presents the sample size of teachers that were selected from the population of teachers in each of the ten (10) Senior High Schools for the study.

Table 2: Distribution of Teachers Selected from the Population of Teachers in the Senior High Schools

Schools	No of Teachers	No. of Teachers Selected
1. Adventist Senior High School (Atitire)	77	25
2. Asanteman Senior High School	85	27
3. Islamic Senior High School	88	28
4. Kumasi Anglican Senior High School	86	28
5. Kumasi Girls Secondary School	84	27
6. Kumasi Senior High Technical School	83	27

7. Prince of Peace Girls Senior High School	74	24
8. Opoku Ware School	89	28
9. Serwaa Nyarko Senior High School	76	24
10. T. I. Ahmadiyya Senior High School	68	22
Total	810	260

Source: Kumasi Metropolitan Assembly Education Directorate, 2021

3.6 Research Instrument

An instrument for data collection is a tool that is used by a researcher or researchers for collection of data in social science research (Bhandarkar & Wilkinson, 2010). The questionnaire was the sole data collection instrument that was used in the study. Questionnaire is described as structured instrument for gathering data from a potentially large number of respondents, within a shorter possible time when especially the population is easily accessible (Deng, 2010; Amedahe & Gyimah, 2008). The reasons for the choice of the questionnaire are that, the respondents (teachers) were literates who could read and write, therefore, a questionnaire as a tool for data collection was used. Also, questionnaires are less expensive than other methods such as interview and observation, and provide a wider coverage of respondents. Again, questionnaires offer greater assurance of anonymity to teachers whom as a result of fear of losing their jobs wanted to remain unknown.

The questionnaire was self-designed and comprised of close-ended items. The close-ended items are easier and quicker to answer. This means more questions could be asked within a given length of time. The questionnaire was on a five-point Likert scale type for the teachers in the Kumasi Metropolis. The questionnaire for the teachers was structured into three sections (A-C) consisting of 37 items. Section A-Background characteristics of the respondents consisted of seven (7) items. Section B- the level of teacher participation in classroom-based

decisions consisted of nineteen (19) items with sub-sections {Participation in the selection of instructional materials for teaching and learning in the classroom (6) items; participation in classroom disciplinary actions (6) items; and participation in assessment techniques (formative and summative) (7) items}. Section C-Teachers' level of satisfaction with their involvement in classroom-based decision making included eleven (11) items.

3.7 Validity and Reliability of the Instrument

Validity

The questionnaire was taken through face and content validity procedures. Questionnaire items were developed from the reviewed literature. A large sample which was representative of the population was used in the current study. Objectives of the study were clearly spelt out to enable credible results. Also, the researcher designed a questionnaire with items that were clear and used the language that was understood by all the participants. The questionnaires were given to colleague students pursuing same programme to comment on the questionnaire.

Also, questionnaire was given to the research supervisor to check for errors and vagueness. The supervisor made comments regarding the ability of the questionnaire to measure what it was designed to measure which were teachers' participation in classroom-based decision making and its effect on their job satisfaction. Comments from the colleagues and the supervisor helped in granting the face and content validities of the questionnaire. Their comments helped the researcher to bring the questionnaires to standard.

Reliability

Pilot Testing of the Instruments

Before the study was carried out, the items on the questionnaire were tested to avoid ambiguity and for reliability. This was done through a pilot testing that was carried out prior to the actual collection of the data. The questionnaires were given to a smaller number of participants with characteristics similar to the sample to be used in the main study. The school that was selected for the pilot study was not used again in the main study. The same procedure used in the pilot study was used in the main study.

Thereafter, a pilot test of the instrument was carried out in three Senior High Schools other than the schools where the data was collected from in the Kumasi Metropolis to check the reliability of the instrument. Apart from proximity reasons, this area was chosen for the pilot testing because the teachers in these Senior High Schools are faced with similar decisions pertaining to the selection of textbooks for teaching and learning, classroom discipline, assessment techniques, and many more as it pertains in the study area. The data gathered was analysed and the Cronbach's alpha established for each of the items that fall under the three research questions formulated to guide the study. The responses were fed into the SPSS version 20.0 and run the reliability analysis and obtained the overall reliability of 0.801 Cronbach alpha.

