

**THE RELATIONSHIP BETWEEN TEACHERS'  
PARTICIPATION IN DECISION-MAKING AND  
THEIR JOB SATISFACTION IN PUBLIC  
SECONDARY SCHOOLS IN GEM SUB-COUNTY,  
SIAYA COUNTY, KENYA**

**ODONGO FREDRICK OUMA**

**A Research Project Submitted in Partial Fulfillment of the Requirements for the Award  
of the Degree of Master of Business Administration (MBA), School of Business,  
University of Nairobi**

**2014**

## DECLARATION

This research project is my original work and has not been presented for the award of a degree or any other qualification in any other university or institution of higher learning.

Signed..... Date.....

**Odongo Fredrick Ouma**  
D61/64270/2011

This research project has been submitted for examination with my approval as the university supervisor.

Signed..... Date.....

**Prof. Peter K'Obonyo**  
Department of Business Administration  
School of Business  
University of Nairobi

## **ACKNOWLEDGEMENTS**

My special gratitude goes to El Shaddai for great is thy faithfulness; this far I have come solely by His grace. I may not be where I want to be, but because of His unconditional love, mercy and grace, I am not where I used to be.

My mother Alice, for bequeathing me the insatiable thirst for knowledge and for bolstering my confidence throughout this project. You are an inspiration and thank you for believing in me against all odds.

My supervisor and lecturer Prof. K'Obonyo for his invaluable guidance during my academic sojourn.

Finally, I wish to acknowledge my daughter Wendy and son James for tolerating my mental and physical absence as I worked on this project, and for the encouragement and motivation that comes from having them around.

## **DEDICATION**

To my rare gifts from God Wendy Alice Kinda and James Bill Odongo. In this life, few things are as priceless as the bonds of true friendship, thank you for being my friends.

## LIST OF TABLES

Table 4.1: Distribution of Respondents by Gender.....	28
Table 4.2: Distribution of Respondents by Age.....	29
Table 4.3: Distribution of Respondents by Level of Education.....	30
Table 4.4: Distribution of Respondents by Employer.....	30
Table 4.5: Distribution of Respondents by Length of Stay in Current School.....	31
Table 4.6: Mean Scores for Measures of Teachers' Participation in Decision-Making.....	32
Table 4.7: Mean Scores for Measure of Job Satisfaction.....	34
Table 4.8: Results of the Pearson Correlation Analysis of the Relationship between Participation in Decision-Making and Job Satisfaction.....	36

# TABLE OF CONTENTS

<b>ACKNOWLEDGEMENTS .....</b>	<b>iii</b>
<b>DEDICATION.....</b>	<b>iv</b>
<b>LIST OF TABLES .....</b>	<b>v</b>
<b>TABLE OF CONTENTS .....</b>	<b>vi</b>
<b>ABSTRACT.....</b>	<b>viii</b>
<b>CHAPTER ONE</b>	
<b>INTRODUCTION.....</b>	<b>1</b>
1.1 Background of the Study.....	1
1.1.1 Employee Participation in Decision-Making .....	2
1.1.2 Job Satisfaction.....	4
1.1.3 Employee Participation in Decision-Making and Job Satisfaction .....	5
1.1.4 Secondary Schools in Gem Sub-county, Siaya County.....	6
1.2 Research Problem.....	7
1.3 Research Objective.....	10
1.4 Value of the Study.....	10
<b>CHAPTER TWO</b>	
<b>LITERATURE REVIEW .....</b>	<b>11</b>
2.1 Introduction .....	11
2.2 Theories Underpinning the Study .....	11
2.3 Employee Participation in Decision-making.....	12
2.3.1 Forms of Employee Participation in Decision-Making.....	16
2.3.2 Benefits of Employee Participation in Decision-Making.....	17
2.3.3 Challenges of Employee Participation in Decision-Making .....	18
2.4 Job Satisfaction .....	19
2.5 Employee Participation in Decision-Making and Job Satisfaction.....	21
<b>CHAPTER THREE</b>	
<b>RESEARCH METHODOLOGY .....</b>	<b>25</b>
3.1 Introduction .....	25
3.2 Research Design.....	25
3.3 Target Population .....	26
3.4 Sample Design.....	26

3.5 Data Collection.....	26
3.6 Data Analysis .....	27
<b>CHAPTER FOUR</b>	
<b>DATA ANALYSIS, RESULTS AND DISCUSSION.....</b>	<b>28</b>
4.1 Introduction .....	28
4.2 Demographic characteristics of the respondents .....	28
4.2.1 Respondents by Gender .....	28
4.2.2 Respondents by Age .....	29
4.2.3 Respondents' Level of Education .....	29
4.2.4 Respondents by Employer .....	30
4.2.5 Length of Stay in Current School .....	31
4.3 Teachers' Participation in Decision-Making.....	31
4.4 Measure of Job Satisfaction .....	33
4.5 Relationship between Elements of Participation in Decision-Making and Job Satisfaction.....	35
<b>CHAPTER FIVE</b>	
<b>SUMMARY, CONCLUSION AND RECOMMENDATIONS .....</b>	<b>39</b>
5.1 Introduction .....	39
5.2 Summary of Findings .....	39
5.3 Conclusion.....	40
5.4 Recommendations .....	40
5.5 Limitations of the Study .....	41
<b>REFERENCES.....</b>	<b>42</b>
<b>APPENDICES .....</b>	<b>47</b>
Appendix 1: Letter of Introduction .....	47
Appendix 2: Questionnaire.....	48
Appendix 3: List of Public Secondary Schools in Gem Sub-county .....	51
Appendix 4: Determining Sample Size.....	52

## **ABSTRACT**

This research reports findings on teachers' participation in decision-making and their job satisfaction in public secondary schools in Gem Sub-county, Siaya County, Kenya. The objective of the study was to establish the effect of teachers' participation in decision-making on their job satisfaction in secondary schools in Gem sub-county. A descriptive correlation survey design was adopted in this study and primary data was collected by use of questionnaires. The responses of 199 teachers out of a sample of 217 teachers revealed that there is a positive relationship between teachers' participation in decision-making and their job satisfaction. Another key finding is that teachers are generally satisfied with their job, although they feel dissatisfied with certain aspects of their work such as the working conditions, their pay, the manner in which policy is formulated, the opportunities for career growth and advancement and the general lack of variety in the work. The study also found that the population of males was significantly higher than that of females. This study then recommends that the government through the Teachers' Service Commission and other stakeholders put in place proactive recruitment policies and procedures that will enhance and emphasize on equal employment opportunities in line with constitutional requirements. The stakeholders should also endeavor to formulate policies that enhance teacher participation and involvement in decision-making as this will help create a motivated and satisfied workforce in our schools. Further empirical studies can also be done on the influence of teachers' participation in decision making on their performance in secondary schools. However, future researchers can replicate this study in private schools since its findings were limited to public schools.



# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background of the Study**

The concept of employee participation in decision-making has gained wide acceptance in both Human Resource Management theory and practice. This is because of its enormous effects on job outcomes such as increase in productivity, commitment to organizational goals, and decrease in employee absenteeism, tardiness and job turnover. The benefits of employee participation in decision-making initiatives cannot be gainsaid in the realm of Human Resource Management. Luthans (2005) and Moorhead and Griffins (2004) observed that in organizations where employees are highly involved in the activities of the organization, they will be more contented, motivated and committed to the goals and values of the organization and thus will be more productive. Organizations have also realized the significant role of Human Resource Management in developing strategies and using techniques that result in employees giving their best efforts for the success of the organization and reaching their full potential to create the competitive edge in an environment where increasing competition remains a dominant factor (Foot and Cook, 2008). Peters and Waterman (1982) observed that employees are the most valuable resource of an organization, and that involving employees in organizational policy making particularly at customer interface would enhance employee motivation and performance. It is the employees who make things happen in the organization and are, perhaps, the only asset wielding both expertise and knowledge to move things within the organization.

In this context, is imperative that organizations have employees who are genuinely committed to the aspirations, goals and values of the organization. Although gaining

the commitment of employees can pose serious challenge to an organization especially if their level of productivity and motivation is to be maintained, Nikodym, Symonetti, Nielsen and Welling (1994) argue that employee participation in decision-making as a Human Resource Management strategy can be applied to achieve the desired outcomes. The concept of employee participation in decision-making has lately emerged as an effective strategy in the management of human resources in the workplace following its contribution to the success of Japanese companies. Finally, because the environment in which people work can shape their attitudes and behaviors in either positive or negative ways, an understanding of how individuals in organizations are influenced by the organizational context becomes imperative (Luthans, 2008 and Mullins, 2002).

