

**TEACHERS' PARTICIPATION IN DECISION-MAKING
AS A MOTIVATIONAL FACTOR IN TEACHING: A
CASE OF TANZANIAN PUBLIC SECONDARY
SCHOOLS**

ELIMILIKI RIDI AZALIWA

**MASTER OF EDUCATION
THE UNIVERSITY OF DODOMA
DECEMBER, 2021**

**TEACHERS' PARTICIPATION IN DECISION-MAKING AS A
MOTIVATIONAL FACTOR IN TEACHING: A CASE OF
TANZANIAN PUBLIC SECONDARY SCHOOLS**

BY
ELIMILIKI RIDI AZALIWA

A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF
EDUCATION

THE UNIVERSITY OF DODOMA
DECEMBER, 2021

DECLARATION AND COPYRIGHT

I, **Elimiliki Ridi Azaliwa**, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

Signature: 

No part of this dissertation may be reproduced, stored in any retrieval system, or transmitted in any form or by any means without prior written permission of the author or the University of Dodoma. If transformed for publication in any other format shall be acknowledged that this work has been submitted for degree award at the University of Dodoma.

CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the University of Dodoma, a dissertation entitled: *“Teachers’ Participation in Decision-making as a Motivational Factor in Teaching: A Case of Tanzanian Public Secondary Schools”* in partial fulfilment of the requirements for the degree of Master of Education of the University of Dodoma.

DR. MARY ALLAY

Signature..........Date 27/12/2021

(Supervisor)

DEDICATION

I would like to dedicate this work to my parents, Ridi Adieli Azaliwa and Ruth Elimiliki Azaliwa, for their help and encouragement during my academic journey. I also dedicate this work to my lovely children Ruth Elimiliki Azaliwa and Perfect Elimiliki Azaliwa, who should aspire for their future and academic career.

ACKNOWLEDGEMENT

Firstly, I would like to offer my sincere gratitude to God for His great mercy and kindness in enabling me to accomplish this study. Unto Him be glory and praise.

I would like to thank all individuals who, in one way or another, have helped me in this journey with advice and ideas to improve the quality of this study. It would be impossible to mention them all, but just a few. I would like to express my sincere gratitude to my supervisor, Dr. Mary Allay, for her remarkable contribution to ensuring that I complete my research effectively and in compliance with all required procedures. My sincere thanks are also directed to my lecturers who laid the groundwork without forgetting Prof. William Komba, Dr. Ignasia Renatus Mligo, Dr. Narayan Prasad Behera, Dr. Rose Matete, Dr. Francis William, Dr. Seni, Dr. Walter, Dr. Mngarah, Dr. Joyce Nemes, Dr. Ombeni Msuya and Dr. Placidius Ndibalema.

I would further like to convey my sincere thanks to all the participants of this study especially the district education officers, ward education officers, heads of schools and teachers of public secondary schools in Muheza for participating in the interview and for filling up the questionnaires. My thanks are as well given to my University mates for their collaboration through our studies.

Lastly but not least, I would like to thank my lovely wife, Happy Anthony Mwamatepela, who tirelessly supported me all the time when pursuing this Master's Degree Studies. I would like to offer my thanks to my children for their patience and great understanding throughout the time I was away from home.

ABSTRACT

This study was carried out to assess teachers' participation in decision-making as a motivational factor in teaching in Tanzanian public secondary schools. To achieve objective, three specific objectives were composed. These are to assess the patterns of teachers' participation in decision-making as a motivational factor in teaching, to examine the perceptions of teachers about decision-making as a motivational factor in teaching in public secondary schools and to assess the extent of teachers' participation in decision-making and their motivation in teaching in public secondary schools. A mixed research approach guided the study, and concurrent mixed methods design was employed in this study. Two theories also guided this study: Maslow's Hierarchy of Needs Theory and Herbert Simon's Theory of Rational Decision-Making. Data were collected through interviews, documentary reviews and questionnaires. The study involved 122 respondents where 110 were teachers, 5 heads of schools, 5 ward education officers, 1 district education officer and 1 district teachers' service commission officer. The findings revealed that there are patterns such as staff, discipline, departmental, School Management Team, and OPRAS patterns at the school level which used to involve teachers in decision-making while at the district and ward level, the patterns are different. The findings also indicated that most teachers participated in decisions and have been motivated in teaching. Therefore, there is a significant association between the participation of teachers in decision-making and motivation in teaching. The study concludes that participation of teachers in decision-making is a key factor for motivating them in teaching. The study recommends that the challenges encountered by teachers have to be addressed by district and zonal quality assurers to help teaching and learning improve.

TABLE OF CONTENTS

DECLARATION AND COPYRIGHT	i
CERTIFICATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF APPENDICES	xii
LIST OF ABBREVIATIONS	xiii
CHAPTER ONE	1
INTRODUCTION AND BACKGROUND TO THE STUDY	1
1.0 Introduction	1
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3 Purpose and Objectives of the Study	5
1.3.1 Purpose of the Study	5
1.3.2 Specific Objectives	5
1.4 Research Questions	6
1.5 Significance of the Study	6
1.6 Delimitation of the Study	6
1.7 Limitation of the Study	6
1.8 Definition of Key Terms	7
CHAPTER TWO	8
LITERATURE REVIEW	8
2.1 Introduction	8
2.2 Theoretical Review of Literature	8
2.2.1 Theoretical framework	8
2.2.2 Maslow's hierarchy of needs theory	8
2.2.2.1 Physiological needs	9

2.2.2.2 Safety and security	10
2.2.2.3 Social needs.....	10
2.2.2.4 Self-esteem.....	10
2.2.2.5 Self-actualisation.....	11
2.2.3 Herbert Simon’s theory of rational Decision-making.....	11
2.2.4 The Rationale for improving teachers' participation in Decision-making as a motivational factor.	12
2.3 Empirical Literature Review	13
2.3.1 Worldwide.....	13
2.3.2 In Tanzania.....	15
2.3.3 Conceptual framework.....	17
2.4 Research Gap	19
CHAPTER THREE	20
RESEARCH METHODOLOGY	20
3.1 Introduction	20
3.2 Research Approach	20
3.3 Research Design.....	20
3.4 Location of the Study	21
3.5 Target Population	21
3.6 Sample and Sample Size	23
3.6.1 Demographic characteristics of the respondents.....	23
3.6.1.1 Sex of the respondents	24
3.6.1.2 Professional qualification of the respondents	25
3.6.1.3 Age category of the respondents	25
3.6.1.4 Job experience of the respondents.....	25
3.7 Sampling Techniques	25
3.8 Methods of Data Collection	25
3.8.1 Interviews.....	26
3.8.2 Questionnaires.....	26
3.8.3 Documentary review	27
3.9 Data Analysis	28
3.10 Ensuring Validity, Reliability and Trustworthiness of the Study	30

3.10.1 Validity.....	30
3.10.2 Reliability.....	30
3.10.3 Credibility	31
3.10.4 Transferability	31
3.10.5 Dependability	31
3.10.6 Confirmability	32
3.11 Research Ethics	32
CHAPTER FOUR.....	33
DATA PRESENTATION, ANALYSIS INTERPRETATION AND	
DISCUSSION OF THE FINDINGS.....	33
4.1 Introduction.....	33
4.2 The Patterns of Teachers’ Participation in Decision-Making in the Selected Public Secondary Schools	33
4.2.1 The use of staff pattern.....	38
4.2.2 The use of departmental pattern.....	39
4.2.3 The use of School Management Team (SMT) pattern.....	40
4.2.4 The use of disciplinary pattern.....	41
4.2.5 The use of school baraza	42
4.2.6 The Use of School Board	42
4.2.7 The use of Open Performance Review and Appraisal System (OPRAS) pattern.....	43
4.2.8 The criteria used to select teachers on different patterns	44
4.2.9 The procedures followed to involve teachers before final decisions	46
4.2.10 Importance of involving teachers in decision-making at school, ward and district level	48
4.2.11 The patterns of teachers’ participation in decision-making: A meta-reflection from the findings	50
4.3 The Perceptions of Teachers about Decision-Making as a Motivational Factor in Teaching in Public Secondary Schools	53
4.3.1 Reasons for teachers to be motivated.....	54
4.3.2 Reasons for not being involved in decision-making	56
4.3.3 Challenges that teachers who are not involved in decision-making face.....	58

4.3.3.1 Poor implementation of the school plans	59
4.3.3.2 Lack of communication.....	59
4.3.3.3 Top-down approach	60
4.3.3.4 Limited time	61
4.3.4 The perceptions of teachers on decision-making as a motivational factor in teaching: A meta-reflection from the findings	61
4.4 The Extent to which Teachers’ Participation in Decision-Making Motivates Teaching in Public Secondary Schools	63
4.4.1 Teachers participation in decision-making	63
4.4.2 Motivation in teaching	67
4.4.3 Association between participation in decision-making, motivation and the demographic characteristics based on P-value test	71
4.4.4 The extent to which teachers’ participation in decision-making motivates teaching: A meta-reflection from the findings	74
CHAPTER FIVE.....	78
SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	78
5.1 Introduction	78
5.2 Summary of the Study.....	78
5.3 Conclusion	79
5.4 Recommendations of the study	80
5.4.1 Recommendations for action.....	81
5.4.2 Area for further studies	82
REFERENCES.....	83
APPENDICES	93

LIST OF TABLES

Table 3. 1: Distribution of the Participants	23
Table 3. 2: Demographic Characteristics of the Respondents	24
Table 3. 3: The Summary of the Instruments Used in Data Collection	26
Table 3. 4: Reviewed documents	28
Table 4. 1: Patterns used to Involve Teachers in Decision-Making	34
Table 4. 2: The Perceptions of Teachers about Decision-Making as a Motivational Factor in Teaching in Public Secondary Schools	54
Table 4. 3: Reasons for Teachers to Be Motivated	55
Table 4. 4: Perceptions on the Reasons for Not Being Involved in Decision- Making	57
Table 4. 5: Teachers Participation in Decision Making	64
Table 4. 6: Motivation in Teaching	68
Table 4. 7: Association between Participation in Decision-Making, Motivation and Demographic the Characteristics Based on P-value	72

LIST OF FIGURES

Figure 2. 1: Maslow's Hierarchy of Needs.....	9
Figure 2. 2: The Conceptual Framework of the Study.....	19
Figure 4. 1: Prevalence of Teacher's Participation in Decision Making	66
Figure 4. 2: Prevalence of Motivation in Teaching	70

LIST OF APPENDICES

Appendix A: District Education Officer’s and TSC officer’s Guiding Questions for Interview	93
Appendix B: Ward Education Officer’s and Head of Schools Guiding Questions for Interview	95
Appendix C: Interview Schedule for teachers	96
Appendix D: Documentary Review	98
Appendix E: Questionnaire for Teachers (Close-ended Questionnaire).....	99
Appendix F: Questionnaire for Teachers (Open-ended Questionnaire)	100
Appendix G: Questionnaire for Teachers (Likert Scale Questionnaire).....	101
Appendix H: Permission Letter from the University of Dodoma	103
Appendix I: Approval Letter from Regional Administrative Secretary	104
Appendix J: Approval Letter from Muheza District Executive Director.....	105
Appendix K: Approval Letter from Muheza District Executive Director	106

LIST OF ABBREVIATIONS

CCTV	Closed – Circuitry Television
DEO	District Education Officer
DTSCO	District Teacher Service Commission Officer
HoS	Head of School
OECD	Organisation for Economic Co-Operation and Development
OPRAS	Open Performance Review and Appraisal System
SEDP	Secondary Education Development Programme
SMT	School Management Team
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Education, Science and Cultural Organization
URT	United Republic of Tanzania
WEO	Ward Education Officer

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Introduction

Teachers are very important stakeholders in decision-making because they are implementers of the curriculum and other programmes in the education system. This study assessed teachers' participation in decision-making as a motivational factor in teaching in public secondary schools in Tanzania. Several factors that necessitated conducting this study include: first a need to promote teachers' participation in decision-making. The second was to examine teachers' perceptions about decision-making as a motivational factor in teaching in public secondary schools. This chapter introduces the study and presents the background to the study and the statement of the problem. It also offers study objectives, questions, significance, delimitation, and operationalisation of the key terms.

1.1 Background to the Study

The participation of teachers in decision-making and motivation in teaching are areas that are complementary (Ngussa & Gabriel, 2017). Decision-making in secondary schools has been regarded as a critical aspect where teachers should be involved. Teachers' participation in decision-making reduces questions from them, and leads to increase in efforts in implementing education activities (Matoke, 2015). Allowing teachers to participate in decision-making brings chances to raise ideas that will improve the process of teaching (Johnson, 2019). It is believed that teacher's participation in decision-making leads to higher motivation for them as it reduces teachers' turnover, improves the teaching profession, and enhances their work performance morale (Olorunsola & Olayemi, 2011). Many scholars have expressed the importance of teachers' participation in decision-making by discussing principles such as participative decision-making, which gives teachers credit for their teaching profession (Macha, 2015; Msafiri, 2017).

Due to the need for usable and knowledgeable contributions in teaching and staff decision-making from different levels of education including the secondary level, teachers' participation is very important (Mualuko, Mukasa & Judy, 2009). Teachers are the ones responsible for teaching, moderating, invigilating and supervising students' examinations, planning for programs of the year and making analysis to the

syllabus (Babara, 2015). Also, they are the implementers of the curriculum; thus, it is important that teachers are involved in schools' decisions that affect them in day to day execution of their duties. Giving teachers a chance to participate in decision-making helps them to correct some of the mistakes and performing their teaching duties as ascribed in their professional code of conduct (Johnson, 2019).

In relation to motivation, if teachers participate in decision-making, they will be motivated in teaching (Matoke, 2015). This means that teachers' participation in decision-making has direct link with teachers' motivation in teaching (Sivrikaya, 2019). Moreover, teacher's motivation may bring some teachers' initiatives to behave and achieve their desires in teaching (Gopalan et al., 2017). Furthermore, teachers' motivation mainly depends on the acknowledgement of their participation in decision-making. Thus, it can increase teachers' performance towards attaining educational goals and academic achievement directly or indirectly (Mualuko et al., 2009). However, most teachers have been motivated by other motives without considering their engagement in decision-making.

Worldwide, efforts have been made so as to ensure that teachers, as essential stakeholders in the education industry, are motivated by giving them incentives, enhancing their work performance such that of allowing them for further studies (UNESCO, 2005). In Europe, teachers are motivated through in-service training and lifelong learning and collaborations. The European governments improve the teaching profession through information technology to reduce the teachers' workload (Gomendio, 2017). While European governments are doing well in other factors for motivation, if teachers' participation in decision-making as a motivational factor is not well recognised, it leads to the failure of many educational programmes that need teachers' involvement (HakiElimu, 2016). The effective use of teachers' ideas and abilities helps the development of educational organisations because teachers are aware of all decisions made in their schools.

According to Tasgin and Tunc (2018), in India, teachers receive support from school leaders, and they are involved in policy setup and training programmes. However, the Indian government in some of secondary schools still uses Closed – Circuitry Television (CCTV cameras) to get feedback on educational matters. Teachers are not

given more chances to participate in decision-making, and ignoring them as potential component in education system can affect the education system.

In some of African countries, teachers' participation in decision-making has not been considered to be a motivational factor in teaching (Olorunsola & Olayemi, 2011). Teachers play a significant role in school success when they participate in decision-making to achieve both personal and school goals. Indeed, improving the sense of democratic participation of teachers in decision-making is likely to improve productivity and efficiency of the school (Gemechu, 2014). Efforts have been made to ensure teachers are motivated without considering their participation in decision-making. In Ghana, for example, several reforms that aim at improving motivation in education have been put in place although their implementation has failed because teachers are not involved in deciding which programme will be suitable for the local environment and schools (Bawuro, Shamsuddin, Wahab, Adenuga, & Ndaghu, 2020).

Moreover, Kenya faces the problem of ignoring teachers' participation in decision-making as a factor for motivation (The Republic of Kenya, 2018). The Kenyan government tried to ensure that teachers' succeed in other aspects of education through a national education sector strategic plan for 2018 – 2022 without considering teachers' participation in decision-making as their motivational factor to achieve the planned objectives (The Republic of Kenya, 2018). The situation of excluding teachers in decision-making may lead to reduced number of teachers who are actively involved in implementing the intended objective. Hence, failure of various programmes in which teachers are not participated in decision-making (Matoke, 2015).

In Tanzania, the government continues to do well in ensuring and creating a good environment for the education activities and teaching in particular (Hakielimu, 2017). Teachers' participation in decision-making has been elevated and highlighted in other policies and programmes but its implementation is still unidentified including its efficiency (Babara, 2015). Moreover, teachers have been trained as well as employed; classrooms are being constructed; books are being purchased, but the problem of teachers not being involved in decision-making sessions has persisted

(URT, 2013; Macha, 2015). This demoralised teachers, and affects student's achievement in public secondary schools. After independence, teachers were highly respected by other education stakeholders to participate in decision-making and providing their views on which materials and kinds of buildings were needed as well as kinds of reforms needed in education sector (Sumra, 2014). Teachers were also given transport allowances, rent, teaching, and other privileges to fulfill their duties. The problem of ignoring teachers' participation in decision-making as their motivational factor started in the 1990s, where teachers started to complain about less recognition in decision-making (Sumra, 2014). Giving teachers less voice to address their grievances caused a strike through their Tanzania Teachers' Union (TTU) in 2012 so as the Government to solve their problems (Makore, 2012).

In addition, the decisions made by school leaders deteriorate to achieve schools' goals because teachers are given fewer chances to address their problems related to teaching processes (Ngussa & Gabriel, 2017). Sen (2012) argued that participation of teachers in decision-making supports the school organisation to accomplish teaching activities. Ojwuku (2014) added that, when teachers get together to make decisions it helps in making positive changes and school transformations especially in teaching pedagogy. Although there are many reasons for motivation in teaching, the participation of teachers in decision-making cannot be ignored because teachers have to decide what textbooks can be bought for effective teaching and learning and understanding the school financial recourses received. Therefore, this study assessed teachers' participation in decision-making as a motivational factor in teaching especially to the public secondary schools in Muheza district.

1.2 Statement of the Problem

Teachers are an important segment on the matters that concern the school activities (Johnson, 2019). Nevertheless, their participation in decision-making has an impact on their motivation towards achieving educational goals particularly teaching (Kingi, 2018). The study by Msafiri (2017) investigated the strategies that can be used to motivate teachers in rural public secondary schools with no relation to teachers' participation in decision-making. According to Ojwuku (2014), teachers' getting together to make decisions can bring about school transformation and positive

changes. They are required to be given a chance to improve their status and stand for the teaching profession through their involvement in decision-making.

Teachers' participation in decision-making as motivation factor in teaching is still a problem in many schools. Most of them are left struggling independently without concern from the other educational stakeholders at the school and district levels (Felician, 2013). In other secondary schools, teachers are struggling so as to ensure their participation in decision-making. It is argued here that, if teachers' participation in decision-making is not taken into consideration, they will start to be lazy and less committed to the teaching and learning process. Consequently, disciplinary problems will face them, and this will lead to a decline in the quality of education in the country (Mohammedsani, 2017).

However, few studies have been conducted to assess teachers' participation in decision-making as a motivational factor in teaching and perceptions of teachers in the Tanzanian context. These studies include participation in decision making and teachers' commitment (Ngussa & Gabriel, 2017), teacher's participation in decision making on their job performance (Felician, 2013), administrative leadership in enhancing of motivation of staff (Ibrahim, 2019) and innovative leadership towards job satisfaction (Kunyonga, 2018). Therefore, this study fulfilled this gap by assessing teachers' participation in decision-making as motivational factor in teaching particularly in public secondary school.

1.3 Purpose and Objectives of the Study

1.3.1 Purpose of the Study

The main purpose of this study was to assess teachers' participation in decision-making as a motivational factor in teaching in Tanzanian public secondary schools.

1.3.2 Specific Objectives

1. To assess the patterns of teachers' participation in decision-making in public secondary schools
2. To examine the perceptions of teachers about decision-making as a motivational factor in teaching in public secondary schools

3. To assess the extent to which teachers' participation in decision-making motivates teaching in public secondary schools.

1.4 Research Questions

1. In which ways do teachers get involved in decision-making in public secondary schools?
2. What are the teachers' perceptions about decision-making as a motivational factor in teaching in public secondary schools?
3. To what extent do teachers' involvement in decision-making motivates teaching in public secondary schools?

1.5 Significance of the Study

The study is expected to give some insights into teachers' participation in decision making in public secondary schools. Those who deal with teachers are more likely to respect and invite teachers in the decision-making. This might help teachers to feel that they are part and parcel of secondary schools' development. The study is further expected to be useful reference for other researchers who may be interested in carrying out a similar study. Hence, teachers' value is anticipated to grow in secondary schools, specifically in Muheza district and Tanzania at large.