3.8 Data Collection Procedures

In order to ensure a high return rate, the instruments were administered personally by the researcher. Before data collection, the researcher presented an introductory letter from the Department of Education Leadership of the College of Technology Education, University of Education, Winneba to the headmasters and teachers of the Senior High 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 of the various Senior High schools selected for the study to agree on a convenient time to administer the instrument. When this was done, the list of all the teachers from each of the 10 public Senior High 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 (260) of teachers was reached. The teachers were supervised by the researcher to complete the questionnaire. To ensure high return rate, the questionnaire were given to the teachers to fill and retrieved on the same day. The entire data collected took four (4) weeks to complete.

3.9 Data Analysis Procedures

This study sought to assess teachers' participation in school based decision making and its influence on their job satisfaction at Senior High Schools in the Kumasi Metropolis in the Ashanti Region of Ghana. To answer the research questions that were formulated to guide the study, the descriptive statistics (frequencies, percentages, means and standard deviations) were used. Research questions 1-4 were analysed using means and standard deviations. These were done with the use of computer software called Statistical Product for Service Solutions (SPSS) version 21.

3.10 Ethical Considerations

The researcher did not force the respondents to take part in the study as the respondents participated in the study on their own wish. The intent and purpose of the study was personally explained to respondents. The consent of the respondents was duly sought ahead of time. The respondents were further assured of confidentiality of the information provided as the study findings would be used for academic purposes only. Respondents were further assured of their personal protection and that they could refuse or accept to be part of the study.

The anonymity of the respondents was strictly adhered to as their names were not included in the questionnaire, and information from other literature was accordingly acknowledged. These ethical issues were considered in the introduction letter on the questionnaire to the respondents.



CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF RESULTS

4.0 Introduction

This chapter presents data analysis and discussion of results. It is discussed under two sections: Section A and B. Section A focused on the demographic information of participants. Section B dealt with the research questions.

4.1 Demographic Information of Teachers

Demographic information of teachers such as gender, age, professional status, highest professional qualification and work experience were investigated. Frequencies were used to analyse the data. Table 3 presents the results.

Table 3: Demographic Information of Teachers

Variable	Categories	Frequency	Percentage
Gender	Male	106	40.8
	Female	154	59.2
Age	21-30 years	76	29.3
	31-40 years	99	38.2
	41-50 years	65	25.0

	51-60 years	20	7.5
Professional Status	Trained Teacher	248	95.2
	Untrained Teacher	12	4.8
Highest Professional Qualification	Certificate “A”	4	1.6
	Diploma in Education	123	47.0
	First Degree in Education	115	44.2
	Master’s Degree in Education	6	2.4
	Not Applicable	12	4.8
Work Experience	10 years and under	187	50.0
	11-20 years	150	40.3
	21-30 years	35	9.6

Source: Field Data (2021) (Total Number of Students=302)

From Table 3, all the 260 teachers were involved in the study. This indicates 100.0% return rate. Concerning gender, 106(40.8%) of them were males while 154(59.2%) were females. Therefore, the majority of the respondents were females. On the age of the respondents, 76(29.3%) were between 21-30 years, 99(38.2) were between 31-40 years, 65(25.0%) were between 41-50 years, and 20(7.5%) were between 51-60 years. Thus, the majority of the teachers were between 31-40 years. It is also evident from Table 3 that the majority of the respondents were professionally trained teachers. This is because, 248(95.2%)

were trained and 12(4.8%) were untrained. In line with the highest professional qualification of the teachers in the study area, 4(1.6%) had Certificate “A”, 123(47.0%) had Diploma in Education, 115(44.2%) had First Degree in Education, 6(2.4%) had Master’s Degree in Education, and 12(4.8%) had no professional teaching qualification because they were not trained teachers. Thus, the majority of the teachers in the study area had Diploma in Education. Concerning the years of teaching experience of the respondents, 187(50.0%) had a teaching experience of 10 years and below, 150(40.3%) had between 11-20 years, and 35(9.6%) had between 21-30 years. So it goes that, the majority of the teachers had a teaching experience of 10 years and below.

4.2 Analysis of the Research Questions

Research Question One:

What is the level of teachers’ participation in the selection of instructional materials for teaching and learning in the classroom at Senior High Schools in the Kumasi Metropolis?

The question sought to find out the level of teachers’ participation in the selection of instructional materials for teaching and learning in the classroom. Items 8-13 under section B of the questionnaires were used to address this question. Means and standard deviations were used to analyse the data for items 8-13. Table 4 presents the results.