### **1.1.1 Employee Participation in Decision-Making**

Employee participation is a participative process that uses the input of employees to increase their commitment to the organization success (Robbins and Timothy, 2007). The underlying logic is that by involving workers in the decision that affect them and by increasing their autonomy and control over their work lives, employees will become more motivated, more committed to the organization, more productive and therefore more satisfied with their jobs. Job satisfaction is not only vital for employees but also for the employers as it enhances productivity and reduces employee turnover. According to Leat (2011) job satisfaction is an important aspect in a work situation and which has been associated with improved performance and employee commitment to the organization.

Employee participation in decision-making is a means of empowering employees (Nykodym et al, 1994). It encompasses involving employees in the decision-making process, allowing them access to information and sharing power with the employees. According to Leat (2011), discretionary behavior which contributes to organizational success is most likely to happen if and when employees are genuinely involved and actively participate in the management process. Employee involvement and participation have been used interchangeably given that it is difficult to isolate one from the other. Armstrong (2006) defines participation in decision-making as the inclusion of employees in the decision-making process of the organization. Empirical evidence shows that involving workers in decision making reduces dysfunctional behaviors which negatively impact on organizational performance such as staff absenteeism, tardiness and turnover; improves organizational commitment, enhances performance and leads to greater job satisfaction (Luthans, 2005).

Employee participation is defined as a process in which influence is shared among individuals who are otherwise hierarchically unequal (Locke and Sweigger, 1979 and Wagner III, 1994). At an organizational level, managers and their subordinates are both involved in the process of information processing, decision making and problem solving. Beardwell and Claydon (2007) define workers' participation as the distribution and exercise of power in all its manifestations between the owners and managers of organizations and those employed by them. It is the direct involvement of individuals in decisions relating to their immediate work environment as well as indirect involvement in the decision-making through representation in the broader socio-technological and political structures of the firm.

Management cannot of its own, make and implement decisions and expect to achieve its goals (Zuvarashe, 2011). Encouraging the participation of workers is therefore critical; it enables them to exercise their varied skills and ingenuity, enhances their motivation and increases their commitment to the organization. Muindi (2011) and Rice and Schneider (1994) postulate increasing workforce diversity, changing patterns of work and an increasing population of knowledge workers pose serious challenges to management hence putting organization under constant pressure to embrace Human Resource Management practices that allow employees discretion in making decisions that influence their work and work environments without compromising on organizational goals, mission and vision.

### **1.1.2 Job Satisfaction**

Job satisfaction is a pre-requisite for employee performance in any organization and is emerging as a critical issue in Human Resource Management. Job satisfaction is important because it accords the worker a sense of security and fulfillment while for the employer, job satisfaction ensures committed staff and a stable workforce hence saving the organization from regular recruitment and training of new staff.

Job satisfaction is a measure of the degree to which employees express contentment with their jobs. It is an attitude or perception that reflects how individuals feel about their jobs. Locke (1996) defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences achieving or facilitating one's values. When people perceive and experience what they are undertaking as fulfilling, their productivity and commitment to the organization increases; this according to Locke constitutes job satisfaction. If a worker perceives

and believes that what s/he wants from a job is what in reality they are getting from the job, then they are likely to experience job satisfaction.

There are many aspects that influence the levels of job satisfaction of employees; these include pay and benefits, the quality of supervision, conditions of work, opportunities for promotion and career growth, leadership and social relationships at the workplace and the nature of the work itself (Luthans 2006 and Armstrong 2001). The importance that individual workers attach to each of these elements varies from one employee to another. However, it is generally held that employee involvement and participation, and employee empowerment do also influence the job satisfaction of workers. According to Spector (1997), job satisfaction is a critical element in management because it is linked to the performance and productivity of both individuals and groups within an organization.

### **1.1.3 Employee Participation in decision-making and Job Satisfaction**

Measuring job satisfaction of workers has become a prime focus of attention in organizations given the dramatic reshaping of the business environment. Spector (1997) observes that assessing employee attitudes such as job satisfaction has become a common activity in organizations in which management is concerned with the physical and psychological wellbeing of people while Nykodym, Simonetti, Nielsen and Welling (1994) posit that earlier research findings suggested that there is great potential for improving job satisfaction and performance through the use of worker participation. Nykodym et al further assert that participation causes greater job satisfaction because the employee feels more valued and trusted by the management

and because the worker gains a better understanding of management difficulties by dealing with some of the same managerial problems.

Participation in decision-making itself can be a source of motivation to workers and can be used effectively to gain and sustain commitment of employees, the result of which is increased job satisfaction. Lawler (1991) postulates that employee involvement emphasizes on cascading power, information, rewards, and training to the lowest level possible in the organizational hierarchy to increase worker discretion. Autonomy is vital because it allows the worker more influence on work-related aspects and decisions of the job to create the conditions that foster initiative and self-determination and enhance their job satisfaction.

Dissatisfied employees are a burden to any organization as they may engage in counter-productive behaviors such as poor service, theft, sabotage of organizational equipment, absenteeism and turnover. These behaviors result in direct financial costs to the organization in terms of lost productivity and replacement costs.

#### **1.1.4 Secondary Schools in Gem Sub-County, Siaya County**

Secondary schools in Kenya are categorized as either public or private. The public schools are government funded and are run by the school management boards in conjunction with the Parents Teachers Associations. The private schools on the other hand are established and managed by private individuals or organizations. Public secondary schools in Kenya are categorized as national schools, county schools and sub-county schools.

Gem Sub-county is one of the sub-counties in Siaya County. The sub-county has 36 registered public secondary schools categorized as county and sub-county schools. The county schools are purely boarding schools for either boys or girls. The sub-county schools are mostly mixed schools, that is, for both boys and girls, with majority being day schools. The population of teachers in the public secondary schools in the sub-county is approximately 500, majority of who are employed by the Teachers' Service Commission and the others by the managed boards of the respective schools (Gem Sub-county Education Office, 2013). Few researches have been to establish the extent of teachers' involvement in decision making and especially in public secondary schools in Gem Sub-county, Siaya County. Records also indicate a growing population of teacher enrolment in institutions of higher learning pursuing other courses besides their professional training suggesting an underlying problem of teacher dissatisfaction with their jobs.

## **1.2 Research Problem**

Managers are making deliberate efforts to involve employees in making decisions that have ramifications on their work and work environments in an attempt to motivate and retain their key staff. Nykodym et al (1994) postulate that there is a growing emphasis on participative management and that the complexities of business decisions require the integrated knowledge of specialists in different functional and technical areas. Muindi (2011) argues that the existence of a better educated workforce that is no longer inclined to be merely seen and not heard calls for a new management style that allows for employees' participation in decision-making. Helms (2006) also observed that there is a paradigm shift from the authoritarian style of management where control is a key concept, to one that favors teamwork and empowerment.

Currently, the teaching profession is facing serious challenges related to the levels of staffing in schools as well as the teachers' commitment and job satisfaction. The general perception is that teachers in secondary schools are ill-motivated and grossly dissatisfied with their work. However, statistics show that a large population of teachers in secondary schools in Gem sub-county has enrolled in institutions of higher learning to pursue additional professional courses hoping to quit the teaching profession to other jobs they perceive to be more satisfying (Mande, 2012).

Reports of teacher absenteeism, tardiness and general misconduct such as drunken behavior are also on the increase within the sub-county, and these could be symptoms of an underlying human resource problem, (Gem Sub-county Education Office, 2012). For secondary schools in Gem sub-county to ensure that performance goals are realized through committed, motivated and satisfied teachers, an insight into teacher participation in decision-making and how it affects behavior and attitudes is crucial. Teacher participation in decision-making therefore provides a framework for determining teachers' perceptions and attitudes on those dimensions that can be shown to influence their job satisfaction.

Various empirical studies have been carried out in the education sector related to job satisfaction of teachers. They include Wachira (2009) who studied the relationship between job satisfaction and performance of secondary school principals in Mombasa Sub-county and found a positive relationship between job satisfaction and performance; Okoth (2003) who studied factors that determine the level of job satisfaction among teachers in top ranked private schools in Nairobi and found that students, leadership styles, pay, and recognition influence the level of job satisfaction



among teachers in top private schools in Nairobi. Odhiambo (2010) conducted a study on factors influencing job satisfaction among secondary school teachers in Rachuonyo South Sub-county and found out that pay, opportunities for promotion, nature of supervision, involvement in decision-making and recognition from management as key factors influencing teacher job satisfaction while Wamoto (2009) studied the effects of leadership behavior on job satisfaction among teachers in private primary schools in Kisumu City and found that leader behavior had a significant influence on job satisfaction of teachers. Mande (2011) in a study of perception of psychological contract and job satisfaction of secondary school teachers in Gem Sub-county found that teachers perceived psychological contract as positively related to their job satisfaction.