1.6 Delimitation of the Study

The study was delimited to public secondary schools in Muheza district council. Private schools were not part and parcel of this study because teacher's participation in decision-making in these schools were found to be higher than in public secondary schools (Ngussa & Gabriel, 2017). Another reason was that private secondary schools were not affected by the relocation of teachers from public secondary schools to public primary schools which was implemented by the government. This process has led to many complaints from public secondary teachers involved in relocation (Global TV, 2018). Although this study used mixed research methods, the findings can not be generalized because the population involved was small.

1.7 Limitation of the Study

In conducting this study, the researcher faced several challenges. First, some participants failed to participate on time, especially in terms of interviews. This was because many of them had many other responsibilities despite being willing to

participate in this study as respondents. Despite this challenge, the researcher tried to solve these challenges by assuring the participants safety and finding extra time in order to get information as well as their opinions. Second, the issue of COVID-19 pandemic disease which significantly affected the study schedule as well as the collection of data from the participants. This is due to the researcher being forced to adhere to the COVID-19 protocols and sometimes wearing of masks which affected some of information to be recorded well from the participants through tape recorder. However, this problem was solved by the researcher to increase attention in taking notes.

1.8 Definition of Key Terms

Decision-making: Decision-making is the process of including people, groups of people, and other organisational stakeholders when associated with solving organisational problems as well as improvement of the organisation (Akdere, 2011). In this study, decision-making allows teachers to decide something for the majority's benefit where there is teacher's involvement in the discussion and authorisation.

Teacher's motivation: Teacher's motivation refers to the situation that encourages a particular effort to be used by teachers to implement educational activities (Tohidi & Jabbari, 2012). According to this study, the teacher's encouragement means internal or external influence that leads, controls and directs them to teach in a desirable way.

Teachers' participation: Teacher's participation refers to when teachers are included in suggesting, implementing, assessing, and sharing the organisation's benefits (Rich, 2016). According to the study, participation means involving teachers in deciding things such as a project, authorisation of laws, selecting leaders, and evaluating the tasks.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section offers various literature reviews from different studies conducted in Tanzania and outside Tanzania on teachers' participation in decision-making as a motivational factor in teaching in public secondary schools. It includes the theoretical framework, empirical literature review, knowledge gap, and conceptual framework.

2.2 Theoretical Review of Literature

2.2.1 Theoretical framework

Motivation theory in education system is concerned with behaviour that significantly impacts the teacher's work performance. Motivational theories bring solutions and directions as to why some teachers engage intensely and perform their duties well. At the same time, other teachers do not complete their responsibilities well and sometimes quit work. Regarding the teachers' participation in decision-making as a motivational factor in teaching, recognising them to engage in decision-making helps to reach educational goals and motivate teachers (Islam & Haque, 2014). However, in many cases, teachers have been excluded from involving in decision-making as required. This study employed Abraham Maslow's Hierarchy of Needs Theory and Herbert Simon's rational decision-making theory to guide the study.

2.2.2 Maslow's hierarchy of needs theory

Maslow, in 1947 established the theory of hierarch of needs which comprises five stages. These include physiological needs, safety needs, love, belonging needs or social needs, esteem and prestige needs, self-actualisation needs or self-realisation needs (Islam et al., 2014). Abraham Maslow's Hierarchy of Needs theory is more practical, and it is applied widely in different settings, including in education (Maslow, 1970). On addressing the needs and wants of human beings, Maslow propagated that for teachers to be motivated to influence their good performance, there is a need to accomplish their demands in educational settings. Doing so would encourage a teacher to work hard and meet academic goals. According to Badubi (2017), teachers need recognition from other educational stakeholders in different decision-making aspects besides other forms of the hierarchy of needs.

The theory's main argument is that satisfied needs do not motivate while unsatisfied needs always motivate. When an individual accomplishes the first stage (physiological needs), she/he will not be motivated again with that stage, but she/he will be motivated with another step, safety needs. The situation is repeated to manage to reach the highest level of the hierarchy of needs. Moreover, the situation will depend on how the teacher accomplishes the lower stage. In education activities, teachers have been motivated by other kinds of motivation made by the government and other education stakeholders. While teachers' participation in decision-making is not given priority, to some extent, it demotivates teachers in accomplishing their duties. Regarding the status of teachers' participation in decision-making as a motivational factor, Maslow's theory has the following implication:



Figure 2. 1: Maslow's Hierarchy of Needs

Source: Kenrick, Griskevicius, Neuberg and Schaller (2010).

2.2.2.1 Physiological needs

In this stage, basic needs are food, shelter, clothes, and water. When teachers are involved in deciding, the kind of environment conducive to living and doing their work, they will be motivated, and work performance will be higher. The situation happens due to the recognition of their status being implementers of educational matters. Also, teachers must be involved in deciding the kind of food required to be received and the style of clothes is right for them. By doing so, teachers will be in an equilibrium state on performing their duties. However, physiological needs are basic human needs, significant for humans living in various participating societies. But, when human beings do not have any of these needs, they will be motivated.

2.2.2.2 Safety and security

For the teachers to be motivated and perform their responsibilities well there should be a secure environment in health, social stability, and employment. For these to be attained by teachers, they must be involved in decision-making to select the kind of security they need. In schools where teachers feel secured and safely involved in decision-making, they are motivated, and their work will be good. If a teacher is not included in decision-making, she/he will feel unsafe in an environment, and she/he will seek to find safety before attempting to meet any higher-level need for survival. Teachers try to correct the school administrators in the meeting and get bullied by their fellow teachers. The top administrator has to intervene in his/her defence.

2.2.2.3 Social needs

These include love and belongingness which are very important for the teachers to receive. Socialisation for teachers can be attained when their position has been recognised in decision-making. Teachers' involvement in decision-making will allow them to address the challenges they face during their daily activities. Socialisation with teachers' participation in decision-making will ensure teachers with social needs, and later they will be motivated and increase their work performance. However, socialisation among educational stakeholders leads to companionship, affection, and emotional support and contributes positively to mental well-being and improves physical health. Therefore, teachers will interact with other educational stakeholders by involving in decision-making, hence establishing belonging.

2.2.2.4 Self-esteem

This stage is associated with recognition, prestige, status, respect, achievement, accomplishment, competence, and confidence. This can be reached by teachers through participating in decision-making through autonomy promotion and appraisal. When teachers participate in decision-making in the education system, they will be motivated, and this will increase their performance. Meanwhile, the teachers' motivation level is very low if they are not involved in decision-making (lower self-esteem). Teacher's participation in decision-making needs to be exceptional and should be respected by other educational stakeholders. Teachers want to assess themselves broadly and, based on their success, receive appreciation from educational administrators and stakeholders.

2.2.2.5 Self-actualisation

This is the last stage of Abraham Maslow's hierarchy theory, which includes needs such as morality, creativity, spontaneity, and acceptance. When teachers are involved in decision-making, academic expertise, attending seminars and conferences, it is a stage to realise their full potential in educational matters. Through this, teachers will be motivated, and the performance will be high. In Abraham Maslow's hierarchy of needs, self-actualisation concerns teachers' desire to develop their talents and potentials hidden in them in the educational field. Self-actualisation needs require teachers to develop the desire to exploit all the abilities that are hidden in them.

Abraham Maslow's hierarchy theory helps to enhance the behaviour of teachers toward particular goals. But the approach has weaknesses such as the theory insisted on starting with lower-level but is not constant to each individual. Sometimes, a person can start with the second or third level of the hierarchy of needs. The theory also fits much on motivation and not on decision-making. Therefore, there is a need to use the theory of Herbert Simon and the concept of rationality in decision-making.

2.2.3 Herbert Simon's theory of rational Decision-making

Herbert, in 1948 established the theory of decision-making in administrative organisation. Herbert split the concept into two parts: the first is bounded rationality (decision being arrived), and the second is procedural rationality, which means the process of action (Barros, 2010). The relationship between bounded rationality and procedural rationality is very important in decision-making. According to Barros (2010), the process of rationality involves three steps: all possible behaviours, determination of the effects that will follow in the future, and the comparison of the alternatives that the set of consequences should evaluate. Based on this study, the possible behaviour is the teachers' participation in decision-making. The determination of the result is school and educational meetings, workshops, seminars, training curriculum, policy and assessment process. The comparison of the alternatives to this study is the teacher's motivation. Therefore, the use of two theories has been able to eliminate the weaknesses that were evident in the application of one theory. For example the weaknesses in Abraham Maslow's Hierarchy Theory were solved using the theory of Herbert Simon's Theory of Rational Decision-Making.

2.2.4 The Rationale for improving teachers' participation in Decision-making as a motivational factor.

Regarding the theories that guided the study, the participation of teachers in decision-making has several rationales. These include:

- i. Participation in decision-making *reduces the teachers' turnover*; when teachers participate in decision-making, they are stimulated to be satisfied with the work. This situation encourages teachers to like their work, and the number of teachers shifting to other careers or dropout will decrease. Teachers need to be free when implementing their duties. But, this will be fulfilled through teachers' involvement in decision-making. The sense of ownership in the education system will be upon them. Hence, teachers' dropout will be reduced, and lack of enough teachers in secondary schools will be reduced (Mohammedsani & Mohammed, 2017)
- ii. Participation in decision-making *improves teaching professionals' status and standing*. Teachers' involvement in decision-making improves their position socially and professionally. By being part of the decision-maker, their role has been recognised by other education stakeholders. Hence the teaching profession will be respected and valued by other professionals. Kingi (2018) states that teachers' participation in decision-making emphasises the application of decision and gives trust, helps teachers to be creative, and improves the quality of teaching professional.
- iii. Participation in decision-making *improves morale towards work performance*: teachers' confidence to implement their duties comes when they are involved in decision-making. The circumstances ensured teachers to be aware of the changes that are occurring in the education system. The commitment will also be high because they feel that they have been given value to be part of decision-makers. Mohammedsani and Mohammed (2017) observe that teachers' participation in decision-making encourages educational institutions' productivity and efficiency. Teachers can also have a significant role in the educational organisation when they are part of the decision because commitment will be high and morale to implement education activities (Mbope, 2015).

2.3 Empirical Literature Review

2.3.1 Worldwide

In the USA, Brezicha et al. (2019) examined the association between teachers' and principals' perceptions of teachers' participation in decision-making and teachers' reported job satisfaction. The study employed data through the OECD's Teaching and Learning International Survey of 2013. The study used descriptive and inferential statistics to investigate this question in 29 countries. The findings revealed that despite the fact that principals proclaimed to improve teachers opportunities in decision-making, most of the teachers said that they are not given actual participation in decision-making. It is suggested that there is a need for policies that will encourage opportunities for teachers towards their job fulfilment. This indicates that there is a need to examine teachers' perceptions about decision-making as a motivational factor in teaching in public secondary schools. This study used descriptive, inferential statistics and thematic analysis to assess 122 respondents.

Gomendio (2017) conducted a study about empowering and enabling teachers to improve equity and outcomes for all during the international summit on the teaching profession. The findings revealed that despite raising funds and making many reforms, many education systems are still looking for a better way to employ students in a way that the world is making progress in the whole issues of technology and digital revolution. Education systems that have been successful in helping the students having a good ending are the ones that have made the teacher a top priority. So, a good education system should prepare the teacher at different times including before and after entering the profession. This situation will help professional development and teachers afford the classes they supervise. The education systems need to perform well to achieve excellence in teaching. Hence, this study used interviews, questionnaires and documentary reviews to assess the involvement of teachers in decision-making through different patterns found at school, ward and at district level.

Schildkamp (2019) searched data-based decision-making for school improvement. This speculative paper debates recent study and literature from different parts of data employed in education. These parts include the use of formative assessment data, educational research study results and 'big data'. Specifically, the debate emphasises

on how heads of schools and teachers can use various sources of data to enhance excellence in education. The results revealed that the process of using different information does not occur in a hidden environment. The use of information depends more on system, leadership, institutions as well as team work in institutions. The study concluded that when it comes a time to use a variety of information to improve teaching and learning, this is evident that among the key people to enhance achievement and create obstacles includes literacy and leadership. Though, what is less well understood is how we can support facilitators, remove barriers as well as understanding the importance of using information. Moreover, the use of different information can help the development of the school. Therefore, this study used mixed research and concurrent mixed methods design to assess different patterns for teachers' involvement in decision-making as part for them to receive and carry out information so as to achieve school goals.

The study by Eriş, Kayhan, Baştaş, and Gamar (2017) was conducted in Cyprus and assessed teacher and administrative staff interpretations of teachers' involvement in a school associated decision-making process. The study employed a quantitative research approach in data gathering. The study observed that there was difference between teachers' involvement in instructive and authoritative decisions. The situation marginalised informative choices. Thus, the difference was not tied with traditional staff interpretation of teachers' participation in a school. Therefore, the study concluded that teacher's involvement should be encouraged in the decision-making process to influence their work without specifying the forms of participation of teachers. Thus, this study employed mixed research to assess patterns of teachers' participation in decision-making as a motivational factor in teaching in public secondary schools.

The study conducted in Ethiopia by Yismaw and Bekalu (2016) assessed the expected and concrete levels of teachers' participation in decision-making. The study specified differences between teachers' expectations and real involvement in decision-making at the school level. The findings indicated that teachers were expecting to be involved much in decision-making than the actual situation. Hence, the researcher suggested that because most of the teachers in sampled schools were not interactive and schools' position was not friendly to empower teachers. There is a

need for more studies to account for teachers' low involvement in decision-making to resolve the situation. The case would encourage and improve the participation of teachers in decision-making towards their work. The study did not address the impact of teachers' participation in decision-making based on their positions. This study used descriptive, inferential statistics and semantic analysis to assess the extent to which teachers' participate in decision-making and its motivation in teaching in public secondary schools.

2.3.2 In Tanzania

The study by Felician (2013) investigated teachers' participation in decision-making on their job performances in public secondary schools in Kilombero district. The study recognised the teacher's performance and framed four study objectives and questions. Data were obtained through questionnaires, interviews and documentary review. The study observed that most teachers were not involved much in decision-making. The study also observed that the teacher's involvement in decision-making encourages their action. However, the researcher recommended that teachers should be given opportunities to address their views and opinions to the school authority. Then, the Ministry of Education should influence teachers' involvement in the decision to increase their performance. This study employed concurrent mixed methods design to assess patterns of teachers' participation in decision-making as a motivational factor in teaching in public secondary schools in Muheza district.

Ngussa, Baraka, and Gabriel (2017) assessed participation in decision making and teachers' commitment. It was a comparative study of public secondary schools and private secondary schools. The study used a descriptive comparative design, and 159 teachers were given questions through a pilot study before actual data collection. The study revealed an excellent association between involvement of teachers in decision-making and their commitment. The study also discovered that teachers' in private schools have a higher participation in decision making than teachers in public schools. Moreover, the researcher suggested that the school government should encourage teachers' involvement in decision-making to promote their commitment. This study used mixed research and public secondary schools only to examine perceptions of teachers about decision-making as a motivational factor in teaching in public secondary schools.

Ibrahim (2019) examined managerial leadership's impact in improving staff motivation in local government authorities in Tanzania, Moshi Municipal Council. The study used mixed research where the sampling frame where all workers of Moshi Municipal Council. The study showed that managerial control has a significant impact on a worker's behaviour. Moreover, the findings showed that workers' action is associated with the way executive leaders control them. The study suggested that managerial leaders must find the best mechanisms for motivation and workers' performance, including teachers. This study used teachers, school quality assurers, head of schools, ward education officers, district education officer and district teachers' service commission officers to assess patterns of teachers' participation in decision-making as a motivational factor in teaching in public secondary schools.

Kunyonga (2018) evaluated the innovative leaderships' role towards job satisfaction among public secondary schools in Tanzania, and Kongwa District Council was taken as a case. The study employed a qualitative and quantitative research approach, and simple random and purposive sampling procedures were used to get respondents of the study. Interviews, observation, questionnaires and documentary reviews were used as data collection methods. Data analysis in qualitative was through content analysis, and quantitative data were analysed through descriptive statistics using SPSS (version 20). The study revealed that innovative leadership provides essential roles in influencing teachers to improve their work performance as specialists. The study suggested that the education authority must encourage teachers' creative direction because they can enhance teaching. Hence, this study employed thematic analysis in qualitative and inferential statistics in quantitative to assess the extent of teachers' participation in decision-making and motivation in teaching in public secondary schools.

Moreover, the study by Babara (2015) explored the involvement of teachers in decision-making in public primary schools, and it was guided by Participative Management Theory and School-Based Management Theory. It involved 36 respondents where by 30 teachers and 6 head teachers were selected as a sample. The study findings revealed that there are important aspects that teachers should be involved in planning and making decisions. These include teaching moderating,

invigilating and supervising students' examinations, planning for programs of the year and making analysis to the syllabi. Others include forming and supervising subject clubs, sport management and organizing school activities. The study findings also revealed that including teachers in decision-making has problems. Among the problems include teachers like to focus more on the matters that directly benefit them and misunderstandings between teachers and heads of schools regarding how decisions can be made. The study recommended that participation of teachers in decision-making at school level should be taken as an expected postponement of democracy, where by heads of schools are required to be ready to receive teachers' views, and teachers should be made conscious of restrictions put against their involvement in decision. Therefore, this study employed Theory of Abraham Maslow's Hierarchy of Needs and Herbert Simon's rational decision-making theory to guide the study. Moreover, the secondary school was used to assess patterns of teachers' participation in decision-making as a motivational factor in teaching in public secondary schools.

The study by Kimaro (2018) investigated on the integration of environmental education in primary school in Tanzania. The study employed a qualitative research approach to investigate the perceptions of teachers, heads of schools and curriculum specialists. The findings revealed that teachers' ability and encouragement are low because of lack of resources and professional training, overcrowded classes and lack of government priority on environmental matters. The findings also revealed that there was very little support for teachers to implement environmental education provided. Moreover, the study concluded that there was no standpoint for effective execution of environmental education in the near future unless there is priority starting in the higher authorities downwards. The study recommends capacity building of teachers as well as involvement in planning and development for curricula reforms. However, this study used questionnaires, interviews and documentary reviews to assess extent of teachers' participation in decision-making and motivation in teaching in public secondary schools.

2.3.3 Conceptual framework

A conceptual framework is the building block for networking the concepts. The conceptualisation of the theory is used as a basis to guide the study. It gives the

researcher the right to adapt and make flexibility to understand rather than guessing (Jabareen, 2009). According to Kivunja (2018), the conceptual framework involves reasoning and knowledge of the investigation requirements. It is among the very significant components in the study because it connects logical concepts. Then, it depicts the research's thoughts and compares them with another to get a real-world view. The conceptual framework is guided by a particular theory that tries to answer different research questions that arise within the study. Through conceptualisation, a researcher found answers from the questions elevated. The conceptual framework provides the logical setting of the study and brings about social reality. It should also provide knowledge of the fact which later leads to a straightforward explanation of the interpretation's intention.

The conceptual framework displays the ways teachers participate in decision-making that can lead to their motivation. The concept is that when teachers are fully involved in decision-making they will be motivated and this will increase their efforts to perform their tasks. Teacher's participation is expected to influence teachers' motivation. It means that teachers' motivation would depend on teachers' involvement in judging educational matters. The conceptual framework shows the relationship of teachers' participation in decision-making by looking at patterns employed to decide such as a school board, school management team, departmental decision, staff decision, district decision, board, internal examination, and student's discipline. These influence teachers' motivation in teaching since they feel part and parcel of education development.