Table 4: Teachers' Participation in the Selection of Instructional Materials

Statement:	Mean	Standard Deviation
I am involved in the selection/acquisition of text books for teaching and learning the subject(s) I teach.	2.10	.93
I am allowed to decide/select the audio resources to be used in teaching my lessons in the classroom.	3.82	1.06
I decide on the life skills to integrate in various subjects.	3.60	1.34
I decide on the type of resource persons(s) who can assist in the teaching of certain concepts in the classroom without any interference.	4.13	1.13
I decide on the type of technology (audi-visual) resources to be used in teaching my lessons.	4.19	.85
The selection of instructional materials for teaching in this school is done by only the HOD's or the Head.	2.44	.85
Total	20.28	6.16

Source: Field Data (2021)

(Total Number of Teachers=260)

Scale:

1= No Extent,

2= To a Smaller Extent,

3= Not Sure,

4= To some Extent,

5= To a Greater Extent

Mean of means = 3.38

Mean of Standard Deviation = 1.03

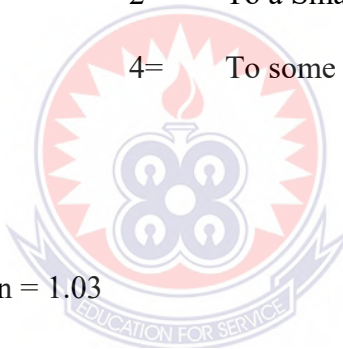


Table 4 shows that teachers were not sure about their level of participation in the selection of instructional materials. A mean of means of 3.38 and a Mean of Standard Deviation of 1.03 clearly indicate that the teachers were not sure about the statements which were meant to identify their level of participation in the selection of instructional materials for teaching and learning in the classroom. This is illustrated in the following instances in the rest of the items.

Concerning the statement; “I am involved in the selection/acquisition of text books for teaching and learning the subject(s) I teach”, it was found out that a significant majority of the teachers were involved to a smaller extent. A mean of 2.10 and a standard deviation of .93

were attained. Though the mean is lower than the mean of means of 3.38, it can be said that the degree of agreement is considered appreciable because the standard deviation is lower than the mean of standard deviation of 1.03. This finding is in agreement with Wadesango, Mutekwe, Ndofirepi, Maphosa and Machingambi (2015) who asserts that, the role of teachers included participation in management of curriculum and instruction such as: the selection of text books, curriculum interpretation, type of resources to use, designing learning programs and materials, teacher leadership and evaluating the learners' performance. Also, a mean of 3.82 and a standard deviation of 1.06 clearly indicate that the teachers to some extent were allowed to decide/select the audio resources to be used in teaching their lessons in the classroom. This finding resonates with Likert (2007) who found out that, teachers were allowed to decide on the instructional materials and audio resources to use in decision making processes in Zimbabwe. Also, the majority of the teachers indicated that, they decide on the life skills to integrate in various subjects to some extent. A mean of 3.60 and a standard deviation of 1.34 were attained for this item and this falls within the option 4(to some extent) when approximated to the nearest whole number looking at the scale under Table 4. However, the high standard deviation realised which was higher than the mean of standard deviation of 1.03 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.

In connection with the statement, "I decide on the type of resource persons(s) who can assist in the teaching of certain concepts in the classroom without any interference", a mean of 4.13 and a standard deviation of 1.13 were obtained. Thus, to some extent, teachers decide on the type of resource persons(s) who can assist in the teaching of certain concepts in the classroom without any interference. This finding is in agreement with Kiprop and Kandie

(2012) investigated teacher participation in curriculum implementation in public secondary schools in Kenya and found that, teachers' roles in curriculum implementation involved preparing teaching learning aids, students' progress records and procurement of teaching learning materials and equipments. In line with the statement; "I decide on the type of technology (audi-visual) resources to be used in teaching my lessons", a mean of 4.19 and a standard deviation of .85 were recorded. This means that to some extent, the teachers decide on the type of technology (audi-visual) resources to be used in teaching their lessons. 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 some extent. The extent to which they are involved is also high due to the low standard deviation recorded. Again, to a smaller extent, the teachers agreed that the selection of instructional materials for teaching in their school was done by only the HOD's or the Head. This is because, a mean of 2.44 and a standard of .85 were achieved for the statement.