In the studies mentioned above, various issues affecting and related to job satisfaction of teachers were addressed. However, none of the studies mentioned above addressed the issue related to the link between teachers' participation in decision-making and job satisfaction in public secondary schools notwithstanding its effects on employee performance. Secondly, none of the studies has been done on teachers in public secondary schools and to the best of my knowledge, no research has been done to determine the relationship between participation in decision-making and job satisfaction of teachers in public secondary schools Gem Sub-county, Siaya County. The present study therefore is intended to fill this gap by examining the relationship between participation and job satisfaction among teachers in public secondary schools in Gem Sub-county. This study will be guided by the following research question: What is the relationship between elements of participation in decision-making and job

satisfaction among teachers in public secondary schools in Gem Sub-county, Siaya County?

### **1.3 Research Objective**

To establish relationship between the elements of teachers' participation in decision-making and their job satisfaction in secondary schools in Gem Sub-County, Siaya County, Kenya.

### **1.4 Value of the Study**

The study will be important to the school management and teachers in secondary schools by providing an insight into the relationship between participation in decision making and job satisfaction.

The study will help policy makers in the Ministry of Education, Teachers' Service Commission and education stakeholders in formulating and implementing policies that enhance teacher participation in the management of schools.

The study will also be important to Human Resource Management students and practitioners who will find it vital as it adds to the existing body of knowledge in this area. Finally, the study will likely stimulate further research on other aspects of teachers' job satisfaction.

## **CHAPTER TWO LITERATURE REVIEW**

### **2.1 Introduction**

This chapter aims at describing the influence of employee participation in decision making by looking at various literature and advance further interest in this field and other areas that seem to have been ignored. The chapter outlines the theoretical framework of the study, the concept of employee participation in decision making, its forms, benefits and challenges and the concept of job satisfaction. Various literatures have been reviewed including both published and unpublished works.

### **2.2 Theories Underpinning the Study**

Some of the earliest literature on personal happiness and job satisfaction stems from Abram Maslow's Hierarchy of Needs Theory. Maslow explained that human beings have five basic needs: physiological needs-including food, air and water, safety needs-freedom from physical threats, Belongingness and Love needs, Esteem needs-including the need for achievement and the need for recognition and the approval of others, and the need for self-actualization-the desire to become everything that one is capable of becoming. Maslow theorized that these needs are arranged in a hierarchy of dominance from the most important to the least important. This theory explains that human beings will not seek the specific needs until the priority needs have been met. Therefore, esteem needs and self-actualization needs which are most related to job satisfaction in the workplace will be sought after last.

The other theory relevant to this study is Fredrick Herzberg's two-factor theory; Motivator-Hygiene Theory. Herzberg (1959) researching on the overall satisfaction of

the worker, concluded that workers derived satisfaction (and therefore motivation) from achievements that are centered on the job content such as responsibility, recognition, autonomy, self-esteem and a challenging job. In his two-factor theory, Herzberg stated that there are some aspects of a job which provide positive satisfaction to employees. These set of factors he called “satisfiers” or “motivators” and included a sense of achievement, recognition, the work itself, responsibility and potential for growth or advancement.

According to Herzberg, some aspects which not necessarily motivating, would elicit dissatisfaction if they were not adequate; these Herzberg called “hygiene” factors or “dissatisfiers”. These factors include company policies and administration, supervision, salary, interpersonal (social) relations and general working conditions. Because of their association with physical characteristics of the environment in which people work rather than the work itself, the hygiene factors were found to not give the workers satisfaction but their absence would result in dissatisfaction, and thus making the individuals to be unhappy or dissatisfied with their jobs; while the motivation factors lead individuals to feel good about their jobs and therefore lead to positive satisfaction. Herzberg’s conclusion was that there are five basic factors which act as strong determinants of job satisfaction; achievements, recognition, work itself, responsibility and advancement. The first three are significant for bringing about lasting changes of attitude.

### **2.3 Employee Participation in Decision-Making**

The nature of today’s workforce is changing and there are parallels in the way it was a decade or two ago. One important condition is the increase in the level of education

which requires more challenging jobs and advancement opportunities. Today, employees demonstrate a growing interest in participation; they have higher expectations about involvement and participation in organizational problem solving and decision making. As such, the workforce is inclined to question management practices which, however noble, are exclusively arrived at by the management without the involvement and participation of the employees (Leat, 2011).

The last two decades have seen evolving philosophies and styles of management place emphasis upon the need to develop and put to greater use the knowledge, skills and experience of people at all levels within the organization. With the disappearance of the earlier scientific and human relations schools of management, participative management is assuming greater significance in the practice of management (Nykodym et al, 1994). Traditionally, approaches to human resource management have been based almost exclusively upon unilateral and subjective judgments which have ignored the importance of the relationship between employer and employee, and management and the potential of workers. Participative management which allows for the involvement and participation of employees in decision making provides the platform on which the organization can effectively harness the ingenuity of the workforce and thus increase their levels of job satisfaction.

The concept of employee involvement and participation in decision-making is neither a new nor simple management concept; employee involvement schemes flourished in the 1980s with the rise of human resource management and the realization that the employees are the most valuable resource of the organization. Beardwell (1998) traces the Japanese economic success to the involvement of employees in work groups such

as the quality circles. Although the concept of employee participation had its origin in the US, it is in Japan that the concept first gained wide acceptance.

Nykodym et al (1994) aver that employee participation although a complex management tool can, positively influence performance, productivity and employee job satisfaction when properly applied. Hence, top management support and commitment to participation as an approach to human resource management is of critical significance. Through participation, the organization becomes effective and efficient at producing goods and services, while the employees increase their job satisfaction (Nelson and Quick, 2008).

Participation in decision making can also lead to a win-win situation in the organization for both employers and employees because, as Anzemo (2008) observes, the employer will gain by experiencing increased efficiency and the workers will gain by achieving greater job satisfaction. This belief is premised on the assumption that participative decision making will likely lead to quality decision.

Employee participation has been variously defined by different social science researchers. The concept has been termed by different researchers under such headings as Employee Involvement, Employee Voice, Employee Empowerment, or Participative Management. Despite this variance, the general consensus is that employee participation is deeply rooted in participative management which advocates for sharing of decision-making power between employees and employers as a measure to enhance performance and work satisfaction (Wagner III, 1994).

Robbins and Judge (2007) define employee participation as a participative process that uses the input of employees to increase their commitment to the organization's success and where the subordinates share a significant degree of decision making power with their immediate superiors. According to Newstrom (2007), worker participation refers to the mental and emotional involvement of people in group situations which encourages them to contribute to group goals and share in the responsibility of achieving them. Employee participation in decision making thus entails seeking acceptable solutions to problems through a genuine exchange of ideas, views and information within the organization by both the management and workers. Mullins (2007) postulates that employee participation is a form of employee empowerment- a condition where employees are allowed greater freedom, autonomy and self control over their work, and responsibility for decision making. In this regard, the employees are and should be actively encouraged to help define their job objectives and set their own standards of performance and specific work targets vis-à-vis the organization's values, goals and objectives.

While Robbins and Judge (2008) and Newstrom (2007) emphasize on the input and contribution of employees in the decision making process, Nelson and Quick (2008) suggest that focus should be on the individuals who are affected by those decisions influencing the making of those decisions. Nelson and Quick (2008) further argue that participation is about employees playing a greater part in the decision making process, giving them the opportunity to influence management decisions and to contribute to the improvement of organizational performance.

The concept of employee participation is a continuum reflecting various degrees of participation that may be available to employees (Leat, 2011). At one extreme, there is employer control also termed managerial prerogative, where management has complete control and total autonomy over decision-making process while at the other extreme is workers' control where there is no managerial participation. In between the two extremes are other levels of participation such as; downward communication, which is a top-down communication where management provides employees with information to inform them of their plans; consultation, where employees are involved in task-oriented issues and consulted in problem solving; and joint consultation, where management and workers discuss issues and come up with mutually accepted solutions i.e., employees take part in management decision making either directly or through representatives.