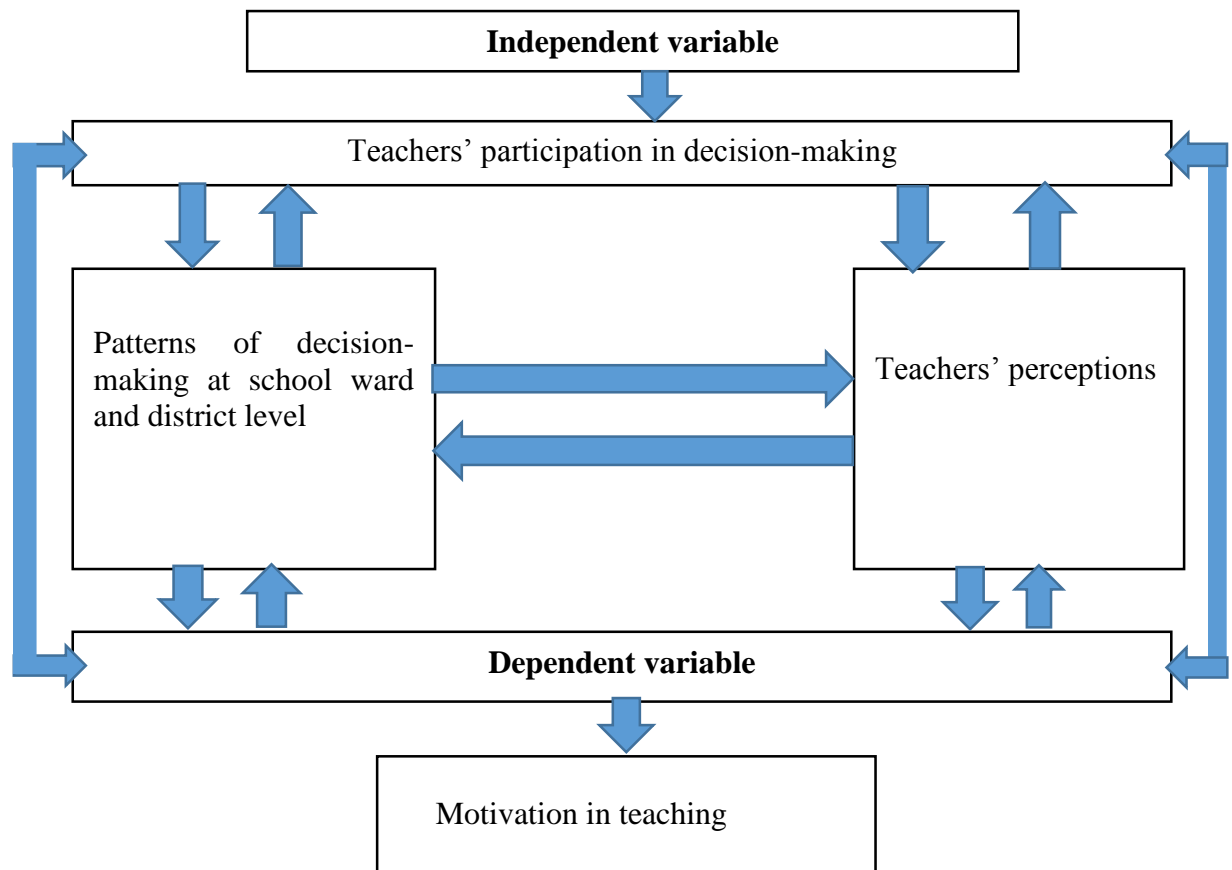


Figure 2. 2: The Conceptual Framework of the Study

Source: Modified from Felician (2013).

2.4 Research Gap

Based on Tanzania context, there are less studies that examine the decision-making such as (Ngussa & Gabriel, 2017), the influence of teacher's participation in decision making on their job performance (Felician, 2013), administrative leadership in enhancing motivation of staff (Ibrahim, 2019) and innovative leadership towards job satisfaction in public secondary schools (Kunyonga, 2018). However, if teachers' participation in decision-making is not taken into consideration, they will start to be lazy and non-committed to the teaching and learning process. Disciplinary problems will face them and lead to a decline in the quality of education in the country (Mohammedsani, 2017). This study intended to fill this gap by assessing teachers' participation in decision-making as a motivational factor in teaching especially in the public secondary schools and the extent to which teachers have participated in decision-making and motivated in teaching in public secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology used to obtain information from the field analysis. The chapter covered research approach and design. The chapter also covered the location of the study, data collection methods and instrument, validity and reliability of the study, data analysis and research ethics.

3.2 Research Approach

This study employed a mixed research approach. The mixed research method is the method that comprises both quantitative and qualitative data in a study (Creswell, 2012). The quantitative data were characterised by closed-ended data while qualitative data were characterised by open-ended data during data collection (Creswell, 2014). The mixed-methods approach was appropriate for this study because it covered the weakness of qualitative and quantitative approaches. Moreover, qualitative approach based only on words and not numerical dimensions as it is the case with quantitative approach. Therefore, the use of the mixed research approach helped the study to contain detailed information.

3.3 Research Design

The study employed concurrent mixed methods design because it helped the researcher to collect both quantitative and qualitative data concurrently, combine the data, and use the results to understand a research problem as well as overcome the weaknesses of qualitative and quantitative method (Creswell, 2012). Moreover, the use of concurrent mixed methods design helped the researcher to access important information on teachers' participation in decision-making as a motivational factor in teaching. Furthermore, the qualitative approach was dominant because it allowed the researcher to explore more about the phenomenon. Plomp (2007) stated that research design refers to the study's theoretical arrangement to guide the researcher to collect and analyse the field's data. Therefore, in all objectives, the quantitative data and qualitative data were analysed separately and data were integrated in the part of interpretation and discussion.

3.4 Location of the Study

The study was conducted in Muheza District in Tanga region. The region has many districts that need equal distribution of teachers who were involved in decision-making for educational organisation success. For instance, in 2018, Tanga had 11 districts which, to some extent, necessitated the lack of regular assessments from the zone quality assurers (North Eastern Zone) about teachers' participation in decision-making in Muheza compared to the neighborhood regions which had less than ten districts (URT, 2018). Moreover, during the regional education celebration day in Tanga held in Handeni, the regional commissioner insisted that all councils, wards, and village leaders should motivate teachers to enhance their efforts in education issues. However, in 2018/2019, there was the process of shifting secondary school teachers to public primary schools in the country. The process covered all places and Muheza was among of them. However, some of the teachers and other education stakeholders did not appreciate the process (Global TV, 2018). Various notions were raised, and some of education officers demoralised teachers to work hard including some who perceived the process as punishment. This shows lack of teachers' involvement in decision-making which necessitated to conduct the study in Muheza District in order to obtain relevant data.

3.5 Target Population

The population intended for this study comprised secondary teachers, district education officer (DEO), and district teacher service commission officer (DTSCO). Also, heads of schools, school quality assurers and wards education officers (WEOs) were involved in the study. The criteria used to find teachers include the teacher being present on the day the researcher arrived at the school and they were free from school timetable. Another criterion was those teachers who were ready to fill in questionnaires. Apart from that, teachers were expected to provide important information about their involvement in decision-making about education activities at school, ward as well as in district level. Nevertheless, the participants of this study had experience ranging from 5 years at work and above.

3.5.1 Education officers

District education officer (DEO) and District Teacher Service Commission Officer (DTSCO) were purposively included in the sample because of the position and

experience they had in terms of the level of making decisions in the district level. Likewise, being most important people in managing teachers' discipline and ensuring that management of the nation's policies at local level will be improved. Another reason was due to position of district education officers; they have the means to involve teachers in making-decisions on the issues related on teaching career.

3.5.2 Ward education officers (WEOs)

Ward education officers were selected because they are coordinators of education issues at the ward level and if a teacher has a problem, she/he is required to pass through WEO before reaching to the district level. They are also experienced in matters regarding teachers' participation in decision-making, and they are the ones who ensure that teachers are involved in decision-making at ward and school level. Through intensive interviews, they provided information and a clear depiction on how teachers are involved in decision-making at the ward level.

3.5.3 Heads of schools

Heads of schools were selected purposively due to the fact that they work closely with teachers as well as supervising them on a daily basis to fulfill their teaching and learning responsibilities. Heads of schools also largely rely on the participation of teachers in decision-making sessions for example approving and overseeing the school budget, suggesting kinds of books that are useful for teaching and learning. In addition, they oversee the decisions made about teaching activities at the school level.

3.5.4 School quality assurers

The school quality assurers were selected based on their potentials and qualifications they had since they had experience and awareness about involvement of teachers in decision-making particularly in teaching. The performance of their positions depends on the participation of teachers in planning, implementation and deciding between what should be done or not done in teaching and other matters at the school level. They are also responsible for improving teaching and learning at the school level by involving teachers in decision-making. Additionally, they provided relevant and comprehensive information about teacher's participation in decision-making within the school, ward and district level.

3.6 Sample and Sample Size

The sample size was 122 participants from 143 targeted populations of teachers at a 95% confidence level. The sample size comprised one (1) district education officer, one (1) district teacher service commission officer, five (5) school quality assurers, five (5) ward education officers, and five (5) heads of schools. One hundred and five (105) secondary school teachers were involved. The ideal sample size was obtained through Yamane's formula at a confidence level of 95% and a sampling error of 5 per cent. The formula is $n = \frac{N}{1+N(e)^2}$. Whereby 'n' is the required sample size, 'N' is the population size, and 'e' is the level of precision or sampling error that is 0.05 (Naing, 2003).

Table 3. 1: Distribution of the Participants

Participants	Needed	Sampling Procedure
District education officer	01	Purposive
District teacher service commission officer	01	Purposive
Ward education officers	05	Purposive
Heads of schools	05	Purposive
School quality assurers	05	Purposive
Secondary teachers	105	Simple Random
Total	122	

Source: Field data, 2021

3.6.1 Demographic characteristics of the respondents

In this study, different respondents were involved. These include education officers at district level and ward levels, heads of schools and teachers. The respondents' demographic information is specified in terms of age, gender, professional qualification and working experience. The respondents' demographic information was important in this study to determine whether the respondents are capable of providing appropriate information based on the research questions.

Table 3. 2: Demographic Characteristics of the Respondents (N=122)

Sex				
Designation	Male	Female	Total	Percent
Teachers	67	43	110	90.20
Heads of Schools	3	2	5	4.09
Ward Education Officers	2	3	5	4.09
District Education Officer	1		1	0.81
District Teacher Service Commission Officer		1	1	0.81
Total	73(59.84%)	49(40.16%)	122	100%
Professional Qualification				
Designation	Diploma	Degree	Master	Total
Teachers	12	93	5	110
Heads of Schools		3	2	5
Ward Education Officers		3	2	5
District Education Officer		1		1
District Teacher Service Commission Officer		1		1
Total	12(9.83%)	101(82.80%)	9(7.37%)	122(100%)
Age Category				
Designation	<35	36-40	>40	Total
Teachers	32	61	17	110
Heads of Schools			5	5
Ward Education Officers		1	4	5
District Education Officer			1	1
District Teacher Service Commission Officer			1	1
Total	32(26.23%)	62(50.82%)	28(22.95%)	122(100%)
Job Experience				
Designation	<10	10+	Total	Percent
Teachers	52	58	110	90.20
Heads of Schools		5	5	4.09
Ward Education Officers		5	5	4.09
District Education Officer		1	1	0.81
District Teacher Service Commission Officer		1	1	0.81
Total	52(42.62%)	70(57.38%)	122	100%

Source: Field data, 2021

3.6.1.1 Sex of the respondents

The numbers of respondents employed in this study were 122 respondents. The study found that 73 (59.84%) were male respondents and 49 (40.16%) were female respondents, which implies that a large percentage of respondents were male as shown in table 4.1.

3.6.1.2 Professional qualification of the respondents

The professional qualification of respondents from the same table indicated that most of the respondents had degree qualifications who were 101 (82.80%), diploma qualification were 12 (9.83%) and master qualification were 9 (7.37%). This indicates that there was no positive correlation between the professional qualifications of the respondents involved in this study.

3.6.1.3 Age category of the respondents

Concerning the age of respondents from table 4.1, most respondents who participated in this study has the age between 36-39 years. This shows that many teachers' age fell to adult and they are active because their ages were greater than 35 years.

3.6.1.4 Job experience of the respondents

About the working experience of the respondents, the findings from table 4.1 shows that 52 (42.62%) of the teachers' working experience was less than 10 years and 70 (57.38%) of teachers, HoS, WEOs, DEO and DTSCO, had working experience of 10+ years. Thus, the respondents who participated in the study showed they had work experience between 4 – 29 years of work.

3.7 Sampling Techniques

The study used a purposive sampling technique to choose schools due to their geographical location, allowing to reach the participants easily and reduced the study's time and cost. Moreover, purposive sampling technique was used to choose district education officer, district teacher service commission officer, ward education officers, heads of schools and school quality assurers. Simple random sampling was used to select 105 secondary school teachers because they had equal chances to be selected (Cohen et al., 2007).

3.8 Methods of Data Collection

The study employed both primary and secondary data. Primary data were obtained for the first time from selected participants through interviews and questionnaires. Secondary data were collected using documentary reviews including OPRAS, standing orders, education policy, meeting records, teacher's action plans and heads of the school guides.

Table 3. 3: The Summary of the Instruments Used in Data Collection

Data Collected	Objectives	Study Participants	School Level	Ward Level	District Level	Total
Interviews and Documentary Review	1	HoS, DEOs, DTSCO and SQA	10			10
Interviews	1, 2 and 3	WEOs, DEO, SQA, HoS and DTSCO		5	2	7
Questionnaires	1, 2 and 3	T	105			105
Total			115	5	2	122

Notes: **T** – Teachers; **SQA** – School Quality Assurer; **HoS** – Heads of School; **WEOs** – Ward Education Officers; **DEO** – District Education Officer; **DTSCO** - District teacher service commission officer

3.8.1 Interviews

The study used Semi-structured interviews for 5 heads of schools, 5 ward education officers, 2 district education officers and 5 school quality assurers. These participants verified the information obtained using other methods such as questionnaire and documentary review. They provided information on the patterns used to involve teachers in decision-making and the extent to which teachers have been motivated in teaching after being involved in decision-making. Furthermore, using the interview has helped the researcher to identify the feelings and passion of the interviewee during the interview session. Therefore, the total of participants through face-to-face interviews was 17.

It was important to be flexible and use a topic guide that serves as a checklist to ensure all participants provide information on the same topics (Denscombe, 2007). The weakness of this method was time-consuming because sometimes the interviewee could not be readily available at the agreed time.

3.8.2 Questionnaires

Questionnaires specifically closed-ended and open-ended questionnaire were used in data collection. The closed-ended questionnaire is a question that involves pre-

written or likely response classification, and the teachers are requested to select the answer from them. For instance, its use of scale questions and any questions can be used to create quantitative research statistics. The closed-ended response can simplify data analysis (Cohen et al., 2007). The study administered the Likert scale items to assess the impact of teachers' participation in decision-making as a motivational factor in the teaching process in public secondary schools. Likert scale items were used to allow teachers to identify how they agree or disagree with a specific statement that was provided. The weakness of this method is that sometimes the respondents can forget to fill up the information.

3.8.3 Documentary review

This study employed a documentary review because it can be used in qualitative and quantitative research for data collection (Ary, Jacobs, & Sorensen, 2010). The reviewed documents included OPRAS, standing orders, education policy, meeting records and heads of school guide books. The use of these documents was due to the special status they have which meet the study's requirement. The researcher used schools and other documents to have first and second information to add the study's value on teachers' participation in decision-making as a motivational factor in teaching. Furthermore, the researcher used both old and up-to-date documents that have the required information in the study to reduce the old records' weaknesses. The documents were reviewed because they were expected to have information concerning teacher's participation in decision-making in different levels such as school, ward and district level. Table 3.4 summaries the analysed documents.

Table 3. 4: Reviewed documents

Document	Source	Information
OPRAS	Teachers and heads of school	Involvement of teachers in making-decision on the part of agreements between teachers and head of schools about their responsibilities in teaching.
Standing order documents	Education officers include DEOs, WEOs and Heads of schools	Responsibilities of teachers, head of schools and their demarcation in making-decision as well as patterns of teachers' involvement in decisions.
Education policy documents	Ministry of Education	Key policy statements on teacher's involvement in decision-making.
School meeting records	Head of schools	Attendance of teachers in meetings, kinds of decisions that teachers were involved regardless of their positions and agenda agreed.
Heads of school guide books	Head of schools	Patterns for teacher's involvement in decision-making, criteria used to select teachers in different positions and the responsibilities of the each pattern identified within a book.

Therefore, the information that was obtained using other methods was verified using these sources. Moreover, the researcher reviewed and analyzed on the documents associated to teacher's participation in decision-making such as teacher's action plans and lesson plans.

3.9 Data Analysis

The study employed thematic analysis, descriptive and inferential statistics in qualitative and quantitative data. Thematic analysis is a technique for recognising, examining and reporting themes within data (Braun & Clarke, 2006). A theme is

defined as a specific pattern conveying a similar meaning that is found in the data which is of potential interest to the researcher (Guest, MacQueen, & Namey, 2010). Qualitative data were generated in the form of transcription, recordings and photographs especially in interview sessions. In documentary review, data were analysed using a thematic analysis procedure where it helped to analyse, categorise and identify themes in a collection of different data. This means that data were prepared and organised, transcribed, translated and coded, as well as themes and patterns were created based on study objectives about teachers' participation in decision-making and motivation in teaching.

The first step of preparing and organizing the data involved the selection of data from selected schools and participants. Data were stored separate by hiding the originality of each file name and this exercise was done systematically. The second step was transcribing the data that had been recorded in Swahili language and translated to English language. This exercise was done with the help of software called Swahili > English translator as well as a Longman dictionary (6th edition) to avoid reducing the reality of what was reported. This process helped the researcher to become familiar with the data corpus by transcribing raw data, reading, and re-reading the data, and summarizing initial concepts (Braun & Clarke, 2006).

Coding step was done and helped to counterparts the study questions by allowing the researcher's preceding beliefs to contribute and allowing patterns to emerge directly from the data. Apart from that the researcher pinpointed important patterns and concepts that emerged within the collected data (Hesse-Biber & Leavy, 2006). The last step was creating themes through thematic analysis. Themes were classified based on the three study objectives. Moreover, themes were categorised into different emerged sub-themes where the researcher presented systematically in the subsequent chapters. The thematic analysis is the good approach that helped to determine participants' understandings, feelings, facts, practices and allows to obtain qualitative data (Belotto, 2018).

In quantitative, the data were analysed through descriptive and inferential Statistical Package for Social Sciences (SPSS) version 25 (George & Mallery, 2019). This software was downloaded from the internet and installed in the computer through

Window 10. There after the file was created in order to store the data. The variable and Value Names and Values were stored based on the questionnaires prepared for the teachers. Transforming data, in this stage the data were computed so as to create new variable. After that univariate statistics, frequencies, variable names, variable labels, values, value labels, descriptive were explored.

Moreover, the process of cross tabulations helped the researcher to examine the association between demographic characteristics, participation in decision-making and motivation in teaching to validate the data and add value to the study. This was tested through the use of P- value test because the study is not comparative. Furthermore, the data was presented in the form of tables to show frequencies, percentages, mean, overall mean, standard deviations, P-value and Chi-square while the pie chart were used to show the percentages of appropriately and inappropriately of teachers being involved in decision-making and motivated in teaching.

3.10 Ensuring Validity, Reliability and Trustworthiness of the Study

3.10.1 Validity

The study's validity refers to the degree to which the study's tools should provide the truthfulness of the information required. The quality of the tools used and good clarification brings marks resultant from the tools (Ary et al., 2010). Thus, internal validity was reached through the amount of evidence required in the study, the researcher's explanation and the theories used to guide the study. The study provided information that reflecting the reality. Similarly to external validity, the applicability of the selected population, case, and situation of the problem legitimised the representation. Therefore, validity refers to how accurately a method measures what it is supposed to measure. This study considered both internal validity and external validity to validate the study.

3.10.2 Reliability

Reliability refers to the capability of the research techniques to bring the same reliable results when they are used every time to the same issue. It is also the informer and researcher's stability to provide and record information correctly (Cohen et al., 2007; Hafeez-baig & Chakraborty, 2016). The study's reliability was achieved through questionnaire which was used to show the consistence of the

results which were obtained from other methods including interviews and documentary review. Moreover, the reliability scale indicates an acceptable level of reliability for 0.65. The evaluation of the study was conducted for the purpose of generating knowledge. Furthermore, several data collection methods helped to reduce researcher's subjectivity in analysing the information. Basing on this fact, the researcher also collected findings from different sources.

3.10.3 Credibility

The study's credibility was expressed through the researcher's fairness, depth of the information, the scope of the data achieved, and how participant's biases were avoided (Cohen et al., 2007). However, the study's credibility was attained by using participants' quotations and other information obtained through reviewed documents and questionnaires. It means how accurately a method measures what it is supposed to measure. The researcher assessed if the study results are credible in relation to the participant's information (Graff, 2014). The study's credibility was reached through the amount of evidence required in the study, the researcher's explanation, and the theory used to guide the study. The study provided the information reflecting the reality.

3.10.4 Transferability

Transferability of the study was achieved by applying the selected population, case, and the problem's situation which legitimised the representation. Although generalisation is a problem in research, it was solved by providing depth information and explanation based on the participants' quotations. Also, purposive sampling to select participants helped certify the study's transferability (Gray, 2009). Thus, transferability is how the study results may be shifted to a new situation (Polit & Beck, 2012).

3.10.5 Dependability

The study's dependability was achieved through avoidance of the participant's confusion by employing purposive sampling. The participants who might have information about teachers' participation in decision making toward their motivation in public secondary schools were selected purposively. It comprised the district education officer, heads of schools, and district teacher service commission officer.

Furthermore, several data collection methods helped to reduce the researcher's subjectivity in analysing the information. Basing on this fact, the researcher also collected findings from various sources. Dependability depends on research techniques' capability to bring the same dependable results when they are used every time to the same issue. It is also the informer and researcher's stability to correctly record information (Cohen et al., 2007; Graff, 2014; Hafeez-baig & Chakraborty, 2016).