From the foregoing, it can be concluded that, the teachers to some extent, participated in some of the decisions regarding the selection of instructional materials. This hinges of the findings that, the teachers were to some extent: allowed to decided/select the audio resources to be used in teaching their lessons in the classroom; decided on the life skills to integrate in various subjects; and decided on the type of resources person(s) who can assist in the teaching of certain concepts in the classroom without any interference. Again, to some extent, the teachers: decided on the type of technology (audio-visual) resources to be used in teaching their lessons; and participated in the selection of instructional materials for teaching in their school. However, to a smaller extent, the teachers were involved in the selection/acquisition of text books for teaching and learning the subjects they teach.

Research Question Two:**What is the level of teachers' participation in students' classroom disciplinary actions at Senior High Schools in the Kumasi Metropolis?**

The objective of this question was to find out the level of teachers' participation in students' classroom disciplinary actions. Items 14-19 under section B of the questionnaires were used to address this question. Means and standard deviations were used to analyse the data for items.

Table 5 presents the results.

Table 5: Teachers' Participation in Students' Classroom Disciplinary Actions



Statement	Mean	Standard Deviation
I am allowed to discipline students who do not conform to classroom/school regulations.	1.43	1.45
I am allowed to be a member in the school disciplinary committee.	2.17	1.27
I am allowed to incorporate students in revising school rules and regulations in the classroom without interference.	2.11	1.27
Apart from teaching, I am allowed to provide guidance and counselling for students in the classroom.	4.19	1.26
I am allowed to manage conflict situations as and when they may arise in the classroom.	2.35	1.46
I am supposed to refer all disciplinary matters to the appropriate quarters (e.g. Senior House Master/Mistress, Assistant Heads, or the Head of the School).	4.56	1.13

Total	16.81	7.84
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Source: Field Data (2021)

(Total Number of Teachers=260)

Scale:

1= No Extent,

2= To a Smaller Extent,

3= Not Sure,

4= To Some Extent,

5= To a Greater Extent

Mean of means = 2.80

Mean of Standard Deviation = 1.31

Table 5 shows that, teachers were not sure about their participation in students' classroom disciplinary actions. A mean of means of 2.80 and a Mean of Standard Deviation of 1.31 attest to this fact. Details of the individual items are presented in the subsequent paragraphs.

From Table 5, it is evident that teachers were to no extent allowed to discipline students who do not conform to classroom/school regulations. This is because, a mean of 1.43 and a standard deviation of 1.45 were obtained for the statement. Though the mean is lower than the mean of means of 2.80, it can be said that there were variations in the responses recorded for the item due to the high standard deviation that was obtained which was higher than the mean of standard deviation 1.31. This finding contradicts that of Gardinier (2012) who carried out a study of the pivotal role of teachers in Albanian educational reform and democratization and asserted that, teachers' role comprised of discipline management, teacher leadership, mediation, mentorship, guidance and counseling and subject knowledge. In line with the statement; "I am allowed to be a member in the school disciplinary committee", a mean of 2.17 and a standard deviation of 1.27 were obtained. Thus, to a smaller extent, teachers were allowed to be members in the school disciplinary committee. Also, a mean of 2.11 and a standard deviation of 1.27 clearly indicate that, to a smaller extent, teachers were allowed to incorporate students in revising school rules and regulations in the classroom without interference.

Again, the majority of the teachers indicated that, apart from teaching, they are allowed to provide guidance and counselling for students in the classroom to some extent. A mean of 4.19 and a standard deviation of 1.26 were attained for this item and this falls within the option 4(to some extent) when approximated to the nearest whole number looking at the scale under Table 5. This finding is in agreement with Gardinier (2012) who explains that, teachers' role comprised of guidance and counseling, discipline management, teacher leadership, mediation, mentorship and subject knowledge. In connection with the statement, "I am allowed to manage conflict situations as and when they may arise in the classroom", a mean of 2.35 and a standard

deviation of 1.46 were obtained. Therefore, to a smaller extent, the majority of the teachers are allowed to manage conflict situations as and when they may arise in the classroom. This finding contradicts that of Likert (2007) who found out that, teachers were allowed in the management of conflict situations in Zimbabwe. In line with the statement; “I am supposed to refer all disciplinary matters to the appropriate quarters (e.g. Senior House Master/Mistress, Assistant Heads, or the Head of the School)”, a mean of 4.56 and a standard deviation of 1.13 were recorded. This means that, to a greater extent, teachers are supposed to refer all disciplinary matters to the appropriate quarters (e.g. Senior House Master/Mistress, Assistant Heads, or the Head of the School). Converting the mean to the nearest whole number it could be seen that the mean falls at 5 (to a greater extent) according to the scale under Table 5.