### **2.3.1 Forms of Employee Participation in Decision-Making**

Many management researchers as well as business practitioners have embraced employee participation in decision-making as the panacea to issues arising out of rapid organizational changes and diminishing employee morale. Torrington et al (2008) and Nykodym et al (1994) contend that employee participation in decision-making can take a variety of forms which can be categorized as formal or informal, direct or indirect, and one-off or sustained. Some of these include; job participation, consisting of permanent programmes in which employees take a formal and direct role in decisions relating to job issues; consultative participation including long term interventions like quality circles and employee suggestion schemes in which employees' opinions are sought as managers engage in decision making. It could also be representative participation where employees participate in decision making



indirectly and formally through an elected representative to present their concerns or ideas to management.

Informal participation occurs through interpersonal relationships between managers and subordinates and often revolves around issues directly concerning the subordinate's work either as a group or individual. Lastly, employee participation in decision-making may take the form of financial participation which is both formal and indirect, a situation where the employees have a financial stake in the organization and may take the dimensions of profit sharing, profit-related pay and employee ownership schemes.

### **2.3.2 Benefits of Employee Participation in Decision-Making**

Torrington et al (2008) suggest that the objectives of an organization are effectively and efficiently achieved if employees have some say in decision-making especially where the decisions affects their own areas of work. The belief is that employees will likely take decisions to ensure maximum satisfaction to customers. They further argue that the chances of management reaching and implementing the right decisions are greatly enhanced if they listen to the views of others and allow their own ideas to be subjected to some degree of scrutiny and constructive criticism. Participation in decision-making processes has also been found to increase employee creativity, productivity and job satisfaction (Nelson and Quick 2008; Luthans 2008; Newstrom 2007; Nykodym et al 1994; Torrington et al 2008).

Employee participation allows managers to tap into the ideas, views and suggestions of employees. Torrington et al (2008) and Gupta (2008) suggest that often employees

want to be part of a successful organization which provides them not only a good income, but also with an opportunity to enhance their skills for a secure employment. In this regard, employees will likely input ideas and views which they perceive will impact positively on their individual performances and the organization at large so as to guarantee continued employment.

According to Nelson and Quick (2008), employee participation in decision making brings more knowledge and experience to the problem-solving situation. In properly managed systems, McShane and von Glinon (2008) and Nelson and Quick (2008) posit that employee participation in decision making creates synergy that can generate more and better solutions for the organization. They argue that synergy can help bring more knowledge and experience to the problem-solving situation which is beneficial to the organization.

### **2.3.3 Challenges of Employee Participation in Decision-Making**

According to Nykodym et al (1994), irrespective of its effectiveness, participation in decision-making per se may not solve all of an organization's problems because it is just but a technique seeking more involvement and input in a changing environment with a more sophisticated workforce. They further argue that it is critical for the organization to have employees with the appropriate competence and who, out of their own volition, are desirous of the practice of involvement especially those closely related to their primary job functions.

D'Souza (1998) and Nykodym et al (1994) suggest that a clear structure is another pre-requisite for participation in decision-making to be successful. They contend that

there is a need to establish from the onset the ground rules and boundary conditions that will provide parameters for the entire process such as top management support, monitoring, delegation and time constraints. Apart from creating unrealistic expectations and being time consuming, employee participation in decision-making has been criticized for generating mediocre decisions and disruptive conflicts situations that enhance loss of managerial authority and confuse accountability (Ali, 2011).

Nykodym et al (1994) also suggest that for participation to be effective, the organization needs to create and maintain a corporate culture that emphasizes and nurtures participation in decision-making as on-going organizational practice and not a one-off event; very few organizations however meet this criterion. Lastly, the success of adopting participation in decision-making as a tool for management depends on the values, attitudes and expectations of the organization's members (Nykodym et al 1994; Ali 2011; Leat 2011). Thus, workers whose take on participation in decision-making is unfavorable would likely resist or not support managerial efforts to involve them in the process.

## **2.4 Job Satisfaction**

Job satisfaction is a matter of great concern to all organizations. This is because the consequences of job dissatisfaction are so severe that they make job satisfaction important to measure. Consequently, the desire to have satisfied and committed employees pervades all organizations. Generally, the belief is that satisfied employees are more productive, produce high quality work, and are more committed to the organization's mission and goals. Robbins (1998) avers that job satisfaction is an

emotion, a feeling, an attitude and a matter of perception that results from an employee's appraisal at work. Spector (1997) defines job satisfaction as the feeling people have about their jobs and different aspects of their jobs; while Ivancevich et al (1997), view job satisfaction as an attitude that individual have about their jobs which results from their perception of their jobs and the degree to which there is a good fit between the individual and the organization.

Armstrong (2006) defines job satisfaction as the attitudes and feelings people have their work; and therefore positive and favorable attitudes towards the job indicate job satisfaction while negative and unfavorable attitudes towards the job indicate job dissatisfaction. He further postulates that the level of job satisfaction is influenced by both intrinsic and extrinsic motivating factors such as quality of supervision, social relationships with the work group and the degree to which individuals either succeed or fail in their work. Luthans (2008) defines job satisfaction as employees' perception of how well their job provides those things that are viewed as important. Hence job satisfaction can be determined by how well outcomes meet or exceed expectations in terms of salaries, autonomy, nature and quality of supervision, work conditions, career progression and the relation with co-workers. Luthans (2008) proffers the view that job satisfaction relates to an individual's perceptions and evaluations of a job, and this perception is in turn influenced by circumstances including needs, values and expectations. The extent to which a job matches up with the expectations and values of the individual will have a bearing on his or her job satisfaction; thus a close match would lead to job satisfaction while a mismatch between the individual's perception of the job and outcomes of the job could lead to job dissatisfaction (Torrington et al, 2008).

Karpin (1995) argues that teachers' job satisfaction is determined by the degree to which the individual perceives job-related needs are being met. Thus, single as well as several factors measures can be used to measure job satisfaction such as anonymous employee satisfaction survey administered periodically in areas such as teamwork, communication, goal-setting, empowerment and relationship with co-workers. Studies have shown that if the workforce is satisfied with their job as well as the organizational environment including co-workers, benefits and leadership, they will be more committed to the organization (Schneider, 1984; Zuvarashe, 2011) while Cheng (2008) contends that satisfied workers are more motivated and hence will be more committed to the organization.

## **2.5 Employee Participation in Decision-Making and Job Satisfaction**

Employee participation in decision-making as a management tool and organizational practice is founded in participatory management systems. The use of participation in decision-making is believed to increase employees' job satisfaction. Since there are many benefits from higher job satisfaction many organizations have begun embracing more participative measures. Studies have shown that there is a positive relationship between the use of participative management approach and employee satisfaction. Participative management focuses on empowering the employee to feel that their opinion and participation is important to the success of the organization. As a concept, participation in decision-making can be a useful technique to increase job satisfaction of workers which can increase organizational effectiveness.

Participation in decision-making refers to a situation where employees are given or gain an opportunity to share in the decision-making process of the organization.

Participation has often been used interchangeably with employee involvement perhaps because of the driving force behind the concept. Marchington et al (1992) defines ‘employee involvement’ as those managerially designed, inspired and initiated practices which are intended to give employees influence over how their work is organized and performed in order to commitment and enhance employee contributions to the organization; while ‘employee participation’ as a process through which employees play a greater part in the decision-making process.

Employee participation derives from employees or their organizations, and is borne out of the desire to increase the influence of the employee vis-à-vis the employer (Leat, 2011). It is about joint decision making and often accords the employee access to a relatively higher order range of decisions (Marchington et al, 1992). The concept of participation in decision-making has a strong influence on managerial effectiveness, organization efficiency and innovation. Conway (1984) argues that the approach is an alternative to the administrative practices associated with the bureaucratic model. Human relations theorists have held that participation in decision making leads to the satisfaction of employees’ higher order needs e.g. self-esteem and self-actualization needs.

Mande (2012) observes that employee job satisfaction develops slowly often after the individual has entered the organization and has had a firm understanding of not only the job and job facets, but also the organizational goals and values, performance expectations and their consequences as well as the implications of maintaining organization’s citizenship. This view is shared by Lwangasi (2008) who avers that the

level of employee job satisfaction tends to increase as one moves up the hierarchy in the organization.

Participation in decision-making causes greater job satisfaction because the employee feels more valued and trusted by the management and because the worker gains a better understanding of management difficulties by dealing with some of the same problems (Nykodym et al, 1994). Granted, if employees have a voice and are genuinely involved in the decision making process, they would be able to impact and change the basic characteristics of job satisfaction. When decisions pertaining to activities are arrived at by the very persons who are to execute those decisions, then the levels of job satisfaction of those involved is greatly heightened (Hammuda and Dulaimi, 1997).