3.10.6 Confirmability

The researcher ensured the study's confirmability by using multiple data collection methods, including interviews, documentary reviews and questionnaires. Furthermore, using electronic records (mobile phone and tape-record) and non-electronic documents (ground notes and documentary resources) to keep participants' information about the study ensured study trustworthiness. Moreover, the researcher managed to cross-check the records for the final report writing of the study. This confirmability is the point at which the study's findings can be observed and interpreted by other researchers (Elo et al., 2014).

3.11 Research Ethics

The ethical research consideration was considered by submitting the study to the respective committee for assessment and authorisation. Research ethics is the ethical value whereby a study should consider from the beginning to publication. Upon completing the study, the researcher established respect, kept participant's confidentiality, recognized the study's beneficiaries, and reduced risks for the contributors and community in general (Greaney et al., 2012). In this regard, the following were considered: a research clearance form was asked from Dodoma University, which allowed for data collection. Second, the researcher reported and asked for permission from the Regional Administrative Commissioner. Again, the researcher reported to the District Executive Director of Muheza who delegated the issue to the District Education Officer. Moreover, the scientific procedures were considered in selecting the location as well as participants of the study. Additionally, the issue of plagiarism was observed, and all ethical considerations of the study were respected including giving respondents consent form.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS INTERPRETATION AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter presents, analyses and discusses the study findings on teachers' participation in decision-making as a motivational factor in teaching in public secondary schools in Muheza District. The study findings were obtained from selected public secondary schools. The schools were labelled school A, school B, school C, school D and school E. This chapter covers patterns used to involve teachers in decision-making in public secondary schools, perceptions of teachers about decision-making as a motivational factor in teaching and the impact of teachers' participation in decision-making as a motivational factor in the teaching process. All of these are essential parts that make teachers to be motivated in teaching.

4.2 The Patterns of Teachers' Participation in Decision-Making in the Selected Public Secondary Schools

This section reports the results obtained from teachers, heads of schools, ward education officers and the district education officer through questionnaires, interviews and reviewing some of the documents such as heads of the school guides, teacher's OPRAS, education policy, school meeting records and list of criteria used to select teachers in various committees. These instruments were used to assess the patterns of teachers' participation in decision-making as a motivational factor in teaching in public secondary schools. Table 4.1 presents the identified patterns used to involve teachers in decision-making at school, ward and in district level:

Table 4. 1: The Patterns of Teachers’ Participation in Decision-Making (N=110)

Patterns at School Level		
Participants	Frequency	Percent
Staff pattern	30	27.27%
Departmental pattern	20	18.18%
Open Performance Review And Appraisal System (OPRAS)	25	22.73%
School Management Team (SMT)	15	13.64%
School baraza	15	13.64%
School board	5	4.54%
Total	110	100%
Patterns at Ward Level		
Participants	Frequency	Percent
Academic pattern	80	72.73%
Participation by visiting	30	27.27
Departmental pattern	0	0
Total	110	100%
Patterns in District Level		
Participants	Frequency	Percent
Subject panel	30	27.27%
Participation by visiting	25	22.73%
Making seminar with teachers	20	18.18%
Departmental pattern	20	18.18%
During workers day	15	13.64%
Total	110	100%

Source: Field data, 2021

The findings revealed different patterns of participation in decision-making among teachers at the level of schools, wards and district. Table 4.1 shows that staff pattern is the leading pattern for teachers to be involved in decision-making by 30 (27.27%)

compared to other patterns at school level. Moreover, at the ward level the findings revealed that 80 (72.73%) teachers have been involved in decision making through academic pattern. Furthermore, at the district level, the findings revealed that 30 (27.27%) of teachers have been involved in decision making through subject panels.

Correspondingly, through documentary review, identified patterns include Staff Pattern, School Council, and Schoolbaraza. The school quality assurers and heads of schools were asked to mention and explain briefly about the patterns used by the teachers to make decision based on their positions. During interview, one school quality assurer from school A replied:

The patterns used to involve teachers in decision-making that I have observed at the school level are academic patterns that are always used to assess academic issues such as national examinations and other related problems in academics. However, other patterns include disciplinary, SMT, departmental, school Baraza, staff, and school board. (Interview with school quality assurer from school A, 10/05/2021)

Another informer added a similar explanation:

There are clearly defined roles and regulations for an individual teacher to be participating in decision-making through their position. The patterns for teachers' involvement in decision-making as a motivational factor in teaching are staff pattern, department pattern, SMT pattern, disciplinary patterns, School Baraza and school board. There is a pattern which is operated using The Open Performance Review and Appraisal System (OPRAS). (Interview with the head of school C 03/05/2021)

From the interview session with the head of school A, he emphasized that, in some patterns, teachers are involved in decision-making as representatives. Usually, teachers' positions can restrict or allow certain teachers to engage in the decisions. He was quoted that:

Teachers participate in decision-making through the defined patterns, and they are related to the teachers' positions. For instance, if the meeting is for SMT members, a teacher's position allows them to be SMT members. Therefore, basing on teacher's position is where he/she can be involved in the decision, and it is the nature of the education system. (Interview with the Head of School A 06/05/2021)

Another head of school concurred:

Usually, teachers participate in decision-making by the position they have. Here, a teacher can be a member of a particular committee through his position and that allows him/her to be involved in decision-making. Since your position allows you to be a member of the SMT or school board, you will decide the issue at a particular level. (Interview with the head of school D 07/05/2021)

Likewise, the five ward Education Officers (WEOs) were asked about the patterns used to involve teachers in decision-making at the ward level. Most of them said that there are no clear defined patterns at the ward level that can involve teachers directly in decision-making, especially on academic issues. Though, they have been given the power to lead all the schools which are found within their wards. So, what has been conducted is that; teachers are involved in decision-making at this level through representatives where the head of school can discuss school progress on behalf of his/her teachers. For example, through the interview with the WEO E, he said:

At the ward level, there are some meetings that we use in making the assessment. Here, teachers are participating based on their position. Most of the time, the head of school can represent his/her teachers in such meetings. There is no specific name you can call for such a meeting, but it is known as the evaluation pattern at the ward level, and we normally discuss academic issues at this level. (Interview with Ward Education Officer E 06/05/2021)

The findings from interviews and documentary reviews revealed that the patterns of teachers' participation in decision-making are well defined and stated well at the school level, and teachers were aware of those patterns. Teachers felt that the staff pattern is the only pattern that can allow all teachers to participate in decision-making compared with other patterns that require a teacher to be in a certain position or specialised in a specific subject so as to be indecisive of a particular pattern.

Regarding, how teachers participate in decision-making, the Ward Education Officer B said:

Teachers are involved in decision-making through representatives. Here, other meetings conducted at the ward level and involving all teachers in decision-making are difficult. The situations lead us to conduct through the representatives where the head of a particular school represents his/her teachers. Sometimes, it is not simple for

the teachers or any person to talk directly and address his/her views. Thus, teachers are now allowed to address their opinions without direct contact through the suggestion box to accumulate all information and for the office's excellent health. This helps the ward education officer to have information that you may not have through ordinary ways of having information. Through this, we manage to control teachers' emotions which sometimes are harmful to the school/ ward office. Furthermore, this motivates teachers in the teaching profession because teachers are free to address anything without being known to the respective person. (Interview with ward Education Officer B 04/05/2021)

Another Ward Education Officer added that:

Teachers are participating in decision-making through representatives in the meetings conducted outside the school environment. For example, there are times I visit schools and talk to teachers in the presence of the head of the school. By visiting a school, teachers now have an opportunity to engage in decision-making and discuss the issues related to education. (Interview with Ward Education Officer D 11/05/2021)

She continued:

The nature of the education system sometimes does not influence the participation of teachers in decision-making. Therefore, the main thing here is to look at the activities required to be implemented by teachers. Teachers should be involved in decision-making to suggest which ways should be used to implement such activities because they are the leading implementers of the curriculum. (Interview with Ward Education Officer D 11/05/2021)

The study's findings revealed that there are no clear and defined patterns at the ward level that can allow teachers' participation in decision-making. The pattern which has been used is an academic pattern, and teachers are involved in decision-making by being represented by their head of school. Teachers will have an opportunity if the ward education officer will visit a particular school and conduct a meeting with them but with the help of the head of school.

The findings from documentary reviews and interviews with district education officers indicated that teachers participated in decision-making through different patterns. Usually, teachers are involved in decision-making through making conferences with them, subject panel patterns, during worker's day and even on the

issues concerning teacher's problems. However, not all teachers have been attending in decision-making due to the different factors. Most of them have been engaging in decisions because of their position; for instance, if the issue is related to finances and the head of school is not needed, the school will be represented by the teacher who deals with financial matters. Through interview the District Education Officer said:

Generally, teachers have been participating in decision making for about 75%. The patterns used at the district level to involve teachers in decision-making include making conferences with teachers and making follow-ups in their working stations in order to hear their problems and solve them together. In addition, there are subject panel meetings; during workers day, we use them to involve teachers in decision-making and through this, we manage to solve many problems. Therefore, the efficacy of teachers' involvement in decision-making depends on the issue and the position they have. (Interview with district education officer Q 11/05/2021)

The above information show that many teachers are given chances to engage in decision-making through different patterns. However, the percentage of those who are not involved in decision-making is small.

4.2.1 The use of staff pattern

This is a pattern that involves all teachers in decision-making regardless of their positions. The question was intended to know the roles of this pattern. The findings from the documentary review revealed that through the staff pattern, "the head of the school must respect the advice of this council although he/she is not obliged to agree to the issue especially if his/her decisions or advice do not match the position of the government" (URT, 1997, p 31). During the interview conducted with the school quality assurers and heads of school, one school quality assurer said:

Staff pattern is where teachers are allowed to air out their views, suggestions, and opinions for school development. Here teachers and their heads of schools can discuss and come up with solutions on different matters. However, the head of school can use the pattern to proclaim different matters concerning teaching profession and other related to teachers' information. (Interview with school quality assurer from school E 05/05/2021)

The head of school B agreed that:

Staff pattern is a very important pattern because teachers can decide things and send their resolutions to other patterns for further judgement (acting as an initial stage). In the same way, this pattern can act as a final stage where programmes, activities and projects planned from other patterns need teachers support for the implementation. (Interview with head of school B 04/05/2021)

It has been revealed through the study's findings that the staff pattern provides teachers the freedom to participate in decision-making to improve teachers' teaching habits and make them be in a good state. Moreover, this pattern ensures teachers' participation in decision-making regardless of their positions, and normally, the head of school is a chairperson during the meeting.

4.2.2 The use of departmental pattern

This pattern is usually in different categories based on the functions and subjects taught. In this pattern, specialised teachers are involved in decision-making to decide issues that will favour the particular department. The study's participants at the school level mentioned and explained the departments based on functions and subjects. For instance, school quality assurer from school B said:

Department pattern has many branches. To start with those which are formed due to their tasks, these are academic department, discipline department, sports and games department, project and production departments, social department and financial departments. On the side of subject-wise, these are found through the subject taught at a particular school including English department, Kiswahili departments, History departments, Biology departments, Geography departments, Mathematics departments and others. (Interview with school quality assurer from school B 04/05/2021)

However, the department members have no right to judge the information received from the top levels. It revealed that each department has the responsibility to work on it by being a source of activities or implementers of education activities taken from the top levels. Moreover, the important thing to note is that all department members are selected by the heads of the school at the school level.

4.2.3 The use of School Management Team (SMT) pattern

This is another pattern where by teachers use to make decisions. The findings revealed that the SMT members have a specific title within the school. For example, some teachers are SMT members including the head of the school who is a chairperson of the pattern, second master/mistress, academic master/mistress, discipline master/mistress and financial teacher. There is also a teacher who supervises projects and production, a teacher for sports and games and a teacher who represents other teachers. Through an interview with the head of school A on the significance of the pattern, he said that:

SMT pattern is part of school administration where the heads of departments advise the head of school on how to run the school and solve some of the issues raised within the school or out the school context, but they are related to their school. The members of SMT can discuss through representative before things one sent to the staff or before the head of school implements a certain task. This pattern is overall incharge of other patterns within the school. It has the authority to discuss all disciplinary issues, academic issues and other matters within the school. Although it has mandatory to discuss all issues, it is not a final pattern for making decisions. (Interview with head of school A 10/05/2021).

Another school quality assurer from school E added that:

Although the SMT pattern is very important in leading schools, decide and propose some of the issues within the school, it allows very few teachers to participate in decision making based on their titles. This is caused by the nature of the education system we have. The important thing is that school heads should be realistic and open on the criteria used to select teachers into different departments who will later be the member of SMT. Some of the positions within school teachers should rotate to bring equal opportunities to them for making decisions. This pattern needs to have members who will be doing things for the school benefits instead of their personal benefits so as to avoid misunderstanding among teachers and motivate them in teaching. Looking at the teachers who have this character will help achieve school goals, and teachers will be motivated to teach. (Interview with school quality assurer from school E 05/05/2021)

The findings revealed that most of the teachers do not participate in the decision-making because of the nature of the pattern itself which gives few opportunities to teachers to be members of the SMT. However, a participant said that “most of the

heads of schools appointing teachers into different departments who will assist them to agree their terms even if they are wrong”. (Interview with school quality assurer from school C 04/05/2021)

4.2.4 The use of disciplinary pattern

This pattern is divided into two classes. The first class deals with the teacher’s problems and the second deals with student’s behaviour. Usually, the class teachers have the responsibility to make sure that their students are behaving well according to the school rules and regulations with the help of other teachers. The office that supervises the students' behaviour is the discipline office. On the side of the teacher’s behaviour, the one who can finalise the teacher’s problems is the head of the school. It occurs after making follow up from other patterns at the school level. From an interview session with the head of school B, he talked about the difficulties to handle teacher’s problems:

Handling of teacher’s issues is very complicated especially when the problem concerns the teacher’s misbehaviour. The head of school is needed to be very watchful and open on the steps to be followed before the final decision. If the head of the school will decide wrongly, it reaches a time you will fail to lead them, and teachers will not be motivated in teaching. There is no complication in the student’s problems if teachers, parents, and students work as a team. (Interview with the head of school B 04/05/2021)

A school quality assurer from school A added:

The discipline pattern is important if its members allow teachers to participate in decision-making and listen to their views and opinions about their mistakes. Through this, the teacher’s problem will be reduced. It is true that giving someone a chance to address his/her feelings as to why they are doing particular things. This will ensure the teachers that leaders are there to help each other. (Interview with school quality assurer from school A 06/05/2021)

The study’s findings revealed that many teachers were aware of the importance of this pattern in handling students and teachers problems. The documentary review, particularly minutes from school D held on 03/02/2021, and the attendance list showed that most teachers who participated in decision-making on teachers and students' problems agreed with the terms reached.

4.2.5 The use of school baraza

This pattern was created to solve the students' general problems by involving them in decisions. Additionally, through documentary review, it was observed that the school baraza is usually conducted twice per year. It is held at the end of each term where non-teaching staff, teachers, and all students are involved in this meeting. All teachers are free to participate in decisions and clarifying the issues raised by the students. Also, students are given chances to ask questions, and others are given the warning to stop some of the behaviour that seems not good for them and school. Though the pattern is taken for students, it is useful for teachers and has been motivating teachers in teaching because they are given chance to talk with the students and answer some of the matters directed to them. For example, a school quality assurer from school C commented:

School baraza is one of the best patterns where teachers and students can solve their disputes in a peaceful way. Also, through this pattern, teachers realise that some of the issues concerning them have been perceived wrongly by the students. Therefore, by listening to what students address the issues, teachers can now have time to explain in-depth a particular matter. Moreover, the school baraza has been used to facilitate teaching and learning activities through intensive discussion between teachers and students. (Interview with school quality assurer from school C 04/05/2021)

The findings revealed that this pattern was used to announce the school's progress and challenges, remind students, and clarify various school guidelines and instructions from the ministry of education and other senior offices.

4.2.6 The Use of School Board

The findings revealed that the school board is another pattern that advises and manages various guidelines so that the heads of schools, teachers, and students can run the school effectively. Also, the pattern can deal with discipline to ensure that financial matters are done correctly and in accordance with the guidelines. Here teachers are represented by a teacher from among them in decision-making despite the head of schools presence. Moreover, through documentary review, it has been emphasised that:

The school board is a tool that every school should have in order to achieve the goal of secondary education in the country. In accordance with the Education Act No. 25 Of 1987 as amended by Act No. 10 of 1995, the school board is empowered to supervise; leadership and plan programmes in all schools, overseeing the discipline of teachers and students and managing school financial matters. (URT, 1997, p 9)

Despite the fact that the school board is there to solve school-related challenges as well as teachers in schools, it has become difficult to know at which level it belongs between the school or district level. This is due to some of the members forming this board involving the district education officers during meetings. But what is known is that the head of school is the board's secretary, and is responsible for finding members who will form a new board if the time is accomplished for the existing school board.

4.2.7 The use of Open Performance Review and Appraisal System (OPRAS) pattern

This is another pattern where teachers participate in decision-making as a motivational factor in teaching. Through OPRAS, the teachers and heads of schools can sit together and decide some of the issues to be established and review the teacher's performance. Through the documentary review, the agreements reached by the teacher and their heads of school will be rules that the teacher must attain at the end of the year. But, the agreed targets of the teachers differ from one organisation to another.

A school quality assurer from school C corresponded by providing similar information when he said:

The use of OPRAS as a pattern brings teachers a rated mark at the end of the year related to the agreements reached at the beginning of the year with the head of school. The same head of school plan his/her targets with the DEO, where the chain continues up to other stages. On the side of teachers at the school level, they can propose which rate he/she deserves based on the agreed objectives, target, criteria, and resources that will be used. If the teacher is given a rated mark by the head of the school which does not resemble his/her efforts, he/she can call another teacher as a second person to prove which rate she/he deserves. Thus, motivating teachers in the teaching process helps them because most of them want to meet their agreed targets. (Interview with school quality assurer from school C, 04/05/2021).

Moreover, through documentary review made on 20/05/2021 at school C about OPRAS, the study's findings indicated that many teachers were motivated to teach. This is according to the rated marks observed from each OPRAS that were reviewed. Most of the teachers manage to implement the targeted objectives projected at the beginning of the year. The findings indicated that majority of the teachers scored two on the rated marks on their side and supervisor side, and some of them scored three (average), but it depends on the ability of the teacher and supervisor.

In summary, most teachers have been participating in decision-making through different patterns found within the school although teachers are not involved directly in decision-making in some of the patterns. It seems that teachers are interested in participating in all patterns available at the school level while other patterns need them to have a certain title at the school so as to be the member.

4.2.8 The criteria used to select teachers on different patterns

The study's findings showed that teachers are being selected in some of the patterns within the school by the head of school. There are criteria used by the heads of schools to appoint someone in a certain position such as academic master/mistress's post, discipline master/mistress's post, second master/mistress post, and other available posts at the school. Through documentary review, the findings revealed that there are criteria used to select public servants in a certain post/position. This means that the head of school appointing a teacher in some of the positions is among their responsibilities. However, teachers should have certain qualifications so as to be selected. Through interview with school quality assurer from school A mentioned

some of the qualifications used by the heads of schools to select teachers in different patterns:

The criteria used by the school administrators to select teachers needed in decision-making are the interest of the teacher in a particular position, ability of a person and obedience of a teacher. Other criteria are experience, commitment and readiness of a teacher to perform a particular task. Also, I am satisfied with those criteria because I have observed that all teachers appointed to different positions deserve by looking at their performance. (Interview with school quality assurer from school A, 06/05/2021)

On the side of WEOs, it is difficult for them to participate directly because their views and opinions will remain as suggestions to the respective authorities. One of the Ward Education Officer on the criteria used to select teachers in different positions had this to say:

There are criteria that have been used to select teachers into different positions: teacher performance in a particular school, ability, commitment, and level of education. However, I always indirectly select teachers into different positions at the school and district levels. Usually, the one who has the mandate to choose teachers into different positions is the head of school, but sometimes she/he may need my advice. (Interview with ward education officer A, 10/5/2021)

The above quotation is supported by another ward education officer B, who provided the same information about the criteria used to select teachers in some of the positions:

Sometimes I am involved in selecting teachers into different positions either in district/ward level or school level. But most of the time, the criteria used are teacher's ability. Teacher's ability is the first criterion to consider because it can lead to effective production in the education sector. Another criterion is the experience of a teacher. Through experience, the teacher can be more skilled, patient, and wise to handle difficult things. Hence, these are a few criteria used in the selection of teachers. (Interview with Ward Education Officer B, 04/05/2021)

In the district level, the criteria used to select teachers at the different positions, the district education officer said that:

Usually, we use some of the criteria such as the teacher's experience, the teacher who is aware of ethics in the teaching profession, the teachers' education level, and the teachers' accountability and commitment. However, the issue of involving teachers in decision making depends on the matter. Therefore, sometimes this office looks at how to overcome the challenges raised. In this way, we managed to solve many disputes from the lower level. Hence, the members of this office are required to be very careful in handling the issues. (Interview with District Education Officer P, 13/05/2021)

The head of school C insisted that “The criteria which I look upon on the selection of teachers into different position are teacher’s commitment and accountability, the ability of the teacher, obedience of a teacher, experience and readiness of the teacher in a particular position” (Interview with the head of school C 03/05/2021). However, the characteristics of the leader at the particular school can influence the selection of teachers in different positions. Additionally, the findings of this study showed that teachers are participating less in decision making because all decisions are made from the top, and it is our system of education we have.