From the above discussions, it can be concluded that, the teachers to some extent, participated in students’ classroom disciplinary actions. This is as a result of the findings that, the teachers were to some extent allowed to provide guidance and counselling for students in the classroom. Also, to a smaller extent, teachers were: allowed to be members of the school disciplinary committee; allowed to incorporate students in revising school rules and regulations in the classroom without interference; and allowed to manage conflict situations as and when they may arise in the classroom. However, teachers were not allowed to discipline students who do not conform to classroom/school regulations and were supposed to refer all disciplinary matters to the appropriate quarters (e.g. Senior House Master/Mistress, Assistant Heads, or the Head of the School).

Research Question Three:

What is the level of teachers' participation in assessment techniques at Senior High Schools in the Kumasi Metropolis?

The aim of this question was to find out the level of teachers' participation in assessment techniques in Senior High Schools. Items 20-26 under section B of the questionnaires were used to address this question. Means and standard deviations were used to analyse the data for items. Table 6 presents the results.

Table 6: Teachers' Participation in Assessment Techniques (Formative & Summative)

Statement	Mean	Standard Deviation
I decide on when to conduct formative evaluations of my students as a teacher without interference.	4.39	.50
During summative evaluations, I am allowed to decide on the item construction/item format in line with the demands of the curriculum without interference.	4.27	.53
I am allowed to supervise exams in the classroom/school without any external interference.	4.11	.82
I take decisions on how to mark students' exams according to the scoring guide I have prepared without any interference.	4.16	.68
I am allowed to participate in decisions regarding which students(s) in the classroom qualify to be registered for national exam (WASSCE) in the school.	1.35	1.23
I am allowed to provide comments and correct errors on scripts.	4.72	.77
In this school, only the HOD's or Head take all the decisions regarding assessment techniques.	1.19	.65
Total	24.19	5.18

Source: Field Data (2021)

(Total Number of Teachers=260)

Scale:

1= No Extent,

2= To a Smaller Extent,

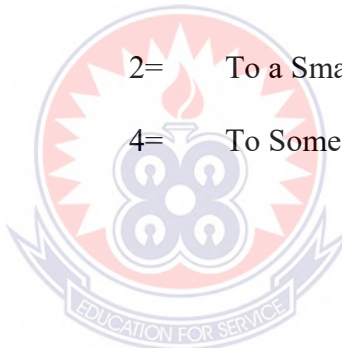
3= Not Sure,

4= To Some Extent,

5= To a Greater Extent

Mean of means = 3.46

Mean of Standard Deviation = .74



From Table 6, a mean of means of 3.46 and a mean of standard deviation of .74 were obtained for the statements that were posed to the teachers concerning their participation in assessment techniques (formative and summative). This implies that, to some extent, teachers participated in decisions regarding assessment techniques (formative and summative). Details of the individual items are presented in the subsequent paragraphs.

A mean of 4.39 and a standard deviation of .50 were obtained for the statement; “I decide on when to conduct formative evaluations of my students as a teacher without interference”. Thus, to some extent, teachers decide on when to conduct formative evaluations

of their students without interference. This finding resonates with the views of Kiprop and Kandie (2012) who investigated teacher participation in curriculum implementation in public secondary schools in Kenya and identified teachers role to include: preparing students' progress records and procurement conducting formative and summative evaluations. Also, to some extent, teachers were allowed to decide on the item demands of the curriculum without interference during summative evaluations. With this, a mean of 4.27 and a standard deviation of .53 were obtained. In line with the statement; "I am allowed to supervise exams in the classroom/school without any external interference", a mean of 4.11 and a standard deviation of .82 were obtained. So it goes that, to some extent, the majority of the teachers were allowed to supervise exams in the classroom/school without any external interference. A standard deviation of .68 and a mean of 4.16 attest to the fact that, to some extent, teachers take decisions on how to mark students' exams according to the scoring guide they have prepared without any interference. This finding is in line with Wadesango (2012) who identified the preparation of scoring guide as one of the roles of teachers in the curriculum implementation process.

From Table 6, it was realised that, the majority of teachers were not allowed to participate in decisions regarding which students(s) in the classroom qualify to be registered for national exam (WASSCE) in the school. Here, a mean of 1.35 and a standard deviation of 1.23 were obtained. Also, to a greater extent, teachers were allowed to provide comments and correct errors on scripts. With this, a mean of 4.72 and a standard deviation of .77 were obtained. This finding is in agreement with Kiprop and Kandie (2012) who identified the roles of the teachers in curriculum implementation to include preparing scoring guides and providing comments and correcting errors on scripts. Again, the majority of the teachers indicated that,

not only the HOD's or Head took all the decisions regarding assessment techniques. This is because, a mean of 1.19 and a standard deviation of .65 were obtained.