Rice and Schneider (1994) postulate that in Australia, teachers reported that the level of participation in decision making and autonomy are contributory factors in their levels of job satisfaction. Thus it is incumbent upon the management of the organization to ensure that the organization has satisfied employees who can go “above and beyond” the written employment contract. Lastly, satisfied workers are less likely to quit the organization.

Despite the all the literature mentioned, no study to the knowledge of the researcher has been done on the influence of employee involvement and participation in decision making and job satisfaction of teachers in public secondary schools, and specifically within Gem sub-county, even though it may seem that a satisfied teacher derives the satisfaction from being involved and actively participating in managerial decision-

making activities. This missing gap is what this study intends to fill. The education sector has greatly evolved and secondary schools in Kenya are increasingly being run as corporate entities, hence greater emphasis on efficient and effective management of teachers taking on an entirely new meaning. In view of these changed circumstances, it is not absolutely clear that the involvement and participation of teachers in managerial activities such as policy formulation, decision making, goal setting and planning daily activities would be related to their job satisfaction.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter outlines a summary of the research design, research population, sample design and sampling technique, data collection and data analysis procedures that the study adopted.

#### **3.2 Research Design**

The study used descriptive correlation survey design which was cross sectional in nature. Descriptive design was used to describe the state of affairs as they existed at the time of the study. Descriptive survey design was appropriate for this study because it is not only restricted to fact finding, but may often result in the formulation of principle knowledge and solution to significant problems. The design is also important in gathering data about people's opinions, attitudes, habits and behavior and fact finding investigation with a view of achieving accurate information (Bryman, 2004). The design enabled the researcher to obtain factual and detailed data from all or the selected number of respondents as they exist at the time of the study. This research design was also appropriate because it makes it possible to compare and verify information across several schools and respondents at a particular point in time (Bryman, 2004 and Frankfort-Nachmias and Nachmias, 1992). This is because cross-sectional survey entails collecting data on more than one case at a single point in time in order to collect quantitative data in connection with two or more variables which are then examined to detect patterns of association (Bryman, 2004).

### **3.3 Target Population**

Population consists of all the subjects a researcher would want to study while sampling is the process of selecting a group of subjects for a study in such a manner that the individuals represent the larger group from which they are or selected. Target population is the population to which the researcher wants to generalize the findings of the study (Mugenda and Mugenda, 2003). The population of the study was 500 teachers distributed in 35 public secondary schools in Gem Sub-county according to the Sub-county Quality assurance and Standards offices 2013. These schools are categorized as county and sub-county schools.

### **3.4 Sample Design**

Simple random sampling technique was used to select teachers for the study because the population under study was homogeneous. The sample technique was also appropriate because it gave each unit of the population an equal chance of inclusion into the sample, besides limiting the opportunity for human bias (Bryman, 2004 and Sekaran, 2006). A sample of 217 teachers was selected for the study out of the accessible population of 500 teachers employed in the 35 secondary schools in Gem Sub-county (see appendix 4).

### **3.5 Data Collection**

Primary data was collected on the key variables of the study. Both qualitative and quantitative data related to teachers' participation in decision-making and their job satisfaction in secondary schools in Gem Sub-county were collected from the teachers using structured questionnaires based on the items in the literature review. The

questionnaire was divided into 3 parts; part 1 focused on the teachers' bio-data, part 2 focused on the dimensions of employee participation, while part 3 focused on job satisfaction.

### **3.6 Data Analysis**

The process of data analysis involved several stages. Completed questionnaires were edited for completeness and consistency. Data was then be coded and checked for errors and omissions. The Statistical Package for Social Sciences (SPSS) was then used to analyze the data. Descriptive statistics such as means, percentages and frequency distributions was used to generate meaning, organize, summarize and present the data. Pearson's correlation coefficient was then used to estimate the relationship between elements of participation in decision-making and the job satisfaction of teachers.

## CHAPTER FOUR DATA ANALYSIS, RESULTS AND DISCUSSION

### 4.1 Introduction

A detailed data analysis and the research findings are presented in this chapter. The study targeted a population of approximately 217 teachers in the secondary schools in Gem Sub-county and to whom the research questionnaire was administered. Out of the 217 questionnaires administered, 199 were returned duly filled, giving a response rate of 92%.

### 4.2 Demographic Characteristics of the Respondents

The study captured the demographic characteristics of the respondents in terms of age, gender, level of education, duration of stay in their current schools and employer.

#### 4.2.1 Respondents by Gender

The respondents were asked to indicate their gender and the results are summarized in Table 4.1

**Table 4.1: Distribution of Respondents by Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	120	60.3
Female	79	39.7
<b>TOTAL</b>	<b>199</b>	<b>100</b>

Source: (Author, 2014)

From the results in Table 4.1, most of the teachers (120 or 60.3%) in secondary schools in Gem sub-county were male while 79 or 39.7% were female. This implies that majority of teachers in secondary schools in gem sub-county are male.

### 4.2.2 Respondents by Age

The study investigated the age distribution of the respondents and the findings are shown in Table 4.2

**Table 4.2: Distribution of Respondents by Age**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
Below 30 years	83	41.7
31-40 years	76	38.2
41-50 years	32	16.1
Above 50 years	8	4.0
<b>TOTAL</b>	<b>199</b>	<b>100</b>

Source: (Author, 2014)

From the results in table 4.2, most of the respondents (83 or 41.7%) are below 30 years, 38.2% are between 31-40 years, 16.1% are 41-50 years while only 4% are over 50 years. The findings show that a majority of secondary school teachers in Gem Sub-county are below 40 years accounting for 79.9% of the total teacher population.

### 4.2.3 Respondents' Level of Education

A person's level of education is important in helping them to perceive their job as satisfying or not based on the job context and job content. The study investigated the respondents' level of education and the results are summarized in Table 4.3

**Table 4.3: Distribution of Respondents by Level of Education**

<b>Level of Education</b>	<b>Frequency</b>	<b>Percentage</b>
Diploma	29	14.6
Bachelors Degree	153	76.9
Masters Degree	14	7.0
Other	3	1.5
<b>TOTAL</b>	<b>199</b>	<b>100</b>

Source: (Author, 2014)

As shown in table 4.3 above, 14.6% of the respondents have college Diploma, 76.9% have a bachelors degree while only 7% have masters degrees. This indicates that majority of teachers (83.9%) in Gem Sub-county are degree holders.

#### **4.2.4 Respondents by Employer**

Teachers in public secondary schools in Kenya are employed either by the Teachers' service Commission or by the Management Boards of the respective schools. The respondents were asked to indicate their employer and the results are summarized in Table 4.4

**Table 4.4: Distribution of Respondents by Employer**

<b>Employer</b>	<b>Frequency</b>	<b>Percentage</b>
TSC	128	64.3
SMB	71	35.7
<b>TOTAL</b>	<b>199</b>	<b>100</b>

Source: (Author, 2014)

From the results in Table 4.4 above, 64.3% of the respondents are employed by the Teachers' Service Commission (TSC) while 35.7% are employed by the school

management boards (SMB), implying that majority of teachers in Gem Sub-county are employees of the Teachers' Service Commission.

#### 4.2.5 Length of Stay in Current School

The respondents were asked to indicate how long they have worked in their current schools. The findings are summarized in Table 4.5 below.

**Table 4.5: Distribution of Respondents by Length of Stay in Current School**

<b>Duration of stay</b>	<b>Frequency</b>	<b>Percentage</b>
Below 1 year	38	19.1
1-3 years	56	28.1
Over 3years	105	52.8
<b>TOTAL</b>	<b>199</b>	<b>100</b>

Source: (Author, 2014)

As shown in Table 4.5, majority of teachers in Gem sub-county (105) representing 52.8% have served in their current schools for more than 3 years while only 38 representing 19.1% have served in their present schools for less than 1year, suggesting that majority of teachers were conversant with the operations of their schools in terms of the parameters under investigations.

#### 4.3 Teachers' Participation in Decision-Making

Various elements were used to measure the levels of teachers' participation in decision-making in secondary schools. Table 4.6 captures the responses in frequencies for the various elements used in the study to measure the teachers' participation in decision-making. The respondents were required to rate their level of participation in decision-making using a five-point likert scale ranging from 'strongly disagree' (1) to

‘very strongly disagree’ (5). The statement ‘I decide how I perform my work’ was used as the overall measure for the teachers’ participation in decision-making. The responses are as shown in table 4.6.