4.2.9 The procedures followed to involve teachers before final decisions

The education administrators have been directed to follow some of the procedures concerning teacher’s problems so as to involve them before the final decisions. Through documentary review done at school E on 05/05/2021, it was found that some of the heads of schools give their teachers a chance to participate in decision-making before the final decisions. Also, through interview, the head of school C said that:

There are many approaches to use, but I do like to call an individual teacher and tell him/her about the issue and passing through the required meetings to solve a particular problem. However, if the teacher fails to change the behaviour which is not required, we have a disciplinary committee which the second master holds at the school level. If the teacher ignores the agreed conditions, the head of school can send the issue to the school board, and if it is above the school board, the school board can recommend it to the high level for further decision making. (Interview with the head of school C 03/05/2021)

Another head of school agreed on the same issue of following the procedures at the school level by saying that:

The procedures I use to solve challenges and some of the problems related to teacher before the final decision is to hear the opinions why she/he is misbehaving. Then, if the problem is repeated, I can use more action to include the letter's use or calling the SMT committee to hear their views. Sometimes I can use the school board to handle the situation, but it depends on the nature of the problem. (Interview with the head of school D 07/05/2021)

At this level, the ward education officer usually observes if the heads of school are leading teachers by following the instructions and regulations received when appointed. Through interview about teacher's problems with the Ward Education Officer he said:

Before any final decision, I used to invite a particular teacher to discuss the issue. Sometimes you can observe a specific teacher doing something that is not related to the teaching profession. However, you can call him/her before reporting to the head of school because he can say and admit a teacher at any time. Based on my position, it is difficult to address something directly to the teacher without recognition from the head of school. But at the ward level, we cooperate with the head of school to follow the light procedure to handle the problem before the final decision, and this is where you can also hear the views of a particular teacher. Sometimes you ask your colleagues on how to handle a specific challenge that happens in your ward. Then, if it is a burning issue, you can send it to the respective level for further decision. (Interview with Ward Education Officer A 10/05/2021)

The district education officers also normally look upon some of the procedures that should be observed before any issue reaches their office. The involvement of teachers in decision-making is required to be implemented at all levels, even if it is conducted in a representative way. Through interview with the education officer about how the district office ensures participation of the teachers in decision-making and observing the procedures before the final decision, he said:

I myself used to ensure participation of teachers in different positions. However, before receiving any case from the other level, we look if the client has passed the required steps. If the procedures have been violated, we always recommend the client to start from the steps necessary. We do this to encourage teachers to

trust the office and even encourage them to work hard especially in the teaching profession. (Interview with District Education Officer P 13/05/2021)

Another education officer, through the interview added that:

The participation of teachers in decision-making helps the district office reach their targeted goals because almost all activities implemented in education are done by teachers. Therefore, their involvement in decisions helps to simplify some of the issues that seem to be difficult and solve some of the matters in a diplomatic way. This also paves a way for the teachers to do their work with great passion especially teaching activities though not all teachers have participated in decision-making at the district level. (Interview with District Education Officer Q 11/05/2021)

The findings revealed that sometimes the school heads could fail to handle some of the issues that arise at the school level. The findings through documentary reviews show that other organs were formed at the higher level so as to accommodate those challenges faced by teachers. This is due to the increased number of secondary schools which need intensive supervision. Therefore, the school boards have defined responsibilities that give them the power to implement such duties.

4.2.10 Importance of involving teachers in decision-making at school, ward and district level

The participation of teachers in decision-making gives them a chance to be familiar with what has been planned by the school or individual teachers. The findings from documentary review and interviews with the heads of schools revealed that teachers are being motivated in teaching when they are involved in decision-making. For instance, through documentary review, it has been observed through OPRAS that if the teacher is engaged in decision-making, he/she can plan and implement teaching activities effectively. The school quality assurer from school A through interview had this to say:

Assessment through OPRAS helps teachers to see that they valued and feel that they are part and parcel of the decision made. In terms of teaching, especially for quality assurance, if teachers are involved, it helps them to know what to do before, during, and after teaching. In addition, involving teachers in decision-making makes them see that this career is one of the most valued, thus motivating

them to work harder. (Interview with school quality assurer from school A, 06/05/2021)

The participation of the teachers in decision-making encourages the implementation of educational activities such as teaching. These can be seen at the school and other educational management levels where teachers need to implement their duties including plan for teaching activities. Through interview with a school quality assurer from school E, she had this to say:

Mainly, based on the nature of our school environment, you cannot implement some activities like marking the examination, examination invigilation, and handling students' issues without teachers' involvement. Of course, you can decide for yourself for some time, but it won't be easy to implement yourself. Therefore, even if the issue is from the upper level of decision, you should involve teachers in deciding on how to implement the issue as required. (Interview with school quality assurer from school E, 05/05/2021)

Another head of school added that the participation of teachers in decision-making could facilitate having a good leader who is experienced from the lower level. The education officers should create opportunities for teachers to be involved in decision making. The situation provides teachers with skills and abilities to lead others after the current head of school has been retired. This was through an interview with the head of school Y who was quoted saying:

You know, the issue of involving teachers in decision-making is another way that helps them to learn and acquire some skills, knowledge and understanding of the issues within the education system. Teachers' involvement in decision-making also gives them time to learn and become experienced in leadership and how to manage education activities with higher expectations. So, as the heads of schools, we should involve teachers in decision-making, especially in the issues which we could think that can stimulate the development of our school. (Interview with the head of school Y 04/05/2021)

Through the documentary review, it was revealed that among the importance of involving teachers in decision making include accomplishing tasks at a given time and encouraging organisation effectiveness and good governance and will be done through OPRAS. During interview, the ward education officer said that:

The participation of teachers in decision-making plays great importance, especially to the individual teacher and school in general. On the part of the teacher, it increases confidence in the implementation of educational activities including teaching. Another is stimulating transparency and accountability of the teacher, particularly on the use of school funds. Also, it brings a sense of loyalty in teaching carrier, and teachers managed to learn and practice some skills and knowledge from their education officers. (Interview with Ward Education Officer E 06/05/2021)

The findings revealed that involvement of teachers in decision making has great importance in teaching process as seen through interviews, questionnaire and documentary review. It was noted that “giving teachers chances to participate in decision making gives them time to learn and become experienced in leadership and how to manage education activities with higher expectations”. Moreover, their involvement through different patterns such as staff pattern, departmental and school baraza gives them freedom to air out their views on how the teaching process should be conducted. Furthermore, the implementers of education activities particularly teachers are required to be given more chances to involve in decision making.

4.2.11 The patterns of teachers’ participation in decision-making: A meta-reflection from the findings

Based on the study findings, there are several patterns used to involve teachers in decision-making. These patterns include the Staff Pattern, Departmental, Open Performance Review and Appraisal System (OPRAS), School Management Team (SMT), School baraza, School Board, Participation by Visiting and Subject Panel. However, it was revealed that Staff Pattern is the only pattern that can allow all teachers to participate in decision-making compared to other patterns that require teachers to be in certain positions or specialised in a specific subject to be indecisive of a particular pattern. This means that staff pattern gives teachers freedom to participate in decision-making to improve teachers' teaching habits and make them be in a good state. This is related to the results obtained by Felician (2013) who stated that via staff meetings, teachers are participating in decision-making, and their opinions are used by other levels of education for the purpose of achieving educational goals collaboratively.

Through the document reviewed, three patterns have been identified: Staff Pattern, School Council, and School Baraza (URT, 1997, p 31-35). This implies that the Staff Pattern, School Council, and School Baraza used to involve teachers in decision-making. Teacher's participation in decision-making depends on the nature and quality of the ward education officer in a specific ward, despite the fact that ward education officers recognize the importance of involving teachers in decision-making. Hence, participation of teachers in decision making could bring experiences, and others will become experts through the collaborative way of doing work (Meyers & Gelzheiser, 2001). Felician (2013) argues that the quality of decisions is likely to be better if teachers will be allowed to engage in the decision process.

Moreover, Babara (2015) cemented that teachers' involvement in decision-making has great importance in implementing education activities. This also agrees with the work of Georgia and Ioannidou (2018) who found that when the school administrator gives teachers chances to participate in decisions it helps to create a good vision in teaching and learning; therefore, the school will succeed to the maximum in teaching. In relation to this, Aktaş, Yakıcı-Topbaş and Dede (2018) added that the affiliation between teacher and school administration is a significant variable playing a role in teacher decisions and classroom practices. Gemechu (2014) concurs that teachers' involvement in decision-making, especially at the school level, encourages good decisions in education activities, hence instructional improvement.

Based on the theory of Maslow's Hierarchy of Needs which guided the study, the main argument of the theory is that, satisfied needs do not motivate while unsatisfied needs always motivate (Islam et al., 2014). This implies that when an individual accomplishes the first stage (physiological needs), she/he will not be motivated again with that stage but will be motivated with another step that is safety needs. The situation is repeated to reach the highest level in the hierarchy of needs. Moreover, the situation will depend on how the teacher accomplishes the lower stage. The study findings revealed that teachers were motivated in teaching when involved in decision-making at school, ward and district levels. According to Badubi (2017), teachers need recognition from other educational stakeholders in different decision-making aspects besides other forms of the hierarchy of needs.

As stated in the education policy, “it is important to establish a comprehensive management and administration system at the region, district, community and institutional levels” (URT, 1995, p 27). This is because the number of secondary schools has increased, and this needs intensive supervision. However, “It is necessary to rectify this system by strengthening institution board/committee so that institutional/heads become directly answerable to their boards/committees” (URT, 1995, p 28). Therefore, the Boards have defined responsibilities that give them the power to implement such duties “Boards and committees of education and training institutions shall be responsible for management, development, planning, discipline and finance of institution under their jurisdiction (URT, 1995, p 28). This means that each pattern has mandatory to plan, implement and make follow up for what was discussed during meeting based on their positions.

Moreover, the findings have shown that teachers have been participating in decision-making at the district level, directly and indirectly. The important thing is that the district education officers have been playing a great role in ensuring that the heads of school and ward education officers follow the procedures. Furthermore, this section showed that the patterns involving teachers in decision-making depend on the levels. This means there are patterns at the school level, ward level, and district level. Each level has its criteria and procedures that involve teachers in decision-making and select them into different positions. In addition to that, it has been seen that teachers' participation in decision-making simplifies the implementation of educational activities at all levels.

On the issue of teachers awareness of the importance of the patterns used, the findings concurs with the work of Aktaş, Yakıcı-Topbaş and Dede (2018) who argue teachers make great efforts where their expectations are to continue with essential activities based on the content of the subject. It seems that teachers are interested in participating in all patterns available at the school level while other patterns need them to have a certain title at the school to involve. Osuji and Koko (2016) state that, teachers' participate in decisions regarding their patterns but their level of involvement is low. This means that the line of teachers involved in decision-making should be checked.

Concerning the criteria used to select teachers on different patterns at the school level, the findings revealed that teachers are being selected in some of the patterns within the school such as academic master/mistress's post, discipline master/mistress's post, second master/mistress post, and other available posts. According to standing order for public servants, "Provisions of the Public Service Act shall govern appointments of public servants in the Executive Agencies and Government institutions, Cap.298 and laws establishing the respective executive agency or institutions" (URT, 2009, p 45). This means that the head of school appointing a teacher in some of the positions is among of their responsibilities. However, teachers should have a certain qualification so as to be selected "A person shall not be appointed, promoted or transferred to any Public Service post unless he holds such qualifications" (URT, 2009, p 45). However, the leaders' characteristics at the particular school can influence the selection of teachers in different positions whether they deserve or not. This implies that teachers were involved and sometime not involved in decision making because all decisions were made from above and it is the system of education we have.

Hence, each level has its criteria and procedures that involve teachers in decision-making and select them into different positions. However, "the top-down approach to decision-making that has been applied to the school's processes and practices creates a disenchanting awareness about how little impact they can have in leading on context-specific grassroots level change" (Chopra, 2020).

4.3 The Perceptions of Teachers about Decision-Making as a Motivational Factor in Teaching in Public Secondary Schools

This section reports the information collected from teachers about their perceptions on decision-making as a motivational factor in teaching in public secondary schools. The data from this objective were obtained through interviews with 5 teachers and a questionnaire from 105 teachers from 5 public secondary schools. Due to the study's context, the section has been divided into three sub-sections: motivation in teaching after being involved in decision-making, the reasons for not being involved in decision-making, and challenges faced by teachers who are not involved in decision-making. On the side of questionnaires, the aim was to know teachers' negative and

positive perceptions on their participation in decision-making as a motivational factor in teaching. The findings are presented in Table 4.2

Table 4. 2: The Perceptions of Teachers about Decision-Making as a Motivational Factor in Teaching in Public Secondary Schools (N = 110)

Participants	Frequency	Percent
Positive Perception on teachers' participation in Decision-Making as a Motivational Factor in Teaching	90	81.82%
Negative Perception on teachers' participation in Decision-Making as a Motivational Factor in Teaching	20	18.18%
Total	110	100%

Source: Field data, 2021

Table 4.2 shows that 90 (81.82%) respondents had a positive perception of teachers' participation in decision-making as a motivational factor in teaching in public secondary schools. On the other hand, 20 (18.18%) respondents had a negative perception of teachers' participation in decision-making as a motivational factor in teaching in public secondary schools. This indicates that most of the teachers responded positively on the teachers' participation in decision-making as a motivational factor in teaching in public secondary schools.

4.3.1 Reasons for teachers to be motivated

The information revealed that most of the teachers had positive perceptions after being involved in decision-making. The Table 4.3 presents the reasons for teachers to be motivated after being involved in decision-making:

Table 4. 3: Reasons for Teachers to Be Motivated (N=90)

Participants	Frequency	Percent
I am motivated after being involved in decision-making	70	77.78%
Being part of the decision-maker impacts positively my teaching career	10	11.11%
My commitment level in the teaching profession is increasing	6	6.67%
I feel good because I am part of decision-maker about academic issues in my school	4	4.44%
Total	90	100%

Source: Field data, 2021

Table 4.3 shows the reasons identified by teachers on why they have been motivated. The findings show that 70 (77.78%) teachers were motivated after being involved in decision-making; being part of the decision-maker impacts positively my teaching career 10 (11.11%); my commitment level in the teaching profession increases 6 (6.67%) and I feel good because I am part of decision-maker about academic issues in my school 4 (4.44%).

Likewise, during an interview with school quality assurer, the findings indicated that teachers are motivated when they are given chances to participate in decision-making. From the question asked (see Appendix C), their perceptions on this were as follows:

Yes, I have been motivated in teaching after being involved in decision-making. Once I participate in decision-making concerning teaching, I managed to learn and acquire some skills, understandings, and the way of upgrading a teacher in his/her career. Moreover, involving teachers in decision-making is where she/he can be committed in the teaching profession. This can change her bad attitude and enhance the teaching process, hence good teaching and learning activities. (Interview with school quality assurer from school B 04/05/2021)

Moreover, a similar view was provided by school quality assurer from school C through the interview when he said:

I have ever participated in some of the decision-making, and I have been motivated because when I engage in some of the decisions, I feel that I'm a part of the school leadership. For example, if you have engaged in some of the issues with academicians (quality assurer), it means you will do things in a right way that can lead to efficiency in implementing some of the issues. Therefore, what I believe is that participation in decision making always motivates teachers in teaching. (Interview with school quality assurer from school C 04/05/2021)

The interview with school quality assurer from school A provided an interesting view about how she has been motivated in teaching after participating in decision-making:

Being part of the decision-maker impacts positively my teaching career like workability: understanding of education activities is higher, and I managed to avoid unnecessary conflicts with the school administration. Additionally, my commitment level in the teaching profession is increasing because I tried my best level to implement some of my duties systematically. But this passion comes after being involved in some decisions, where I learnt many things related to the teaching profession. (Interview with school quality assurer from school A 06/05/2021)

Basically, the school quality assurers' views illustrate that they feel a need for educational officers at the school, ward and district level to involve teachers in decision-making. Doing so will encourage them to teach and manage to attain the educational goals as a team. The school quality assurer recognised that teacher's involvement in decision-making gives them courage and motivation in implementing their activities, including teaching.

4.3.2 Reasons for not being involved in decision-making

Table 4.4 presents reasons and challenges for not being involved in decision-making that demotivate teachers to participate in decision-making which indicates their negative perceptions.

Table 4. 4: Perceptions on the Reasons for Not Being Involved in Decision-Making (N=20)

Participants	Frequency	Percent
Remain silent due to the inferiority complex	5	25%
The position of the teachers discourages some teachers in decision-making	5	25%
Poor implementation of the school plans	5	25%
Lack of communication among teachers	3	15%
Financial deficit	2	10%
Total	20	100%

Source: Field data, 2021

The findings from Table 4.4 indicate that teachers have a negative perception of not being involved in decision-making. The study results show 5 (25%) teachers remain silent due to the inferiority complex of junior teachers from senior teachers during staff meetings; the position of the teachers discourage some teachers in decision-making 5 (25%), poor implementation of the school plans 5 (25%), and lack of communication among teachers 3(15%) respondents.

During interviews, it was revealed that some secondary school teachers are not participating in decision-making because of many reasons. For example, among the reasons mentioned is inferiority complex of some of the teachers, the nature of the school leadership can facilitate the position of the teachers and others due to their willingness. Through an interview with school quality assurer V from school E, she reported that:

Other teachers sometimes are not participating in decision-making because of the inferiority complex. For instance, the issue can be raised in the meeting, and the junior teacher can address his/her views, but the senior teacher can attack the junior teacher. Then if there will be another meeting, the junior teacher cannot even join in the decision. Another thing is their position because other meetings need a teacher to be in a certain position. Therefore, due to the education system we have, which sometimes does not let some teachers participate in decision-making. (Interview with school quality assurer V from school E 05/05/2021)

These reasons were supported by school quality assurer from school D through the interview, who narrated with the feelings that:

“Some teachers are not involved in decision-making because they are not ready. Here you can hear teachers have good views and opinions, but they cannot attend the meeting, and if they attend the meeting, they can remain silent. It is not a good thing but is associated with the nature of the leader. Also, on the official’s side, may look at criteria to select teachers in decision-making”. (Interview with school quality assurer from school D 07/05/2021)

In addition, the teacher's participation in decision-making can be geared by the position of the teacher at all levels. This has concurred well via an interview with school quality assurer from B:

The issue here is the level of the matter to be discussed. Teacher’s involvement in decision-making depends on the position they have. Therefore, the schedule can exclude or include a particular teacher to be the part of the decision-maker. Furthermore, at the school level, teachers are involved in decision-making, especially during a staff meeting. Other meetings depend on the position of the teacher like SMT meetings, school board meetings, disciplinary meetings and others. (Interview with school quality assurer from school B 04/05/2021)

Therefore, the study’s findings showed that apart from other factors contributing to some teachers being excluded in decision-making, the nature of the education system played a significant role in this. However, the school quality assurers felt that it is better now for them to be identified by other levels so as to conduct a workshop and avoid depending on other levels frequently. Moreover, the situation leads other teachers to perceive different like is wastage of time.

4.3.3 Challenges that teachers who are not involved in decision-making face

It was revealed that some teachers did not participate in decision-making because of different circumstances. The situation is creating challenges for those teachers who were not involved in decision-making. Under this theme, the following are challenged identified during interview.

4.3.3.1 Poor implementation of the school plans

This is the first challenge which teachers face during implementation of the school activities. Some of the interviewed school quality assurers managed to give out their views concerning challenges faced by teachers who are not involved in decision-making. From an interview session with school quality assurer from school D, she highlighted this by saying:

The challenge that teachers may encounter when they are not involved in decision-making is poor implication of the school plans. In addition, the conflict may occur with the school administrator or fellow teachers because of implementing some of the duties that are not related to the agreed once. Therefore, communication is very important for the health of the working station and should start through the involvement of teachers in decision making. (Interview with school quality assurer from school D 07/05/2021)

This situation can contribute to the failure of the school goals because teachers are unaware with what and how a certain activity should be implemented as it has been agreed during the session.