From the foregoing, it would suffice to concede that, to some extent, teachers participated in assessment techniques (formative and summative) in the Senior High Schools. This is because, to a greater extent, teachers were allowed to provide comments and correct errors on scripts. Again, to some extent, teachers were: allowed to decide on when to conduct formative evaluations; allowed to decided on the item construction/item format in line with the demands of the curriculum without interference; allowed to supervise exams in the classroom/school without any external interference; and were allowed to take decisions on how to mark students' exams according to the scoring guide they have prepared without any interference. Also, not only the HOD's or Heads took all the decisions regarding assessment techniques. However, teachers were not allowed to participate in decisions regarding which student(s) in the classroom qualify to be registered for national exam (WASSCE) in the school.

Research Question Four:

What is the level of satisfaction among teachers regarding their participation in classroom-based decision making at Senior High Schools in the Kumasi Metropolis?

The objective of this question was to find out the level of satisfaction among teachers regarding their participation in classroom-based decision making in Senior High Schools. Items 27-37 under section C of the questionnaires were used to address this question. Means and standard deviations were used to analyse the data for items. Table 7 presents the results.

Table 7: Level of Satisfaction among Teachers regarding their Participation in Classroom-based Decision Making

Statement: The satisfaction I derive with my involvement in classroom-based decisions has resulted in me, ...	Mean	Standard Deviation
taking initiatives in preparation of teaching and learning.	4.13	1.45
being creative in the use of new knowledge and skills.	4.47	1.27

being committed in supervising students' activities.	4.11	1.27
being committed in preparing schemes of work and lesson plans.	2.89	1.26
being punctual in reporting on duty, attending classes and not leaving work before time.	4.20	1.26
reduced cases of absenteeism and turn over/attrition.	4.35	1.46
good time management and punctuality.	4.00	1.13
exhibiting enthusiasm in the execution of duties and responsibilities.	2.87	1.91
showing interest and attentions to individual students' problems.	3.71	1.52
being happy and satisfied with the teaching career profession.	2.65	.90
being committed to improving individual student's grades/performance	4.19	.85
Total	41.57	14.28
Source: Field Data (2020)		(Total Number of Students=302)

Scale:

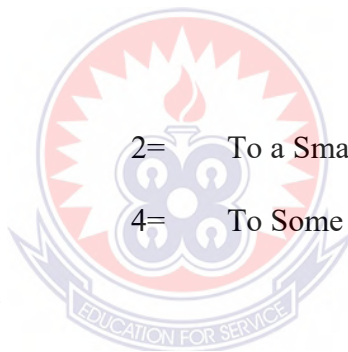
1= No Extent,

3= Not Sure,

5= To a Greater Extent

2= To a Smaller Extent,

4= To Some Extent,



Mean of means = 3.78

Mean of Standard Deviation = 1.30

Table 7 shows that, to some extent, teachers were satisfied with their participation in classroom-based decision making. A mean of means of 3.78 and a Mean of Standard Deviation of 1.30 clearly indicate that the teachers to some extent were satisfied with most of the statements which were meant to find out their level of satisfaction with their participation in classroom-based decision making. Details of the individual items are presented in the subsequent paragraphs.

From Table 7, it was realised that, to some extent, the level of satisfaction teachers derive from their involvement in classroom-based decision makes them: take initiatives in preparation of teaching and learning ($M= 4.13$; $SD= 1.45$); creative in the use of new knowledge and skills ($M= 4.47$; $SD= 1.27$); and committed in supervising students' activities. The findings resonate with Oluruntegebe, Duyilemi, Agbayewa, Oluwatelure and Omoniyi (2010) who found out that, the involvement of science teachers' increased their commitment and innovative levels about curriculum development and implementation. Most ($M= 2.89$; $SD= 1.26$) of the teachers were not sure as to whether their level of satisfaction derived from their involvement in classroom-based decisions makes them committed in preparing schemes of work and lesson plans. Also, the respondents indicated that, to some extent, the level of satisfaction they derive from their involvement in classroom-based decision makes them: punctual in reporting on duty, attending classes and not leaving work before time ($M= 4.20$; $SD= 1.26$); reduced cases of absenteeism and turn over/attrition ($M= 4.35$; $SD= 1.46$); and have good time management and high level of punctuality ($M= 4.00$; $SD= 1.13$). The findings are in agreement with Wadesango (2012) who also argued that lack of motivated was manifested in form of poor time management, absenteeism and negative attitude to work which were detrimental to the performance of duties.