**Table 4.6: Mean scores for Measures of Teacher Participation in Decision-Making**

	S.D. 1	D. 2	Agree 3	S.A. 4	V.S. A 5	Mean score
<b>Employee participation elements</b>	F	F	F	F	F	
I decide how I perform my work	13	44	50	63	29	3.26
I’m consulted before any work decision is taken	46	66	31	40	16	2.57
Management decides how I perform my work	64	77	30	20	8	2.15
Management decides the outcomes of my work	64	63	31	28	13	2.31
My boss doesn’t mind how I do the work provided goals are met	28	40	53	48	30	3.06
I take part in policy formulation in my school	44	37	49	40	29	2.36
Management provides the information I need to plan my work	30	22	64	54	29	3.15
I participate in decision making directly	46	55	40	48	10	2.60
I have control over aspects of my job for which I am accountable	16	33	53	70	27	3.29
I raise suggestions on how to improve or perform my work.	9	38	57	64	31	3.35
Management always seeks my opinion on job-related matters	38	53	43	54	11	2.73
Management acts on most of my suggestions/ideas	29	49	59	55	7	2.80
Management has total control and autonomy over school operations	28	55	35	50	31	3.01
I am consulted in matters and decisions affecting my work.	26	48	46	56	23	3.01
I am represented in the school management board (SMB)	41	36	61	39	22	2.82
<b>Overall mean score for participation in decision-making</b>						<b>2.88</b>

Source: (Author, 2014)

**Key**

SD- Strongly Disagree, D-Disagree, A-Agree, SA-Strongly Agree, VSA-Very Strongly Agree.

The results in table 4.6 show that the respondents were generally in agreement with most of the elements of participation in decision-making as most of the elements had average mean scores of above 3.0 indicating that majority of the respondents actually



participated in decision-making in their respective schools. The findings show that teachers had high levels of participation for example, in deciding how to perform their jobs, they had control over aspects of the job for which they were accountable to and they generally raised suggestions on how to improve their work. However, the teachers had very low levels of participation in other elements such as policy formulation in their schools and deciding outcomes of their jobs.

The mean score for overall teachers' participation in decision-making was 2.88, indicating that the respondents generally participated and were involved in decision-making in their schools. From the frequencies in table 4.6, 25.1% of the respondents agreed that they participated in decision-making, 31.6% strongly agreed that they too participated in decision-making while 14.5% very strongly agreed that they participated in decision-making in their schools.

#### **4.4 Measure of Job Satisfaction**

The respondents were asked to indicate their feelings of satisfaction with the following aspects of their jobs using a likert scale ranging from 'Very dissatisfied'(1) to 'Very Satisfied'(5). The responses are as summarized in Table 4.7

**Table 4.7 Mean Scores for Measures of Job Satisfaction**

	<b>VD</b>	<b>D</b>	<b>N</b>	<b>S</b>	<b>VS</b>	<b>Mean score</b>
<b>Elements of Job Satisfaction</b>	<b>F</b>	<b>F</b>	<b>F</b>	<b>F</b>	<b>F</b>	
My working conditions	82	75	24	12	6	1.91
My job gives me freedom to use my own judgment	14	50	37	81	17	3.18
The feeling of accomplishment I get from my job	19	47	42	76	16	3.13
My job is challenging	39	52	51	39	18	2.72
The manner in which school policies are formulated	50	46	39	47	17	2.67
The link between my pay and the my work	102	63	20	10	4	1.79
Being able to exercise discretion without fear	28	43	50	65	13	2.95
The opportunity to be respected in the community	18	35	38	85	23	3.30
My boss exhibits competence in decision-making	23	37	60	55	24	3.10
Opportunities for career development	92	60	20	15	12	1.96
The relationship with co-workers	7	14	30	77	71	3.95
There is variety in my work	83	45	25	40	6	1.48
My contribution to the school	3	14	30	77	75	4.04
Recognition from my boss	20	49	40	72	17	3.07
Considering everything, I am satisfied with my job	11	45	32	93	18	3.31
<b>Grand mean score</b>						<b>3.02</b>

Source: (Author, 2014)

**Key:**

VD: Very Dissatisfied D: Dissatisfied N: Neutral S: Satisfied VS: Very Satisfied

Consistent with many findings on job satisfaction, results were mixed. As table 4.7 shows, the responses given on questions asked about the teachers' current job satisfaction reveal mixed feelings. The results show that teachers were generally satisfied with various aspects of the job such as relationship with co-workers, opportunity to be respected in the community, the freedom that the job accords to the teacher to use his or her own judgment and the feeling of accomplishment the teacher gets from the job. The overall mean score for job satisfaction was 3.02 indicating that

the teachers were generally satisfied with their jobs. However, the respondents were dissatisfied with a variety of aspects of their jobs whose average scores were below 3.0 such as general work conditions, the manner in which school policies were being formulated, pay, the job being routine and lacking in variety and the lack of opportunities for career development.

Overall, majority of the respondents indicated that they were satisfied with their jobs since the mean score for the overall measure of job satisfaction was 3.02 as the frequencies in table 4.7 show, most of the respondents (55.7%) were satisfied with their jobs while only 28% of the respondents were dissatisfied with their jobs. However, 16% of the respondents were somewhat neutral.

#### **4.5 Relationship between Elements of Participation in Decision-Making and Job Satisfaction**

Pearson's Product Moment Correlation Coefficient was used to determine the direction and strength of the relationship between the elements of participation in decision making and grand mean score for job satisfaction in line with the objective of the study. The last item on the list of elements of job satisfaction, 'considering everything, 'I am satisfied with my job' was used to represent the overall coefficient on job satisfaction since it subsumes all the other elements of job satisfaction. The results are as summarized in Table 4.8

**Table 4.8: Results of the Pearson Correlation Analysis for the Relationship between elements of Participation in decision-making and Job Satisfaction**

Employee participation elements	R
I decide how I perform my work	0.211
I'm consulted before any work decision is taken	0.298
Management decides how I perform my work	-0.38
Management decides the outcomes of my work	-0.59
My boss doesn't mind how I do the work provided goals are met	0.164
I take part in policy formulation in my school	0.490
Management provides the information I need to plan my work	0.433
I participate in decision making directly	0.401
I have control over aspects of my job for which I am accountable	0.467
I raise suggestions on how to improve or perform my work.	0.305
Management always seeks my opinion on job-related matters	0.394
Management acts on most of my suggestions/ideas	0.359
Management has total control and autonomy over school operations	-0.052
I am consulted in matters and decisions affecting my work.	0.451
I am represented in the school management board (SMB)	0.414

Source: (Author, 2014)

The results in table 4.8 indicate that there was a positive relationship between some elements of teachers' participation in decision-making and their job satisfaction at  $r=0.211$ ,  $p<0.01$  level of significance. Results obtained from the study indicate that the following elements of participation in decision-making had strong correlation coefficients:

I am consulted before any work decision is taken ( $r=0.298$ ).

I take part in policy formulation in my school ( $r=0.490$ ).

Management provides the information I need to plan my work ( $r=0.433$ ).

I participate in decision-making directly ( $r=0.401$ ).

I am represented in the School Management Board ( $r=0.414$ ).

I have control over aspects of my job for which I am accountable ( $r=0.467$ ).

I raise suggestions on how to improve or perform my job ( $r=0.305$ ).

Management seeks my opinion on job-related matters ( $r=0.394$ ).

Management acts on most of the teachers' suggestions ( $r=0.359$ ).

I am consulted in matters and decisions affecting my work ( $r=0.451$ ).

In general, there is a positive relationship between teachers' participation in decision-making and their job satisfaction as evidenced by the fact that most of the elements of participation in decision-making had positive correlation coefficients with the overall measure of job satisfaction, which suggest, that teacher involvement and participation in decision-making increases their level of job satisfaction.

However in the aspects of teacher participation in decision-making where management appear to have total control, there is converse relationship. In particular, the correlation between the element: "management decides how I perform my work" is negative ( $r=-0.38$ ), implying that as participation decreases, job satisfaction increases. This is also true for the item "management decides the outcome of my work and "management has total control and autonomy of school operations". These findings are not consistent with what was expected based on the literature. In other words one would have expected that decline in participation would lead to decline in job satisfaction.

Further, where the relationship between the two variables is positive, the coefficients are generally below 0.5, which is far from perfect correlation (i.e. 1). This means that there are other factors that are related to job satisfaction

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter provides a summary of the findings and conclusions. Based on the conclusions, recommendations for improvement and for further research are made.