4.3.3.2 Lack of communication

Another challenge facing teachers who are not involved in decision-making is lack of communication. Many activities in education industry need teachers and other stakeholders to have good communication. If a teacher fails to have good communication during daily execution, it can cause misunderstanding between them. During interview, the school quality assurer from school Z revealed that:

Challenges encountered by teachers who are not involved in decision-making include lack of communication. This will later lead to the failure of teachers to implement some of the duties in teaching. Teachers' participation in decision-making is where a teacher can address or hear some of the views from other teachers on how to solve some of the problems during teaching. Therefore, teachers participation in decision-making is very important because it reduces mistakes, misunderstandings, and stress in teaching. (Interview with school quality assurer from school D 07/05/2021)

However, school quality assurer from school D concurred with the argument by adding that:

If some teachers are not involved in decision-making and have reasons, the head of school/chairperson of the particular meeting should give them the information on what has been discussed and agreed. This will help each teacher to be aware and update him/herself, and the teaching process will be smooth. The head of school should ensure that all meetings allocated should be done based on the arranged day to avoid inconveniences. However, for those who have excluded themselves without reasons, the school administrator should give a particular teacher a room so as to listen may be they have a problem. (Interview with school quality assurer from school D 05/05/2021)

Therefore, due to the study findings, most teachers seem not to care about their participation in decision-making while others sometimes seem to have reasons for them for not being involved in decision-making.

4.3.3.3 Top-down approach

Another challenge that faces teachers is the issue of top-down approach. The top down approach discourages them to implement some of their duties because through this approach other things come as obligatory. So, it is difficult for them to argue some of activities which require implementation. A comment was carried out about top down approach by school quality assurer from school B. He says some teachers would like to participate in decision-making, but the problems are still there. He commented:

Other things should start with teachers themselves. The top-down approach sometimes does not favour the participation of teachers in the decision-making, and later the implementation of intended goals can fail. At other levels of a decision like ward and district, there is no support given to the teachers to facilitate the quality assurers within the school to implement their duties effectively. (Interview with school quality assurer from school B, 04/05/2021)

Teachers are important segments in education activities. As revealed through interviews, questionnaires and documentary review, it has noted that teachers should be given chances to address their views. Continuing to receive orders from top levels and will affect the implementation of educational goals.

4.3.3.4 Limited time

Another challenge recognized by school quality assurers that affects implementation of educational activities which cause teachers not involved in decision-making is insufficient time. Several school quality assurers had their own perceptions on this challenge. Through interview with school quality assurer from school C, he explained that:

The issue of decision making also needs capital. Therefore, if you need to sit down with the teacher frequently, you need extra time as well as to provide some help to the teachers to ensure their participation in decision-making. However, through the capitation received by the school from the central government, the government should increase the amount of money for the school administration. On the side of teachers, they should volunteer to update themselves depending on the issues discussed due to our situation. Additionally, both sides teachers and the government should ensure that they are working according to the contract signed and the willing to be part and parcel of school development. (Interview with school quality assurer from school C, 04/05/2021)

The findings revealed that some of teachers who are not involved in decision making face difficulties in implementing their daily activities include teaching. The situation of not being involved in decision making is caused by inferiority complex to some of the teachers and discouragement from the senior teachers. These lead to negative perceptions of teachers on decision making.

4.3.4 The perceptions of teachers on decision-making as a motivational factor in teaching: A meta-reflection from the findings

Based on the study findings which have been revealed through questionnaires, interviews and documentary review, many school quality assurers have positive perceptions on teachers' participation in decision-making and few of them have negative perceptions. Some experienced teachers on the job were disappointing teachers who still do not have enough work experience. Thus, many of them continue to hide their good opinions by escaping to be part of the decision-maker, and if they participate, they will stay quiet. This means that if any initiative in education excludes teachers from design, implementation and evaluation, the opposing notions of teachers will continue. This mirrors the study findings of Mutuku and Orodho (2014) who observed that many school leaders dominated the decisions although

most of the teachers have participated in decision-making. Some experienced teachers on the job are disappointing teachers who still do not have enough work experience. Concerning this, Osuji and Koko (2016) argue that “teachers in the secondary schools do participate in decision making, but their participation is very low”.

The school quality assurers’ views illustrate that there is a need for educational officers at the school, ward and district level to involve them in decision-making. Doing so will encourage them to teach and manage to attain the educational goals as a team. The secondary school teachers recognise that their involvement in decision-making gives them courage and motivation in implementing their activities including teaching. This is maintained by the study results of Ngussa and Gabriel (2017) who researched participation in decision making and teachers’ commitment. They found that teacher’s participation in decision-making is a significant aspect of the active operation of the school.

Besides, on the reasons for not being involved in decision-making, some secondary school teachers were not involved in decision-making due to inferiority complex. The nature of the school leader also can influence the position of the teachers and others due to their willingness. This is supported by the study of Hammad (2017) who argues that teachers repeatedly used words like insignificant, unimportant and worthless to show their feelings on the decisions made at schools. Mohammedsani and Mohammed (2017) agreed that structures and principles that involve teachers deciding on the school were insufficient. However, the secondary school teachers felt that it is better now for the quality assurers at the school level to be identified by other levels so as to conduct a workshop and avoid depending on other levels frequently. The situation leads other teachers to perceive differently. Additionally, teachers should know that the decisions made in the school are not only the responsibility of their heads of schools but also their responsibility (Rawis & Kaligis, 2017).

On the side of Herbert Simon's Theory of Rational Decision-Making, the main focus was on bounded rationality and procedural rationality (Barros, 2010). Based on the steps propagated in the theory including possible behaviour (teachers' participation in

decision-making), the determination of the result is school and educational meetings, workshops, seminars, training curriculum, policy and assessment process which are implemented through different patterns found in the district, ward or at school level. The theory helps the researcher to explore the perceptions and patterns of the teachers' participation in decision-making as a motivational factor in teaching. The findings revealed that although the majority of the teachers had positive perceptions, few of them had negative perceptions of the participation of teachers in decision-making as a motivation factor in teaching. This is because some of the teachers who were given chances to participate in decision making and their views were listened as well as implemented by the school leaders. At the same time, teachers who had negative attitudes were not given chances to participate in decision-making, and if they were given a chance to be involved in decision-making, their opinions could not be considered by the school leaders.

4.4 The Extent to which Teachers' Participation in Decision-Making Motivates Teaching in Public Secondary Schools

This section provides information collected from 105 teachers which assesses the extent to which teachers' participation in decision-making motivates teaching in public secondary schools. Due to the study's context, the section presents data obtained through questionnaires that were analysed through descriptive and inferential statistics. The interview was also used to obtain information from five (5) school quality assurers, and the data were analysed thematically.

4.4.1 Teachers participation in decision-making

Teacher's participation in decision-making is a dynamic and interactive process that includes a number of patterns so as to solve the existing problems or plan for a certain action. This section presents the results obtained from the school level about teachers' participation in decision-making. Ten main indicators of teacher's participation in decision-making have been shown in this study. Teachers' responses are shown in table 4.2.

Table 4. 5: Teachers Participation in Decision Making (N = 105)

Variable (Item)	SDSA N (%)	DSAG N (%)	Not Sure N (%)	AGR N (%)	SAGR N (%)	Mean(SD)
1. Teachers are allowed to participate in decision-making based on their positions.	8(7.62)	10(9.52)	8(7.62)	55(52.38)	24(22.86)	3.73(1.15)
2. Teachers are involved in decision-making on various matters related to teaching activities.	9(8.57)	10(9.52)	14(13.33)	56(53.33)	16(15.24)	3.57(1.13)
3. Teachers are performing better in teaching after being involved in decision-making.	3(2.86)	3(2.86)	16(15.24)	38(36.19)	45(42.86)	4.13(0.97)
4. Teachers are working in teams after being involved in decision-making.	3(2.86)	3(2.86)	15(14.29)	49(46.67)	35(33.33)	4.05(0.92)
5. Some teachers are not motivated in teaching when engaged in decision-making	29(27.62)	17(16.19)	19(18.10)	32(30.48)	8(7.62)	2.74(1.35)
6. The Ward Educational Officer (WEO) sometimes involves teachers in deciding on some of the issues and motivates them in teaching.	11(10.48)	18(17.14)	21(20.00)	47(44.76)	8(7.62)	3.22(1.14)
7. School quality assurers involve teachers in decision-making so as to encourage them in teaching.	8(7.62)	9(8.57)	19(18.10)	55(52.38)	14(13.33)	3.55(1.07)
8. Teachers are equally involved in decision-making.	6(5.71)	26(24.76)	19(18.10)	44(41.90)	10(9.52)	3.25(1.11)
9. The assessment done through OPRASS assists teachers in teaching because teachers are given a chance to make decisions.	12(11.43)	18(17.14)	19(18.10)	40(38.10)	16(15.24)	3.29(1.25)
10. Delegation of duties is one of the activities the school leaders like doing.	2(1.90)	6(5.71)	12(11.43)	56(53.33)	29(27.62)	3.99(0.89)
Overall participation	0(0.00)	10(9.52)	27(25.71)	61(58.10)	7(6.67)	3.62(0.75)

Source: Field data, 2021

Where: SDSA=Strong disagree, DSA=Disagree, N= Not sure, AGR=Agree, and SAGR=Strong agree

The data gathered from 105 respondents who were public secondary teachers about their participation in decision-making are as follows: Items 1 and 2 from Table 4.5, the mean value is 3.73 and 3.57. This shows that 55 (52.38%) and 56 (53.33%) teachers agreed on the statements. The majority of respondents were allowed to participate in the decision-making based on their position on various matters related to teaching activities. About items 3 and 4 from Table 4.5, the mean value is 4.13 and 4.05; this reveals that 38 (36.19%) and 49 (46%) respondents agreed. This means teachers are performing better in teaching and working in teams after being involved in decision-making. However, the item 5, the mean value is 2.74, about 17 (16.19%) of the teachers disagree, since the respondents' focused on teachers demotivation in teaching when engaged in decision-making.

The school quality assurer from school D had this to say:

In our school, teachers were involved in making decisions on the responsibilities assigned to them. For example, the heads of departments have been fulfilling their responsibilities. They have been held accountable and recommended teachers represent the department in the subject panel even at the district level. This situation has greatly helped teachers to commit themselves to teach. (Interview with school quality assurer from school D, 07/05/2021)

Another school quality assurer from school C concurred:

Teachers have been participating in decision-making based on their positions. Each teacher has a certain responsibility to implement. This can be a teacher on duty, class master, head of the department or a second master/mistress. The situation of each teacher to have a certain duty encourages them in teaching, and they feel that their school leader values them. (Interview with school quality assurer from school C 04/05/2021)

From the same table, regarding item 6, the mean value is 3.22, and about 47(44.76%) of teachers agreed on the statement. This indicates that the ward education officers (WEO) sometimes involve teachers in deciding on some of the issues which motivate them in teaching. Moreover, in item 7, the mean value is 3.55 and 55(52.38%) teachers agree on the statement. This reveals that school quality assurers involve teachers in decision-making so as to encourage them in teaching. On the other hand, items 8 and 9 from the same table, the mean value are 3.25 and 3.29 respectively

which is about 44(41.90%) and 40(38.10%) of teachers agreed on the statements. This revealed that teachers are equally involved in decision-making, and the assessment done through OPRASS assists teachers in teaching because teachers are given a chance to make decisions.

Through interview with school quality assurer from school C, she added that the “majority of the ward education officers try to involve teachers in decision-making but the problem is most of the time teachers have been busy implementing their activities” (Interview with school quality assurer from school C, 04/05/2021). So, teachers' involvement in decision-making sometimes needs a skilled and talented ward officer who is ready to find extra time to discuss academic issues with teachers in order to avoid breaking class periods.

Furthermore, in item 10 from Table 4.5, the respondents focused on delegating duties as one of the activities the school leaders like doing. The mean value is 3.99, the 56 (53.33%) of teachers agreed with the statement. In addition, during the interview, school quality assurer from school A noted that: “the head of the school usually delegates power through the chain of command that is required to follow” (Interview with school quality assurer from school A, 06/05/2021)). This means that if the head of the school is not present, the school is required to be held by the second master/mistress. Sometimes, they may be absent. In that case the school will be under the academic master/mistress. Therefore, the overall participation of teachers in decision-making 61 (58.10%) agreed on the statements with the mean value of 3.62.

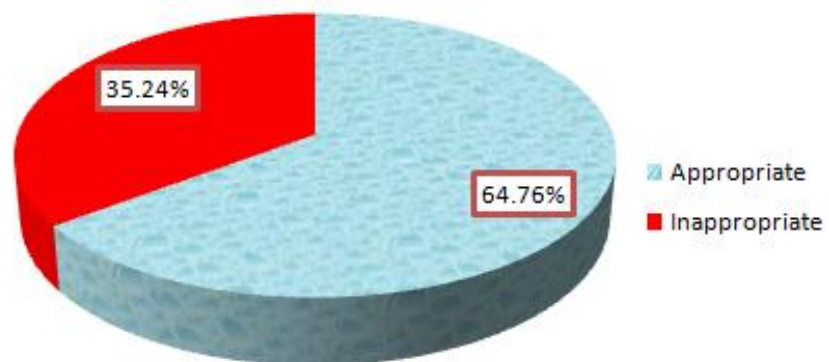


Figure 4. 1: Prevalence of Teacher’s Participation in Decision Making

Source: Field data, 2021

From the above information, we have found that 64.76% of secondary school teachers have been participating in decision-making (appropriate), and 35.24% of secondary teachers have not been involved in decision-making (inappropriate). This is due to the information obtained from the field about teacher's participation in decision-making. The reasons behind for the majority of teachers to participate in decision-making are some of the heads of schools have good relations with their subordinates. They also have confidence, skills, and knowledge in decision-making, transparency, tendencies of accepting ideas and views as well as ability to make decisions by participation.

The findings revealed that most teachers preferred their involvement in decision-making because they increase skills and experience on how to teach a certain topic as proposed during the subject panel session.

4.4.2 Motivation in teaching

Teachers need respect from other educational stakeholders in different decision-making aspects besides the other forms of the hierarchy of needs. This will encourage them to accomplish their tasks in their working station, hence motivation in teaching. This section offers the results attained from the schools, wards, and district levels about teachers' participation in decision-making. Twelve major indicators of teacher's motivation in teaching were included in the study. Teachers' responses are shown in Table 4.6.

Table 4. 6: Motivation in Teaching (N = 105)

Variable (Item)	SDSA N (%)	DSAG N (%)	Not Sure N (%)	AGR N (%)	SAGR N (%)	Mean(SD)
1. Decisions made by school leaders help teachers to think more about the teaching profession positively	2(1.90)	17(16.19)	18(17.14)	43(40.95)	25(23.81)	3.69(1.07)
2. The teaching activities are well prepared because teachers are involved in decision-making at the school level	3(2.86)	12(11.43)	21(20.00)	48(45.71)	21(20.00)	3.69(1.01)
3. Teachers attend on time in the class because of being motivated as they are involved in decision-making	5(4.76)	7(6.67)	24(22.86)	41(39.05)	28(26.67)	3.76(1.07)
4. Teachers' absenteeism problem is decreases when participating in decision-making	7(6.67)	13(12.38)	15(14.29)	49(46.67)	21(20.00)	3.61(1.14)
5. Teachers solve students' problems	1(0.95)	3(2.86)	18(17.14)	39(37.14)	44(41.90)	4.16(0.88)
6. Taking initiatives in preparation of teaching and learning materials	0(0.00)	3(2.86)	24(22.86)	47(44.76)	31(29.52)	4.01(0.80)
7. Being persistent in actions and behaviours that produce good results	0(0.00)	5(4.76)	21(20.00)	59(56.19)	20(19.05)	3.90(0.93)
8. Developing positive attitudes in the implementation of curriculum and instruction	0(0.00)	5(4.76)	24(22.86)	49(46.67)	27(25.71)	3.93(0.82)
9. Demonstrating professionalism and integrity at work place	1(0.95)	6(5.71)	25(23.81)	50(47.62)	23(21.90)	3.48(1.14)
10. The teaching profession is valued after teachers are recognized in the decision-making	3(2.86)	2(1.90)	26(24.76)	45(42.86)	29(27.62)	3.90(0.93)
11. Regular decisions made by the District Educational Officer motivate teachers in teaching	7(6.67)	15(14.29)	22(20.95)	43(40.95)	18(17.14)	3.48(1.14)
12. The participation of teachers in decision-making helps them to meet challenges in teaching	0(0.00)	1(0.96)	23(22.12)	40(38.46)	40(38.46)	4.14(0.79)
Overall Motivation	0(0.00)	2(1.90)	22(20.95)	64(60.95)	17(16.19)	3.91(0.67)

Source: Field data, 2021

Where: SDSA=Strong disagree, DSA=Disagree, AGR=Agree and SAGR=Strong agree

In so far as it can be seen, the information collected from the teachers about motivation in teaching, item 1 and 2 from table 4.6, and the mean value is 3.69 and 3.69. It was revealed that 43(40.95%) and 48(45.71%) teachers agreed on the statements. This means that most teachers' involved in decision making help them think more about the teaching profession positively, and their teaching activities are well prepared because teachers are involved in decision-making at the school level. However, in items 3 and 4 from the same table, the mean value is 3.76 and 3.61, whereby 41(39.05%) and 49(46.67) of the teachers agreed on the statements.

The response above is the same as those obtained in the interview with the school quality assurer from school B, who said:

Teachers are prepared well in teaching, and they are thinking positively about the teaching profession because most of them have been involved in decision-making. Moreover, their level of implementing their duties is high because they are given a chance to learn and acquire skills and knowledge from others through their involvement in decision-making. (Interview with school quality assurer from school B, 04/05/2021)

This indicates that most of the teachers attend on time in the class, and the absenteeism rate is reduced because they are motivated and involved in decision-making. Furthermore, the situation encourages them to work as a team because everyone trusts each other and have similar goals to achieve.

Yet, in items 5 and 6 from Table 4.6, the mean value are 4.16 and 4.01. The 44 (41.90%) of teachers strongly agreed, and 47 (44.76%) agreed on the statement, respectively. This shows that teachers solve students' problems and take initiatives to prepare teaching and learning materials. But for items 7 and 8, the mean value is 3.90 and 3.93. So, 59 (56.19%) and 49 (46.67%) teachers agree on the statements. During an interview with teacher V from school E, it was revealed that teachers solve students' problems and take the initiatives to prepare teaching and learning materials because of being involved in decision-making. School quality assurer from school E had this to say:

Teachers can implement their activities even without supervision. But, this will be reached if the number of teachers involved in decision-making will be great. Additionally, involving teachers in decision-making is where the issue of motivation comes from and will create a good spirit for the teachers, especially when they are implementing their activities. (Interview with school quality assurer from school E, 05/05/2020)

This indicates that teachers are motivated by being persistent in actions and behaviours that produce good results and develop positive attitudes in implementing curriculum and instruction.

Moreover, in items 9 and 10 from the same table, the mean value is 3.48 and 3.90, whereby 50 (47.62%) and 45 (42.86) respondents agreed on the statements. This means most teachers are demonstrating professionalism and integrity at the workplace. Also, the teaching profession is valued after teachers are recognized in the decision-making. Furthermore, in items 11 and 12, the mean value is 3.48 and 4.14. 43 (40.95%) of teachers agreed, and 40 (38.46%) strongly agreed with the statements.

Through interview with school quality assurer V from school E said that “teachers are demonstrating professionalism at school because the head of school has valued them and they have been given chances for further studies based on seniority of teachers” (interview with school quality assurer from school E, 05/05/2020). This indicates that regular decisions made by the District Educational Officer motivate teachers in teaching, and participation of teachers in decision-making helps them meet challenges in teaching. Therefore, the overall mean value from Table 4.6 is 3.91. This reveals that 64(60.95%) of the teachers agreed with the statements

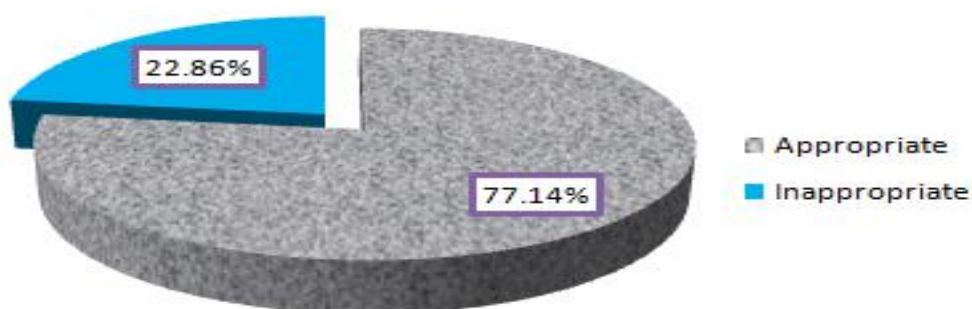


Figure 4. 2: Prevalence of Motivation in Teaching

Source: Field data, 2021

From Figure 4.2, it was revealed that 77.14% of secondary school teachers have been motivated in teaching (appropriate) after being involved in the decision, and 22.86% of secondary school teachers have not been motivated in teaching (inappropriate). Also, an interview with school quality assurer Y from school B agreed with the above information when he said “the number of teachers who are motivated in teaching by being involved in decision-making is large than those who are not involved in decision-making” (Interview with school quality assurer Y from school B, 04/05/2021). This indicates that most secondary school teachers still need to be recognised in decision-making so as to encourage them in teaching. This implies that motivation in teaching is very important in the school's success. Teachers are required to participate in decision-making so as to be motivated despite having other reasons for teacher's motivation.