Again, to some extent, the teachers indicated that, the level of satisfaction they derive from their involvement in classroom-based decision makes them show interest and attention to individual students' problems ($M= 3.71$; $SD= 1.52$); and makes them committed to improving individual student's grades/performance ($M= 4.19$; $SD= .85$). Most of the respondents were not sure as to whether the level of satisfaction they derive from their involvement in classroom-based decision makes them exhibit enthusiasm in the execution of

duties and responsibilities ($M= 2.87$; $SD= 1.91$); or makes them happy and satisfied with the teaching career profession ($M= 2.65$; $SD= .90$). This finding contradicts that of Wadesango (2012) who argued that lack of teachers' participation in management of teachers' activities led to lack of staff morale which culminated into stressful school governance.

It can be concluded that, to some extent, the teachers were satisfied with their participation in classroom-based decision making. This is because, the level of satisfaction they derive from their involvement in classroom-based decision makes them: take initiatives in preparation of teaching and learning; creative in the use of new knowledge and skills; committed in supervising students' activities; and punctual in reporting on duty, attending classes and not leaving work before time. Again, to some extent, the level of satisfaction teachers derive from their involvement in classroom-based decision contributed to reduced cases of absenteeism and turn over/attrition; good time management and punctuality; makes them show interest and attention to individual student's problems; and committed to improving individual student's grades/performance. However, the teachers were not sure as to whether the level of satisfaction they derive from their involvement in classroom-based decision makes them exhibit enthusiasm in the execution of duties and responsibilities; or makes them happy and satisfied with the teaching career profession.



CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter deals with the summary, conclusion and recommendations of the study.

5.1 Summary of Findings

The summary of the study revealed that, to some extent, teachers were allowed to participate in classroom-based decision making including the selection of instructional materials for teaching and learning in the classroom; students' classroom disciplinary actions; and assessment techniques in the Senior High Schools. Again, to some extent, the teachers were satisfied with their participation in classroom-based decision making.

5.2 Conclusion

The study concluded that, to a smaller extent, the teachers were involved in the selection/acquisition of text books for teaching and learning the subjects they teach, and were not allowed to discipline students who do not conform to classroom/school regulations and were supposed to refer all disciplinary matters to the appropriate quarters (e.g. Senior House Master/Mistress, Assistant Heads, or the Head of the School). But, teachers were not allowed to participate in decisions regarding which student(s) in the classroom qualify to be registered for national exam (WASSCE) in the school. Hence, the teachers were not sure as to whether the level of satisfaction they derive from their involvement in classroom-based decision makes them exhibit enthusiasm in the execution of duties and responsibilities, or makes them happy and satisfied with the teaching career profession.

5.3 Recommendations

The following recommendations are made based on the findings and conclusion drawn:

1. The academic committee should be involve in the selection/acquisition of text books for teaching and learning.
2. The Ministry of Education (MoE) and the Ghana Education Service (GES) in collaboration with heads and teachers should enforce the laid down procedures to discipline students who do not conform to classroom/school regulations.
3. The Ministry of Education (MoE), Ghana Education Service (GES), heads of Senior High Schools should allow teachers to participate in decisions regarding student(s) in the classroom who qualify to be registered for national exam (WASSCE) in the school.
4. Headmasters and headmistresses, to a greater extent, should allow teachers to participate in classroom-based decision making including the selection of instructional materials for

teaching and learning in the classroom; students' classroom disciplinary actions; and assessment techniques in the Senior High Schools in order to ensure that teachers are satisfied with their jobs and the profession.

5.4 Limitations of the Study

Questionnaires were used for data collection. It was realised that few statements on the questionnaires were not responded to by participants. However, this limitation did not negatively affect the findings of the study. Also, the researcher discovered that, some of the teachers were reluctant to involve themselves in the study for fear of victimization. However, the teachers were assured of confidentiality and anonymity. Again, the scattered nature of Senior High Schools in the Metropolis made movement to the schools very difficult for the researcher. However, these did not have any significant effects on the results.