#### **5.2 Summary of Findings**

The study found out the constitutional threshold which provides no gender should constitute more than one third in a public organization was met since male teachers accounted for 60.3%. However, gender equity can be achieved by enactment of more proactive policies that will enhance equal employment opportunities in the education sector. This will contribute to women empowerment. The study also found that majority of the teachers are below 40 years of age, indicative of a youthful workforce that is ambitious and aggressive in terms of career aspirations. The study reveals that a majority of the teachers hold a bachelor degree and therefore understood the subject matter of the research. It further indicates that majority of the teachers are employed by the Teachers' Service Commission and hence were conversant with the key aspects of the study. In addition, majority of the teachers in Gem Sub-county have worked in their current stations for over 3 years and therefore have experience on aspects relating to participation in decision-making in their schools which were the subject of this study.

The study also revealed that although teachers are generally satisfied with their work, they are dissatisfied with certain aspects of the job such as work conditions, the remuneration, opportunities for career growth and lack of variety in the work. This is

by the fact that each of these elements had a mean score below 2 which is the highest score on dissatisfaction.

### **5.3 Conclusion**

From the study findings, it is concluded that participation by teachers in decision-making is related to their job satisfaction and thus should be taken seriously by managers of secondary schools Gem Sub-county. However using participation alone may not be the answer to increasing the teachers' job satisfaction probably because there are many factors which affect job satisfaction such as the teachers' compensation package, terms of service and their contribution to the school which is highly regarded by the teachers with a mean score of 4.04 out of a possible 5.

### **5.4 Recommendations**

#### **5.4.1 Recommendation for the School Management**

This study then recommends that the school management should strengthen the management structures to incorporate more teacher involvement and participation in decision-making practices and policy formulation as this has been found to not only increase teacher satisfaction but also increases their motivation and productivity.

#### **5.4.2 Recommendation to the Government**

This study recommends that the government improves the conditions of work and review the terms of service for teachers as a measure of increasing the level of job satisfaction of teachers. Further, the government should endeavor to formulate policies that will enhance the career aspirations and development of the teachers as this will go a long way in creating a motivated and satisfied staff.



### **5.4.3 Recommendation for further Research**

Further studies can be done on the relationship between participation on decision-making on the performance of teachers in secondary schools. Future researchers should also replicate the same study in private institutions because the findings of this study were limited to public schools.

### **5.5 Limitations of the Study**

Several limitations may have affected the findings of the study. For instance, only public secondary schools were the subject of the study and therefore the findings may not be generalized to all institutions in the country.

Further, the study was conducted just after the nationwide teachers' strike over a pay dispute and therefore some respondents may have given subjective information as influenced by their own judgment and not necessarily according to the real situation.

Data was also collected during a time of transition in the education sector when there were several policy changes in the management of schools such as the transformation of Boards of Governors to School Management Boards so as to reflect on their core responsibility of managing schools and the directive that teachers were henceforth to be included in the management structures of their schools; this may have also influenced their response.

## REFERENCES

- Ali, M.A. (2011). A Study of Job Satisfaction of Secondary School Teachers. *Journal of Education and Practice*, vol. 2 No. 1, 2011.
- Anzemo, A. B. (2008). *Employee Participation in Performance Management: A Case Study of Nzoia Sugar Company*. Unpublished MBA Project, UoN.
- Armstrong, M. (2006). *A Handbook of Human Resource Management Practise*. 10<sup>th</sup> Edition. Kogan Page; London and Philadelphia.
- Baker, D. (1999). *Strategic Human Resource Management: Performance, Alignment Management*. Vol. 7 Number 5, 1999.
- Beardwell, J. and Claydon, T. (2007). *Human Resource Management; A Contemporary Approach*. 5<sup>th</sup> Edition. Prentice-Hall.
- Bennell, P. (2004). *Teacher Motivation and Incentives in Sub-Saharan Africa and Asia. Knowledge and Skills for Development*, Brighton.
- Bryman, A. (2004). *Social Research Methods*. 2<sup>nd</sup> Edition. Oxford University Press.
- Cheng, C. K. (2008). The Effects of Shared Decision-making on the Improvement of Teachers' Job Development. *New Horizons in Education*, Vol.56, No. 3, 2008.
- Cole, G. A. (1997). *Personnel Management: Theory and Practise*. 4<sup>th</sup> Edition. London; Letts Education.
- Conway, J. A. (1984). *The Myth, Mystery and Mastery of Participative Decision-making in Education*. Educational Administrative Quarterly, vol.20 No. 3, 1984.
- D'Souza, A. (1989). *Leadership: A Trilogy on Leadership and effective Management*. St Paul Publications-Africa, Nairobi, Kenya.
- Foot, M. and Cook, C. (2008). *Introducing Human Resource Management*. 5<sup>th</sup> Edition. Harlow: Pearson Education Limited.

- Franfort-Nachmias, C. and Nachmias, D. (1992). *Research Methods in the Social Sciences*. 4<sup>th</sup> Edition. Edward Arnold.
- Gumato, U. (2003). *Survey of the Relationship between Perceived Empowerment and Job Satisfaction of Employees in Commercial Banks in Nairobi*. Unpublished MBA Project, UoN.
- Gupta, C. B. (2008). *Human Resource Management*. Sultan Chand and Sons Educational Publishers, New Delhi.
- Hammuda, I. and Dulaimi, M. (1997). The Theory and Application of Empowerment in Construction: A Comparative Study of the Different Approaches to empowerment in Construction, Service and Manufacturing Industries. *International Journal of Project Management*, Vol.15 No. 5.
- Helms, M. M. (2006). *Theory X and Theory Y*. Encyclopedia of Management. Retrieved on May 25, 2013 from <http://www.enotes.com/management-encyclopedia/theory>.
- Immonje, M. M. (1990). *A Comparative study of the factors that contribute to Job Satisfaction and Dissatisfaction between Teachers in private and Public Primary Schools in Nairobi Kilimani Zone*. Unpublished Med Thesis, Nairobi: Kenyatta University.
- Karpin, D. S. (1995). *Enterprising Nations*. Reviewing Australia's managers to meet the challenges of the Asia Pacific Century. Report on the Task force on Leadership and Management Skills. Australian Government Publishing Service: Canberra.
- Lawler, E. E. (1991). *High-Involvement Management*. Sossey-Bass Publishers.
- Leat, M. (2011). *Exploring Employee Relations*. Oxford, Butterworth Heinemann.
- Lind, D. A., Marchal, W.G. and Wathen, S.A. (2008). *Statistical Techniques in Business and Economics*. 13<sup>th</sup> Edition. Tata McGraw-Hill Publishing Co. Ltd. New Delhi.
- Locke, E. A. (1976). *The Nature and Causes of Job Satisfaction: A Handbook of Industrial and Organizational Psychology*. Rand McNally, Chicago.

- Locke, E. A. and Schweigger, D. M. (1979). *Participation in decision-making: A Study of a Critical Linkage in the Organizational Change Process*.
- Luthans, F. (2005). *Organizational Behavior*. 10<sup>th</sup> Edition. New York, McGraw-Hill, Irwin.
- Luthans, F. (2008). *Organizational Behavior*. 11<sup>th</sup> Edition. New York, McGraw-Hill, Irwin.
- Lwang'asi, M. (2008). *Relationship between Empowerment and Job Satisfaction: A study of the NGO Sector in Kenya*. Unpublished MBA Project, UoN.
- Mande, O.W. (2012). *Perceived Psychological Contract and Job Satisfaction of Secondary School Teachers in Gem Sub-county, Kenya*. Unpublished MBA Project, UoN.
- Marchington, M., Goodman, J. and Wilkinson, A. (1992). *New Developments in Employee Involvement*. Employee Department Research Series No. 2, Manchester School of Management for Accountability and Performance, ASPA, Washington DC.
- McShane, S.L. and Von Glinon, M. A. (2008). *Organizational Behavior [Essentials]*. Tata McGraw-Hill Publishing Company Ltd, New Delhi.
- Moorehead, S. and Griffins, P. (2004). *Organisational Behaviour: Managing People and Organisations*. 7<sup>th</sup> Edition. Boston Houghton Mifflin Company.
- Muindi, F. K. (2011). The Relationship between Participation in Decision making and Job Satisfaction of among Academic Staff in the School of Business, UoN. *Journal of Human Resources Management Research*. IBIMA Publishing, Vol. 2011.
- Mullins, L. J. (2002). *Management and Organisation Behavior*. 6<sup>th</sup> Edition. Prentice Hall, UK.
- Nelson, D. L. and Quick, J.C. (2008). *Understanding Organizational Behavior*. 3<sup>rd</sup> Edition. Thomson.
- Newstrom, J.W. (2007). *Organizational Behavior; Human Behavior at Work*. 12<sup>th</sup> Edition. Tata McGraw Hill Publishing Company Ltd, New Delhi.