4.4.3 Association between participation in decision-making, motivation and the demographic characteristics based on P-value test

The study findings through the use of demographic characteristics of the respondents revealed the association of teachers in decision-making and motivation in teaching as indicated in the Table below 4.7:

Table 4. 7: Association between Participation in Decision-Making, Motivation and Demographic the Characteristics Based on P-value

Variable	Inappropriate participation n (%)	Appropriate participation n (%)	Chi-square	P-value
School name			9.0143	0.0607
School A	7(33.33)	14(66.67)		
School B	5(23.81)	16(76.19)		
School C	5(23.81)	16(76.19)		
School D	13(61.90)	8(38.10)		
School E	7(33.33)	14(66.67)		
Gender			0.2504	0.6168
Male	21(33.33)	42(66.67)		
Female	16(38.10)	26(61.90)		
Professional Qualification				0.7314
Diploma	4(33.33)	8(66.67)		
Degree	32(36.36)	56(63.64)		
Master and Above	1(20.00)	4(80.00)		
Age category			1.2292	0.5409
<35	9(28.13)	23(71.88)		
36-40	23(39.66)	35(60.34)		
>40	5(33.33)	10(66.67)		
Working experience			0.0119	0.9130
<10	17(34.69)	32(65.31)		
10+	20(35.71)	36(64.29)		
Motivation			26.3074	<.0.001
Inappropriate	19(79.17)	5(20.83)		
Appropriate	18(22.22)	63(77.78)		

Source: Field data, 2021

As revealed in Table 4.7, the four schools (school A, B, C and E), majority of secondary school teachers have been motivated in teaching because of being given a chance to participate in decision-making. This means that there is a great association between the participation of teachers in decision-making with motivation in teaching. In school D the information shows that there is no association between teacher's participation in decision-making and motivation in teaching as indicated through the data 13 (61.90%) inappropriate and 8 (38.10%) appropriate.

Concerning the sex of the respondents, the male is 21 (33.33%) inappropriate and 42 (66.67%) appropriate while female 16(38.10%) inappropriate and 26 (61.67%) appropriate. This indicates that there is an association between sex and teacher's participation in decision-making. The male have shown that they are engaged much in decision-making, and they have been motivated in teaching compared to female teachers. On the side of professional qualification, it was revealed that there is a great association between the levels of professional qualification and participation of teachers in decision-making. As a teacher, upgrade him/herself, create a chance to be involved in decision-making, and consequently they are motivated in teaching. From the information obtained, Table 4.10 shows diploma 4 (33.33%) inappropriate and 8 (66.67%) appropriate, degree 32 (36.36%) inappropriate and 56 (63.64%) appropriate involved and master 1(20.00%) inappropriately involved and 4 (40.00%) are appropriate participated in decision-making.

In the age category, there is a relationship between age and participation of teachers in decision-making. From the same table, the age <35 years, 9 respondents perceived as (28.13%) inappropriate and 23 (71.88%) appropriate, in the age between 36-40 years, 23 respondents (39.66%) said inappropriate while 35 (60.34%) said appropriate and age >40 years, 5 (33.33%) respondents said inappropriate and 10 (66.67%) said appropriate. This shows that respondents <35 years have participated much in decision-making, and they are motivated in teaching compared with other ages.

On the other hand, there is an association between work experience of the respondents and participation in decision-making, as indicated in Table 4.7. Work experience of <10 years, 17 (34.69%) teachers said inappropriate and 32 (65.31%) of

teachers said inappropriate. Work experience of 10+ years, 20 (35.71%) teachers said inappropriate, and 36 (64.29%) appropriate. This reveals that teachers who had <10 years of work experience participated in decision-making than those with 10+ years of work experience.

Furthermore, it has been revealed that there is a significant association between participation of teachers in decision-making and motivation in teaching. This has been shown clearly from the above Table 4.7 that 5 (20.83%) of female teachers and 19 (79.17%) male teachers are inappropriate. Moreover, 18 (22.22%) female teachers and 63 (77.78%) male teachers are appropriate.

During the interview the findings also revealed that most of the teachers were involved in decision-making as a motivational factor in teaching. One school quality assurer from school A had this to say:

Although there are other factors for motivation, the association between teachers' involvement in decision-making and motivation in teaching is greater and necessitated many teachers to work hard and accomplish their tasks in a given time. Thus, the participation of teachers in decision-making is required to be encouraged by all education stakeholders so as to reach the targeted goals in education. (Interview with school quality assurer from school A, 06/05/2021)

These findings suggest that participation of teachers in decision-making and motivation in teaching are like two sides of the same coin; they cannot be separated. Moreover, participation of teachers in decision-making is a dynamic and interactive process that includes several patterns so as to solve the existing problems or to plan for a certain action.

4.4.4 The extent to which teachers' participation in decision-making motivates teaching: A meta-reflection from the findings

Based on the study findings, 64.76% of teachers participated in decision-making. This is due to some of the heads of schools have good relations with their subordinates. They also have confidence, skills, and knowledge in decision making, transparency, tendencies of accepting ideas and views as well ability to make a decision by participation. It means that teachers' participation in decision making

depends much on the nature of the leader. These study findings are contrary the study results obtained by Felician (2013) and Mohammedsani (2017), where the number of teachers who participated in decision-making was small compared to those who were not involved in decision-making. This is caused by lack of transparency between school leaders and their subordinates. School leaders lack skills, knowledge and self-confidence, heads of schools are unable to make a decision by participation, lack of accepting ideas and views from teachers and interference of political authorities.

Again, the findings show that participation of teachers in decision-making is very important for the school, ward and district development and for the purpose of achieving the educational goals. This implies that without involving teachers in decision-making directly it will affect the process of teaching and learning at the school level. Hence, every education stakeholder should consider involvement of teachers in decision-making to meet the expectations of the majority in advancing education as well as to recognise teachers. Litstle (2007) argued that teachers should be involved in decision-making to foster achievements and make the staff work as a team within the working stations (schools). Moreover, this is supported by Brodinsky (1983), who stated that the involvement of teachers in decision-making motivates in implementing various activities in education and ensures a good relationship between teachers and school administrators. However, Ouma (2014) supported these study findings by revealing that most teachers participate in decision-making based on their positions.

Moreover, the study findings indicate that most secondary teachers still need to be recognised in decision-making so as to encourage them in teaching. This result agrees with Mazandarani and Abedini (2015) study about the effect of participatory organization on administrative changes and the growth of staff efficacy. Ngussa and Gabriel (2017) stated that when teachers participate in decisions, they increase their ability on their carrier and become important in the working station, hence its general achievement of the education system. This implies that motivation in teaching is very important in the school's success. Teachers are required to participate in decision-making so as to be motivated despite having other reasons for teacher's motivation.

On the other hand, Ouma (2014) contend that teachers are usually contented with several aspects of the work including working as a team, being respected by others, the freedom of being involved in decision-making. This is great associated with the findings of this study where teacher's motivation has been featured with preparing teaching activities, being persistent in actions and behaviours that produce good results; absenteeism problem is decreases and students' problems are solved. Moreover, teachers taking initiatives in preparation of teaching and learning materials attend on time in the class as well as develop positive attitudes in the implementation of curriculum and instruction.

Apart from that the findings revealed that there is a significant association between the participation of teachers in decision-making and motivation in teaching. This was caused by the nature of the leader at the particular school. Mutinda (2018) argued that the way teachers will be involved in decision-making, the more motivation they will have in teaching. Mutinda also established that teachers' involvement in controlling school activities significantly impacts teachers' encouragement. This means that if teachers are more active in decision-making, they will implement their daily tasks with the responses of teamwork. This study's findings oppose the study results of Osuji and Koko (2016) who found that "there is no significant relationship between teachers' participation in decision making and their job morale."

On the side of sex, the study revealed that male teachers were active and willing to receive responsibilities while female teachers were unwilling to receive the responsibilities because of family matters. This reflects the study done by Msafiri (2017), who was "investigating the problem of teachers' motivation strategies used in rural public ordinary secondary schools". The study found that it was difficult to have more female respondents because, in some schools, there were no female teachers, and some of them were not present because of maternity leave and other factors. Apart from that the situation of most of the respondents to have degree qualification is because the government since 2010 employed teachers who had degree qualification and gave a chance to the teachers for further studies who had diploma qualification. This agrees with the findings found by Mohammedsani and Mohammed (2017) who were investigating teachers' involvement in decision making in government secondary schools of Gulele Subcity in Ethiopia. However,

the professional qualification required for anyone to be a secondary school teacher is to have a diploma in education according to the Ministry of Education guidelines.

Concerning age of the respondents, the findings indicated that respondents age <35 years had participated much in decision-making and are motivated in teaching compared to other age groups. This is supported by Okumbe (2000) who argues that junior teachers have higher expectations and aspirations thus are active and involved in decision-making than senior teachers. However, the senior teachers are experienced in different activities than junior teachers. Moreover, the findings revealed that teachers who had <10 years of work experience participated in decision-making than those with 10+ years of work experience. This is because of a number of factors including the number of present teachers during data collection; their work experience was less than 10 years. In addition, since 2010, the government has recruited many teachers in secondary schools so as to reduce the problem of teacher shortages in secondary schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusion, and recommendations of the study made to improve teachers' participation in decision-making to motivate them in teaching in the public secondary schools in Tanzania. Moreover, this chapter presents suggestions for further studies.

5.2 Summary of the Study

The study intended to assess teachers' participation in decision-making as a motivational factor in teaching in public secondary schools in Muheza District. Three specific objectives were set. One was to assess the patterns of teachers' participation in decision-making as a motivational factor in teaching and the second was to examine teachers' perceptions about decision-making as a motivational factor in teaching in Muheza District. Also, the third was to assess the extent to which teachers' participation in decision-making motivates teaching in public secondary schools. The study was guided by two theories: Maslow's Needs Hierarchy Theory by Maslow (1970) and Herbert Simon's theory of rational decision-making (1948).

Moreover, the study used a mixed-research approach due to its characteristic features. This allowed the researcher to comprehend the phenomena while searching information. The concurrent mixed methods design was used to collect data simultaneously and describe the problem. Likewise, the primary and secondary data were collected to answer the research questions. Furthermore, the population intended for this study comprised secondary school teachers, district education officer (DEO), and district teacher service commission officer (DTSCO). In addition, heads of schools and wards education officers (WEOs) were involved. Qualitative data were analysed by using thematic analysis, and quantitative data were analysed through descriptive and inferential statistics using SPSS version 25 to know the extent to which teachers' participate in decision making.

Regarding specific objectives, the first objective concerns the patterns of teachers' participation in decision-making. The results revealed that the patterns used to involve teachers in decision-making at the school level were Staff pattern,

Departmental Pattern, School, Management Team (SMT Pattern), Disciplinary Patterns, School Baraza, School Board and The Open Performance Review and Appraisal System (OPRAS Pattern). At the ward level, the findings showed that there were no clear and defined patterns at the ward level that can allow teachers' participation in decision-making. The pattern which has been used is an academic pattern where teachers are involved in decision-making by being represented by their head of school. At the district level, although there are no clearly defined patterns, the findings revealed that teachers have been participating in decision-making at the district level both directly and indirectly. This means that the involvement of teachers in decision-making depends on the levels.

The second specific objective was about teachers' perceptions in decision-making as a motivational factor in teaching in public secondary schools. The findings revealed that despite many teachers having positive perceptions about teachers' participation in decision-making, a few of them had negative perceptions. In addition, some experienced teachers tend to disappoint teachers who still do not have enough work experience. Therefore, many of them continue to hide their good opinions by escaping to be part of the decision-maker, and if they participate, they will stay quiet. These were obtained through an interview with the secondary teachers.

Furthermore, the third specific objective was on the extent to which teachers' participation in decision-making motivates teaching in public secondary schools. The findings revealed that 64.76% of secondary teachers have participated in decision-making because the heads of schools had good relations with their subordinates. On the other hand, 35.24% of secondary school teachers have not been involved in any decision-making. Also, on the side of being motivated in teaching, 77.14% of secondary school teachers have been motivated in teaching after being involved in the decision, and 22.86% of secondary teachers have not been motivated in teaching. This indicates that most secondary school teachers still need to be recognised in decision-making so as to encourage them in teaching.

5.3 Conclusion

In concluding this study, the most important thing for the results obtained was built on three objectives. From the first objective, it has been revealed that there are

several patterns which are used to involve teachers in decision making. These include staff pattern, departmental, schoolbaraza, school management team, the use of OPRAS and subject panels. Moreover, there are clear and defined patterns at the school level that are distinguished from other levels. In addition, the selection of teachers in certain positions depends on accountability, obedience and commitment of the teachers. Furthermore, some of the heads of schools were giving their teachers the opportunity to participate in decision-making before the final decisions. Therefore, the quality of decision-making would be better if teachers will be allowed to participate in decision-making.

Participation of teachers in decision-making remains a key factor for motivating teachers in implementing their daily tasks. The findings of this study from the second objective revealed that poor participation of teachers in decision-making might cause failure of teachers to perform the duties that have been agreed upon during the meeting. Besides, the conflict may occur with the school administrator or fellow teachers because implementing some of the duties is not related to the agreed way. The situation made some teachers to have negative perceptions on the participation of teachers in decision-making as a motivation factor in teaching although to the majority of teachers, it was found that they have positive perceptions on teacher's participation in decision-making.

In the third objective, the findings revealed a significant relationship between participation of teachers in decision-making and motivation in teaching. This is because the majority of teachers who participated in decision-making were motivated in teaching compared with those who were not engaged in decision-making. This indicates that motivation in teaching is very important for the school's success. Teachers are required to participate in decision-making so as to be motivated despite having other reasons for teacher's motivation. Therefore, the participation of teachers in decision-making should be given priority by education stakeholders in order to continue to motivate them in teaching.

5.4 Recommendations of the study

The study recommends the following by considering the study findings as well as the conclusions drawn above:

5.4.1 Recommendations for action

The study found that although several documents assist education officers in implementing some of the duties related to the teaching profession, they should know that some matters in teaching must be done not as they want. Other things must start with teachers themselves. Also, some issues are required to be implemented equally (all schools) in the same way without considering the environment. Sometime it is better to give chance to teachers to decide the important way to enact the issue in teaching effectively. However, the education officers, especially in these three levels, should note that the top-down approach system sometimes does not favour the participation of teachers in the decision-making, and later the implementation of intended goals can fail. Thus, education administrators should consider teachers when they plan for education activities.

Through zonal and district quality assurers, the government should provide seminars and workshops to teachers at least in each term. The results showed that there are quality assurers at the school level, but they do not have a budget to implement their tasks as planned. Moreover, there is no enough support given to the teachers to facilitate the quality assurer within the school to implement their duties effectively. Hence the quality assurers at the district and zonal should make frequent follow ups at the school so as to hear and solve some of the challenges encountered by the quality assurers at the school level. This is because teachers are motivated in teaching when they participate in decision-making at school, ward and district levels as well as other high levels of education.

In addition, the head of school should ensure that all meetings allocated should be done based on the arranged day to avoid inconvenience. However, for those who have excluded themselves without reason, the school administrator should provide them a room in order to listen maybe they have a problem. On the side of teachers, due to the situation, they should volunteer if the decision-making will be conducted after working hours so as to update themselves depending on the issues discussed. Therefore, both side's teachers and the government should ensure that they work according to the contract signed and be willing to be part and parcel of school development.

5.4.2 Area for further studies

The study assessed the teachers' participation in decision-making as a motivational factor in teaching in public secondary schools in Muheza District. Based on the study findings, the areas suggested for further study include teachers and students' effective participation in decision-making as a motivation factor for learning. Moreover, the investigation on the relationship between teachers' participation in decision-making and students' performance should be conducted. Furthermore, studies can be conducted in order to assess the perceptions of other education stakeholders about decision-making as a motivational factor in teaching in public secondary schools.

REFERENCES

- Akdere, M. (2011). An analysis of decision-making process in organizations: Implications for quality management and systematic practice. *Total Quality Management & Business Excellence*, 22(12), 1317-1330.
- Aktaş, F. N., Yakıcı-Topbaş, E. S., & Dede, Y. (2018). Examination of decision-making skill in the context of critical situations. *In SHS Web of Conferences*, 48(4), 10-19.
- Alismail, H. A., & McGuire, P. (2015). 21st century standards and curriculum: Current research and practice. *Journal of Education and Practice*, 6(6), 150–154.
- Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). *Introduction to research in education 6th edition*. Belmont, California: Wadsworth.
- Babara, M. M. (2015). Involvement of teachers in decision-making: *The case of selected public primary schools in Missenyi district, Kagera region* (Master's dissertation) The University of Dodoma.
- Badubi, R. M. (2017). Theories of motivation and their application in organisations : A risk analysis. *International Journal of Innovation and Economic Development*, 3(3), 44–51.
- Barros, G. (2010). Herbert A. Simon and the concept of rationality: Boundaries and procedures. *Brazilian Journal of Political Economy*, 30(119), 455-472.
- Bawuro, F. A., Shamsuddin, A., Wahab, E., Adenuga, K. I., & Ndaghu, J. T. (2020). Motivational mechanisms on teachers' innovative behaviour – a systematic review approach. *Journal of Critical Reviews*, 7(6), 239–245.
- Belotto, M. J. (2018). Data analysis methods for qualitative research: Managing the challenges of coding, interrater reliability, and thematic analysis. *Qualitative Report*, 23(11), 2622–2633.

- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- Braun, V., Clarke, V., Hayfield, N., & Terry, G. (2019). Thematic analysis. In P. Liamputtong (Ed.), *Handbook of research methods in health social sciences* (pp. 843–860). SAGE Publications.
- Brezicha, K. F., Ikoma, S., Park, H., & LeTendre, G. K. (2019). The ownership perception gap: exploring teacher job satisfaction and its relationship to teachers' and principals' perception of decision-making opportunities. *International Journal of Leadership in Education*, 23(4), 428–456.
- Chopra, P. (2020). Teachers' participation in school decision-making processes and practices: The case of an Indian government secondary school. *Italian Journal of Sociology of Education*, 12(1), 41–55.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). New York: Routledge Taylor & Francis Group.
- Creswell, J. W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson.
- Creswell, J. W. (2014). *Research design: A qualitative, quantitative, and mixed method approaches* (4th ed.). California, United States of America: SAGE Publications, Inc.
- Eriş, H., Kayhan, H., Baştaş, M., & Gamar, C. (2017). Teacher and administrative staff views on teachers' participation in the decision-making process. *Eurasia Journal of Mathematics, Science and Technology Education*, 13(11), 7411–7420.
- Felician, R. (2013). *Influence of teacher's participation in decision making on their job performance in public secondary school in Kilombero district* (Master's thesis), The Open University of Tanzania.

- Gemechu, D. (2014). *The practices of teachers' involvement in decision-making in government secondary schools of Jimma Town* (Master's thesis). Jimma University.
- George, D., & Mallery, P., (2019). *IBM SPSS statistics 25 step by step: A simple guide and reference (15th ed.)*. New York: Routledge.
- Georgia, K., & Ioannidou, I. (2018). Participatory-collaborative administration of a school unit: The role of the teachers' council research. *Munich Personal RePEc Archive* 2(1), 15-20. doi:10.5281/zenodo.3598446
- Global TV. (2018, April 30). Bashe bungeni: *Apinga vikali walimu wa sekondari kuhamishiwa msingi*. Retrieved from <https://www.youtube.com/watch?v=wqA2ZtvHG98>
- Gomendio, M., & Organisation for Economic Co-operation and Development (OECD) Staff. (2017). *Empowering and enabling teachers to improve equity and outcomes for all*. Paris: OECD Publishing.
- Gopalan, V., Bakar, J. A. A., Zulkifli, A. N., Alwi, A., & Mat, R. C. (2017, October). A review of the motivation theories in learning. In *AIP Conference Proceedings* (Vol. 1891, No. 1, p. 020043). AIP Publishing LLC.
- Graff, J. C. (2014). Mixed methods research. In Hall H. R & Roussel L. A. (Ed.), *Evidence-based practice: An Integration Approach, Administration, and Practice* (45–62). Retrieved from http://samples.jbpub.com/9781449625917/25917_ch03_045_064.pdf
- Greaney, A. M., Sheehy, A., Heffernan, C., Murphy, J., Mhaolrúnaigh, S. N., Heffernan, E., & Brown, G. (2012). Research ethics application: A guide for the novice researcher. *British Journal of Nursing*, 21(1), 38-43. doi:10.12968/bjon.2012.21.1.38
- Guest, G., MacQueen, K. M., & Namey, E. E. (2010). *Applied thematic analysis*. Thousand Oaks, CA: Sage.