5.5 Suggestion for Further Research

This study assessed teachers' participation in classroom-based decision making and its effect on their job satisfaction at Senior High Schools in the Kumasi Metropolis in the Ashanti Region of Ghana. The study could be replicated in Senior High Schools in other regions in the country to find out what persists there. It is suggested that, future studies may involve headmasters/headmistresses in order to find out from them their views on teachers' participation in classroom-based decision making so that the study would be rich with a lot of information. Again, 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.

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APPENDIX A: QUESTIONNAIRE FOR TEACHERS

UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION

DEPARTMENT OF EDUCATION LEADERSHIP

I am a postgraduate student of University of Education, Winneba and in partial fulfilment of the requirement for the award of the degree, I am researching on a topic entitled “teachers’ participation in school based decision making and its effect on their job satisfaction at Senior High Schools in the Kumasi Metropolis in the Ashanti 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 your identity and responses would be held strictly confidential.

SECTION A: DEMOGRAPHIC INFORMATION

1. Name of school.....
2. Sex of Respondent:
 - a. Male
 - b. Female
3. Age:
 - a. Below 20 years
 - b. 21 - 30yrs
 - c. 31 – 40 yrs.
 - d. 41 – 50 yrs.
 - e. 51 - 60 yrs.
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. Number of years spent in present school:

a. 5 yrs and under []

b. 6 – 10 yrs []

c. 11 – 15 yrs []

d. 16 – 20 yrs []

e. 21 yrs and over []

7. Years of teaching experience:

a. 10 yrs and under []

b. 11 – 20 yrs []

c. 21 – 29 yrs []

d. 30 yrs and over []



SECTION B: TEACHERS’ LEVEL OF PARTICIPATION IN CLASSROOM-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 some 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
Participation in the selection of Instructional Materials for Teaching and Learning in the Classroom						
8.	I am involved in the selection/acquisition of text books for teaching and learning the subject(s) I teach.					
9.	I am allowed to decide/select on the audio resources to be used in teaching my lessons in the classroom.					

10.	I decide on the life skills to integrate in various subjects.					
11.	I decide on the type of resource person(s) who can assist in the teaching of certain concepts in the classroom without any interference.					
12.	I decide on the type of technology (audio-visual) resources to be used in teaching my lessons.					
13.	The selection of instructional materials for teaching in this school is done by only the HOD's or the Head.					
Participation in Classroom Disciplinary Actions						
14.	I am allowed to discipline students who do not conform to classroom/school regulations.					
15.	I am allowed to be a member in the school disciplinary committee.					
16.	I am allowed to incorporate students in revising school rules and regulations in the classroom without interference.					
17.	Apart from teaching, I am allowed to provide guidance and counselling for students in the classroom.					
18.	I am allowed to manage conflict situations as and when they may arise in the classroom.					
19.	I am supposed to refer all disciplinary matters to the appropriate quarters (e.g. Senior House Master/Mistress, Assistant Heads, or the Head of the school).					
Participation in Assessment Techniques (Formative & Summative)						
20.	I decide on when to conduct formative evaluations of my students as a teacher without interference.					

21.	During summative evaluations, I am allowed to decide on the item construction/item format in line with the demands of the curriculum without interference.					
22.	I am allowed to supervise exams in the classroom/school without any external interference.					
23.	I take decisions on how to mark students’ exams according to the scoring guide I have prepared without any interference.					
24.	I am allowed to participate in decisions regarding which student(s) in the classroom qualify to be registered for national exams (WASSCE) in the school.					
25.	I am allowed to provide comments and correct errors on scripts.					
26.	In this school, only the HOD’s or Head take all the decisions regarding assessment techniques.					

Others Please Specify.....

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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 some extent; and 5= To a greater extent.

No	STATEMENTS: The satisfaction I derive with my involvement in classroom-based decisions has resulted in me, ...	1	2	3	4	5
27.	taking initiatives in preparation of teaching and learning.					
28.	being creative in the use of new knowledge and skills.					
29.	being committed in supervising students' activities.					
30.	being committed in preparing schemes of work and lesson plans.					
31.	being punctual in reporting on duty, attending classes and not leaving work before time.					
32.	reduced cases of absenteeism and turn over/attrition.					
33.	good time management and punctuality.					
34.	exhibiting enthusiasm in the execution of duties and responsibilities.					
35.	showing interest and attentions to individual students' problems.					
36.	being happy and satisfied with the teaching career profession.					
37.	being committed to improving individual student's grades/performance.					

Others Please Specify.....

Thank You