- Nykodym, N., Symonetti, J.L., Nielsen, W.R. and Welling, B. (1994). *Employee Empowerment. Empowerment in Organizations*, Volume 2 Number 3, 1994.
- Odhiambo, A. A. (2010). *Factors Influencing Job Satisfaction among Secondary School Teachers in Rachuonyo South Sub-county*. Unpublished MBA Project, UoN.
- Okoth, L. A. (2003). *Factors that Determine the Levels of Job Satisfaction among Teachers in Top-ranked Private Schools in Nairobi*. Unpublished MBA, UoN.
- Price, A. (2007). *Human Resource Management in a Business Context*. 3<sup>rd</sup> Edition. South-Western; Cengage Learning.
- Rice, W. and Schneider, P. (1994). A Decade of Teacher Empowerment: An Empirical Analysis of Teacher Involvement in Decision-making 1980-1991. *Journal of Educational Administration*, Vol. 32, No. 1.
- Robbins, S. P. (1998). *Organizational Behavior*. Prentice Hall International, USA.
- Robbins, S. P. and Judge, A. T. (2007). *Organizational Behavior*. 12<sup>th</sup> Edition. London, Prentice-Hall.
- Sekaran, U. (2006). *Research Methods for Business: A Skill Building Approach*. 4<sup>th</sup> Edition. New Jersey, John Wiley & Sons.
- Schneider, G. T. (1984). Teacher Involvement in Decision making: Zones of Acceptance, Decision conditions and Job Satisfaction. *Journal of Research and Development in Education*, vol.18 No. 1, 1984.
- Spector, P. (1997). *Job Satisfaction: Application, Assessment, Causes and Consequences*. Thousand Oaks, CA: Sage Publications, California.
- Torrington, D., Hall, L. and Taylor, S. (2008). *Human Resources Management*. 7<sup>th</sup> Edition. Prentice-Hall.
- Wachira, H. W. (2009). *Relationship between Job Satisfaction and Performance of Secondary School Principals in Mombasa*. Unpublished MBA Project, UoN.

- Wagner III, J. A. (1994). "Participation's Effects on Performance and Satisfaction: A Reconsideration of Research Evidence". *Academy of Management Review*, Vol.19, Issue 2.
- Wamoto, N. N. (2009). *Effects of Leadership Behaviour on Job Satisfaction among Teachers in Private Schools in Kisumu City*. Unpublished MBA Project, UoN.
- Zuvarashe, J. M. (2011). Employee Empowerment and Job Satisfaction: A study of the employees in the Food and Manufacturing sector in Zimbabwe. *Interdisciplinary Journal of Contemporary Research in Business*, vol. 3 No. 8, 2011.

## APPENDICES

### Appendix 1: Letter of Introduction

P.O. BOX 3-40603,  
NG'IYA.  
SEPTEMBER 25, 2013

Dear Sir/Madam,

#### **RE: REQUEST FOR RESEARCH PROJECT DATA**

I am a student at the University of Nairobi pursuing a course leading to the award of the degree of Master of Business Administration (MBA). I am undertaking a study titled, **“TEACHERS’ PARTICIPATION IN DECISION-MAKING AND THEIR JOB SATISFACTION IN SECONDARY SCHOOLS IN GEM SUB-COUNTY, SIAYA COUNTY, KENYA”**

In order to collect the required data, I hereby request you to be one of the study participants. Kindly co-operate and give your honest responses to the questions as asked. I commit to share with you the study findings when the study is complete. All the information you shall provide will be treated with utmost confidentiality and will only be used for academic purposes as mentioned above.

Thank you in advance for your co-operation.

Yours sincerely,

**Fredrick Ouma Odongo**

+254722502245.

## Appendix 2: Questionnaire

This questionnaire seeks to collect information on: **“TEACHERS’ PARTICIPATION IN DECISION-MAKING AND THEIR JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN GEM SUB-COUNTY, SIAYA COUNTY, KENYA”**

Kindly answer ALL the questions as truthfully and accurately as possible by using a tick {√} where applicable. You are not obliged to indicate your name anywhere on this questionnaire however; your identity and responses will be treated with utmost confidentiality.

### **Part 1: Respondent’s Profile**

Name (*Optional*): .....

Gender: Male [  ] Female [  ]

What is your age group? Below 30 years [  ]  
31 years-40 years [  ]  
41 years-50 years [  ]  
Above 50 years [  ]

What is your level of education? Diploma [  ]  
Bachelor’s Degree [  ]  
Master’s Degree [  ]  
Any other, specify.....

Who is your employer? TSC [  ] BoG [  ]

How long have you worked in your current station?  
Below 1 year [  ] 1-3 years [  ] Over 3 years [  ]



**Part 2: Employee Participation in Decision-Making**

To what extent do you agree with the following statements relating to your job in your school? Use the following scale to show the degree to which you agree: Strongly Disagree[1] Disagree[2] Agree[3] Strongly Agree[4] Very Strongly Agree[5]

(Please tick {√} in the appropriate box.)

		1	2	3	4	5
I	I decide how I perform my work.					
Ii	I am consulted before any work decision is taken.					
Iii	Management decides how I perform my work.					
Iv	Management decides the outcomes of my work.					
V	My boss doesn't mind how I do the work provided goals are met.					
Vi	I take part in policy formulation in my school.					
Vii	Management provides information I need to plan my work.					
viii	I participate in decision-making directly.					
Ix	I am represented in the SMB of the school.					
X	I have control over aspects of my job for which I am accountable.					
Xi	I raise suggestions on how to improve or perform my job.					
Xii	Management always seeks my opinion on job-related matters.					
xiii	Management acts on most of my suggestions /ideas.					
xiv	Management has total control and autonomy over sch. operations.					
Xv	I am consulted in matters and decisions affecting my work.					

**Part 3: Measure of Job Satisfaction**

How would you express your feelings to the following statements about your job?

Use the following scale for your responses:

Very Dissatisfied[1] Dissatisfied[2] Neutral[3] Satisfied[4] Very Satisfied[5]

		1	2	3	4	5
(i)	My working conditions.					
(ii)	My job gives me the freedom to use my own judgment.					
(iii)	The feeling of accomplishment I get from my job.					
(iv)	My job is challenging.					
(v)	The manner in which school policies are being Practiced					
(vi)	The link between my pay and the amount of work I do.					
(vii)	Being able to exercise discretion without fear.					
(viii)	The opportunity to be respected in the community.					
(ix)	My boss exhibits competence in decision making.					
(x)	Opportunities for career advancement.					
(xi)	The relationship with co-workers.					
(xii)	There is variety in my work.					
(xiii)	My contribution to the school.					
(xiv)	Recognition from my supervisor.					
(xv)	Considering everything, I am satisfied with my job.					

### Appendix 3: List of Public Secondary Schools in Gem Sub-County

S/No.	Name of School	Category
1	St Mary's Yala	County
2	Sawagongo	County
3	Nyawara Girls	County
4	Aluor Girls	County
5	Sinaga Girls	County
6	Maliera Boys	County
7	Mutumbu Girls	Sub-county
8	Aluor Mixed	Sub-county
9	Yala Township	Sub-county
10	Nyabeda Mixed	Sub-county
11	Kaudha Mixed	Sub-county
12	Malunga Mixed	Sub-county
13	Jina	Sub-county
14	Malele	Sub-county
15	Kambare	Sub-county
16	Sirembe	Sub-county
17	Dienya	Sub-county
18	Ndori	Sub-county
19	Wagwer	Sub-county
20	Horace Ongili	Sub-county
21	Nyagondo	Sub-county
22	Gongo	Sub-county
23	Dhene	Sub-county
24	Apuoyo	Sub-county
25	Nyamninia	Sub-county
26	Kagilo	Sub-county
27	Lundha	Sub-county
28	Uranga	Sub-county
29	Sagam	Sub-county
30	Ulumbi	Sub-county
31	Anyiko	Sub-county
32	Nyangulu	Sub-county
33	Lihanda	Sub-county
34	B. A. Ohanga Memorial	Sub-county
35	Argwings Kodhek	Sub-county

Source: Sub-county Education Office, Gem (2013)

#### Appendix 4: Determining Sample Size

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	750000	382
210	136	1100	285	1000000	384

Adapted from Sekaran (2006).