- Hafeez-Baig, A., Gururajan, R., & Chakraborty, S. (2016). *Assuring reliability in qualitative studies: a health informatics perspective*. In Proceedings of the 20th Pacific Asia Conference on Information Systems (PACIS 2016). Pacific Asia Conference on Information Systems.
- HakiElimu. (2016). *Teachers motivation and job satisfaction research report*. Dar es Salaam:HakiElimu.
- Hammad, W. (2017). Decision domains and teacher participation: A qualitative investigation of decision-making in Egyptian schools. *The Qualitative Report*, 22(9), 2478-2493. doi:10.46743/ 2160-3715/2017.2904
- Hartinah, S., Suharso, P., Umam, R., Syazali, M., Lestari, B. D., Roslina, R., & Jermisittiparsert, K. (2020). Teacher's performance management: The role of the principal's leadership, work environment and motivation in Tegal City, Indonesia. *Management Science Letters*, 10(1), 235–246. doi:10.5267/ j.msl.2019.7.038
- Hesse-Biber, S., & Leavy, P. (2006). *The practice of qualitative research*. New Delhi, India: SAGE Publication, Inc.
- Ibrahim, L. A. (2019). The influence of administrative leadership in enhancing staff motivation in local government authorities in Tanzania: *A study of Moshi municipal council* (Master's dissertation). The university of Dodoma.
- Islam, S., Haque, F., & Haque, A. (2014). Motivational theories – a critical analysis. *Psychology*, 8(6), 62–68. Retrieved from <https://www.researchgate.net/publication/306255973>
- Johnson, A. (2019). Action Research for Teacher Professional Development. *The Wiley handbook of action research in education*, 253. USA: John Wiley & Sons, Inc.

- Kenrick, D. T., Griskevicius, V., Neuberg, S. L., & Schaller, M. (2010). Renovating the pyramid of needs: Contemporary extensions built upon ancient foundations. *Perspectives on Psychological Science*, 5(3), 292–314. doi:10.1177/1745691610369469
- Kimaro, A. R. (2018). Integrating Environmental Education (EE) for sustainability into primary school curriculum in Tanzania: Exploring stakeholders' views and perceptions. *Journal of Linguistics*, 3(2), 139 – 157. doi: 10.18041/2382-3240/saber.2010v5
- Kingi, P. M. (2018). *Effects of teachers' level of participation in the management of change on teachers' motivation in a public secondary school in the selected country, Kenya* (Doctoral thesis). Kenyatta University. Retrieved from <https://ir-library.ku.ac.ke/bitstream/handle/123456789/18567>
- Kivunja, C. (2018). Distinguishing between theory, theoretical framework, and conceptual framework: A systematic review of lessons from the field. *International Journal of Higher Education*, 7(6), 44–53. doi:10.5430/ijhe.v7n6p44
- Kolleck, N. (2019). Motivational aspects of teacher collaboration. *Frontiers in Education*, 4(10), 112.
- Komba, W. L., & Nkumbi, E. (2008). Teacher professional development in Tanzania : *Perceptions and Practices*, 11(3), 67–83.
- Kunyonga, B. E. (2018). The role of innovative leadership towards job satisfaction among teachers in public secondary schools in Tanzania: *A case of Kongwa district in Dodoma region* (Master's dissertation). The University of Dodoma.
- Little, J.W. (2007). *Assessing the prospects for teacher leadership' in a Lieberman (Ed.), Building and professional culture in school*. New York: Teacher College.

- Macha, L. C. (2015). The impact of motivation on teachers' performance in Tanzania: *A case study of public secondary schools in Dodoma municipality* (Master's Dissertation). The University of Dodoma.
- Mandinach, E. B., & Schildkamp, K. (2020). Misconceptions about data-based decision making in education: An exploration of the literature. *Studies in Educational Evaluation, 69*(1).
- Maslow, A. H. (1970). *Motivation and personality*. New York: Harper & Row, Publishers, Inc.
- Matoke, Y. K. (2015). Determinants of teacher motivation in public secondary schools in Masaba South Sub-County, Kenya. *International Journal of Economics, Commerce and Management, 3*(6), 139–160.
- Mazandarani, S.M & Mahnoosh, A. (2015). The effect of participatory management on organizational change and increase of staff efficiency in Free Zone of Qeshm. *Journal of Applied Environmental and Biological Sciences, 5*(10), 208-221.
- Mbilinyi, M. (2019). *Effectiveness of motivation strategies in teaching and learning among teachers in public secondary schools in Dodoma*, (Master's dissertation, The University of Dodoma)
- Mbope, N. A. (2015). *The impact of teachers' motivation on the improvement of the quality of teaching and learning in public primary schools in Ilala district* (Master's Dissertation). The University of Dodoma.
- Mendenhall, B. M., Gomez, S., & Varni, E. (2018). Teaching amidst conflict and displacement: *Persistent Challenges and Promising Practices for Refugee, Internally Displaced and National Teachers, 1–45*.
- Meyers, B., Meyers, J., & Gelzheiser, L. (2001). Observing leadership roles in shared decision making: A preliminary analysis of three teams. *Journal of Educational and Psychological Consultation, 12*(4), 277-312.

- Mohammedsani, B., & Mohammed, H. (2017). *Teachers' involvement in decision making in government secondary schools of Gulele Sub-city* (Master's dissertation). University of Addis Ababa. Retrieved from <http://etd.aau.edu.et/bitstream/handle/123456789/17375>
- Msafiri, L. (2017). *Strategies for motivating teachers in Tanzanian rural public ordinary secondary schools: A Case of Ushetu Council in Kahama District*, (Master's dissertation). The University of Dodoma.
- Mualuko, N. J., Mukasa, S. A., & Judy, A. S. K. (2009). Improving decision-making in schools through teacher participation. *Educational Research and Reviews*, 4(8), 391–397.
- Mutinda, K. P. (2018). *Effects of teachers' level of participation in management of change on teachers' motivation in public secondary schools in selected counties*, (Doctoral Thesis, Kenyatta University). Retrieved from <https://ir-library.ku.ac.ke/bitstream/handle/123456789/18567/>
- Mutuku, S., & Orodho, J. (2014). Teachers' perceptions regarding levels of involvement in decision making in selected management tasks in secondary schools in Machakos County, Kenya. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, 19(6), 117-125.
- Naing, N., (2003). Determination of sample size. *The Malaysian Journal of Medical Science*, 10(2), 84-86.
- Ngussa, M. B., & Gabriel, L. (2017). participation in decision making and teachers' commitment: A comparative study between public and private secondary schools in Arusha Municipality, Tanzania. *American Journal of Educational Research*, 5(7), 801–807.
- Ojukuku, R. M., & Sajuyigbe, A. S. (2014). Effect of teachers' participation in decision-making on their commitment. *Journal of educational Management*, 6(10), 211-233.

- Olorunsola¹, E., & Olayemi, A. (2011). Teachers' participation in the decision-making process in secondary schools in Ekiti State, Nigeria. *International Journal of Education Administration and Policy Studies*, 3(6), 78-84. Retrieved from <http://www.academicjournals.org/JEAPS>
- Osuji, C., & Koko, M. (2016). Teachers' participation in decision making for sustainable development: A case of Rivers State secondary schools. *Journal of Educational Policy and Entrepreneurial Research (JEPER)*, 3(6), 21-27.
- Ouma, O. K. (2014). *The relationship between teachers' participation in decision-making and their job satisfaction in public secondary schools in Gem Sub-County, Siaya County, Kenya*, (Master's dissertation). University of Nairobi.
- Plomp, T. (2007). Educational design research: An introduction. In T. P. & N. Nieveen (Eds.), *An introduction to educational design research* (pp. 9–33). Retrieved from <https://ris.utwente.nl/ws/portalfiles/portal/14472302/>
- Rawis, J., & Kaligis, J. (2017). Teacher participation in decision-making in high school achievement. *International Journal of Humanities and Social Science Invention*, 6(5), 29-35.
- Sands, D. (1998). Improvement theory and its applications. *Higher-order, operational techniques in semantics*, (12)275–306.
- Schildkamp, K. (2019). Data-based decision-making for school improvement: Research insights and gaps. *Educational Research*, 61(3), 257–273. doi:10.1080/00131881.2019.1625716
- Sen, R. (2012). Teachers' participation in India: Principals and teachers relationship. *International Journal of Education*, 3(40), 45-50.
- Sivrikaya, A. H. (2019). The relationship between academic motivation and academic achievement of the students. *Asian Journal of Education and Training*, 5(2), 309–315. doi:10.20448/journal.522.2019.52.309. 315

- Smith, W. C., & Benavot, A. (2019). Improving accountability in education: The importance of structured democratic voice. *Asia Pacific Education Review*, 20(2), 193–205. doi:10.1007/s12564-019-09599-9
- Tahir, S., & Sajid, S. M. (2019). Understanding the job satisfaction of Indian academicians. *Management and Labour Studies*, 44(4), 369–393. doi:10.1177/0258042x19870324
- Tasgin, A., & Tunc., Y., (2018). Effective participation and motivation: An investigation on secondary school students. *World Journal of Education*, 8(1), doi:10.5430/wje.v8n1p58
- The Republic of Kenya.(2018). *Kenya national education sector strategic plan for the period 2018 - 2022*. Kenya: Ministry of Education
- Tohidi, H., & Jabbari, M. M. (2012). The effects of motivation in education. *Procedia - Social and Behavioral Sciences* 31(2012), 820-824 doi:10.1016/j.sbspro.2011.12.148.
- URT.(1995). *Education and Training Policy*. Dar es Salaam: Ministry of Education and Culture. Retrieved from https://www.tanzania.go.tz/egov_uploads/documents/education_and_Training_Policy_sw.pdf 17/5/2021 12:05 pm.
- URT.(1997). *Leader of the heads of secondary schools in Tanzania*. Dar es Salaam: Tanzania: Mzumbe Book Project
- URT.(2009). *Standing orders for the public service*. Tanzania: Permanent Secretary
- URT. (2010). Education sector development programme: *Secondary education development programme II*. Dar es Salaam: Ministry of Education and Vocational Training
- URT.(2013), *Basic education statistics in Tanzania (BEST) (2009-2013)*, National data. Dar es Salaam: Ministry of Education and Vocational Training

- URT. (2019). School quality assurance North Eastern Zone: *Whole School Evaluation Final Report*. Tanzania: Ministry of Education, Science and Technology.
- Voogt, J. M., Pieters, J. M., &Handelzalts, A. (2016). Teacher collaboration in curriculum design teams: Effects, mechanisms, and conditions. *Educational ResearchandEvaluation*,22(4),121–140.doi:10.1080/13803611.2016.1247725
- Yismaw, B., & Bekalu, F. T., (2016).Assessing the desired and actual levels of teachers' participation in decision-making in secondary schools of Ethiopia.*Educational Research and Reviews*, 11(13), 1236–1242. doi:10.5897/err2015.2625

APPENDICES

**Appendix A: District Education Officer’s and TSC officer’s Guiding Questions
for Interview**

Dear DEO/TSCO,

Kindly, you are requested to respond to the following questions below. The purpose of the interview is purely academic aimed at facilitating study on “teachers’ participation in decision-making as a motivational factor in teaching in public secondary schools in Tanzania”. Specifically, this interview aims at getting information about the patterns of teachers’ participation in decision-making as a motivational factor in teaching in public secondary schools. The report will inform the education institutions and stakeholders to recognize and respect teachers in decision-making.

Information given will be for study purposes only (**Kindly do not write your name**)

A: Preliminary information of the participant

- 1. Region District
- 2. Gender tick one (√) Male () Female ()
- 3. Age of the participant

4. Professional qualifications of the participant

- 5. Put a tick (√) where applicable

Diploma	Degree	Master and above

- 6. Work experience

B: Questions:

Questions regarding the patterns of teachers’ participation in decision-making as a motivational factor in teaching in public secondary schools

- 1. Can you tell me about the efficacy of the teachers’ involvement in the decision?
- 2. What are conditions do you use to select teachers to participate in decision-making as a motivational factor in teaching?
- 3. How long have you been engaging yourself in facilitating teachers’ participation in decision-making as a motivational factor in teaching based on your position?

4. Why do you think some teachers are not involved in decision making?
5. As a district education officer, have you ever received any complaints from teachers concerning not involving them in decision-making? If yes, say from which position and why?
6. Is there any government document that insists on teachers' participation in decision-making? If yes, which patterns have been recognized by the government?
7. Why do some education officers not value teachers' position to participate in decision-making as a way of realizing their motivation in teaching?

Thank you for your readiness to participate in this interview.

**Appendix B: Ward Education Officer’s and Head of Schools Guiding Questions
for Interview**

Kindly, you are requested to respond to the following questions below. The purpose of the interview is purely academic aimed at facilitating a study on “teachers’ participation in decision-making as a motivational factor in teaching in public secondary schools in Tanzania”. Specifically, this interview aims at getting information about the patterns of teachers’ participation in decision-making as a motivational factor in teaching in public secondary schools. The report will inform the education institutions and stakeholders to recognize and respect teachers in decision-making.

(Kindly do not write your name)

A: Preliminary information of the participant

1. Region District
2. Gender [tick one] (√) Male () Female ()
3. Age of the participant
4. Professional qualifications of the participant
5. Put a tick (√) where applicable

Diploma	Degree	Master and above

6. Working experience

B: Questions:

Questions about the patterns of teachers’ participation in decision-making as a motivational factor in teaching in public secondary schools:

1. What are the patterns of teachers’ involvement in decision-making at the ward or school level?
2. How are teachers participating in decision-making?
3. Do they have a job description based on their position? If yes, what is their demarcation?
4. What criteria have you used to select teachers for different positions?
5. What are documents that help you to implement some of your duties related to teachers’ problems?
6. Before any final decision, what are procedures do you follow so as to invite teachers’ views, opinions or suggestions regarding their problems?
7. If some teachers are involved in decision-making, why others are not?

Appendix C: Interview Schedule for teachers

Kindly, you are requested to participate in the interview concerning teachers' participation in decision-making as a motivational factor in teaching in public secondary schools in Tanzania. This interview aims at getting information about the patterns of teachers' participation in decision-making as a motivational factor in teaching in public secondary schools.

Information given will be for study purposes only (**Kindly do not write your name**)

A: Preliminary information of the participant

1. Region District
2. Gender tick one (√) Male () Female ()
3. Age of the participant
4. Professional qualifications of the participant
5. Put a tick (√) where applicable

Diploma	Degree	Master and above

6. Working experience

B: Questions:

- I. Questions about the patterns of teachers' participation in decision-making as a motivational factor in teaching in public secondary schools:
 1. What are the patterns of the teachers' participation in decision making?
 2. What is your position as an opportunity for you to make the decision in teaching?
 3. How do you know your demarcation?
 4. How long have you been participating in decision-making at the school or district level? Have you been motivated in teaching by being involved in teaching?
 5. What kind of decision-making have you participated in?
 6. What kind of help have you been provided by school administrators to ensure your participation in decision-making?
 7. What are the criteria used by school administrators to select teachers needed in decision-making?
 8. Are you satisfied with those criteria? If yes/if no, state why

- II. Questions related to teachers' perceptions in decision-making as a motivational factor in teaching in public secondary schools:
1. If you have ever participated in some of the decision-making, are you motivated in teaching? If yes, how?
 2. Why do other teachers not participate in decision-making?
 3. What are problems/challenges that teachers encounter when they are not involved in decision-making?
 4. What should be done so as to involve teachers in decision-making?

Thank you for your readiness to participate in this interview.

Appendix D: Documentary Review

This instrument will guide the researcher in reviewing documents at the school level

A: Preliminary information of the school

Name of school..... Region.....

District Ward

B: Tick correctly the document reviewed in school:

a. Documents that assist the head of school in making decision

Teacher's OPRAS () School calendar () Education policies

School timetable () Class journals () Distribution of work chart ()

School meeting records () Teacher's action plan ()

School disciplinary committee portfolio ()

List of teachers experienced in examination invigilation and marking ()

Head of school guide book

Job description for teachers' position ()

b. Distribution of teachers in various position (gender-wise) ()

Appendix E: Questionnaire for Teachers (Close-ended Questionnaire)

Date _____ School _____

Dear teacher,

My name is Elimiliki R. Azaliwa. I am a student from the University of Dodoma, pursuing a MA Ed. I would like to find out your opinions, views and perceptions concerning the participation of teachers in decision-making as a motivational factor in teaching. I intend to collect information in order to assess the patterns of teachers’ participation in decision-making as a motivational factor in teaching in public secondary schools. All information provided will be for the intentions of the study and shall be handed carefully with high confidentiality.

Section A: Preliminary information of the participant

- 1. Region District
- 2. Gender tick one (√) Male () Female ()
- 3. Age of the participant
- 4. Professional qualifications of the participant
- 5. Put a tick (√) where applicable

Diploma	Degree	Master and above

- 6. Working experience

Section B: Question

- 1. a) Do you think that there are patterns used to involve teachers to participate in decision-making at the school level? Yes/No (.....)
b) If yes, what are they? If no, why?
- 2. a) How about the ward level? Are there any patterns? Yes/No (.....)
b) Mention them,, and
- 3. a) The patterns used to involve teachers in decision-making at the school level are they similar to those at the district level? Yes/No (.....)
b) What are their similarities and differences?

Thank you for your readiness to fill up the questionnaire

Appendix F: Questionnaire for Teachers (Open-ended Questionnaire)

Date _____ School _____

Dear teacher,

My name is Elimiliki R. Azaliwa. I am a student from the University of Dodoma, pursuing a MA Ed. I would like to find out your opinions, views and perceptions concerning the participation of teachers in decision-making as a motivational factor in teaching. I intend to collect information in order to examine the perceptions of teachers’ participation in decision-making as a motivational factor in teaching in public secondary schools. All information provided will be for the intentions of the study and shall be handed carefully with high confidentiality.

Section A: Preliminary information of the participant

- 1. Region District
- 2. Gender tick one (√) Male () Female ()
- 3. Age of the participant
- 4. Professional qualifications of the participant
- 5. Put a tick (√) where applicable

Diploma	Degree	Master and above

- 6. Working experience

Section B: Question

- 1. Are you motivated after being involved in decision-making? Yes/No (.....) If yes or no, give reasons.
- 2. Being part of the decision-maker is it impacts you positively in your teaching career? Yes/No (.....) Why?
- 3. Your commitment level in the teaching profession is it increasing? Yes/No (.....)
- 4. Are you feel good when you are part of the decision-maker, especially in academic issues in your school? Yes/No (.....)
- 5. Is there any importance of being involved in decision-making? Yes/No (.....). Give reasons.....

Thank you for your readiness to fill up the questionnaire

Appendix G: Questionnaire for Teachers (Likert Scale Questionnaire)

Date _____ School _____

Dear teacher,

My name is Elimiliki R. Azaliwa. I am a student from the University of Dodoma, pursuing a MA Ed. I would like to find out your opinions, views and perceptions concerning the participation of teachers in decision-making as a motivational factor in teaching. I intend to collect information in order to assess the extent to which teachers' participate in decision-making and motivated in teaching in public secondary schools. All information provided will be for the intentions of the study and shall be handed carefully with high confidentiality.

Section A: Preliminary information of the participant

- 7. Region District
- 8. Gender tick one (√) Male () Female ()
- 9. Age of the participant
- 10. Professional qualifications of the participant
- 11. Put a tick (√) where applicable

Diploma	Degree	Master and above

- 12. Working experience

Section B:

Instruction: Please tick (√) in the box beside the statement to show how you feel about it for each of the following questions. Use the scale below to indicate your feelings.

Scale: SD=Strongly disagree (1), D= Disagree (2), N= Not sure (3), A= Agree (4), SA= Strongly Agree (5)

No.	STATEMENTS/THEMES	SD	D	N	A	SA
		1	2	3	4	5
1. Teachers' participation in decision-making						
i.	Teachers are allowed to participate in decision-making based on their position.					
ii.	Teachers are involved in decision-making on various matters related to teaching activities.					

iii.	Teachers are performing better in teaching after being involved in decision-making.					
iv.	Teachers are working in teams after being involved in decision-making.					
v.	Some teachers are not motivated in teaching when engaged in decision-making					
vi.	The Ward Educational Officer (WEO) sometimes involves teachers in deciding on some of the issues and motivates them in teaching.					
vii.	School quality assurers involve teachers in decision-making so as to encourage them in teaching.					
viii.	Teachers are equally involved in decision-making.					
ix.	The assessment is done through OPRASS assists teachers in teaching because teachers are given a chance to make decisions.					
x.	Delegation of duties is one of the activities the school leaders like doing.					
2. Motivation in teaching						
i.	Decisions made by school leaders help teachers to think more about the teaching profession positively.					
ii.	The teaching activities are well prepared because teachers are involved in decision-making at the school level					
iii.	Teachers attend on time in the class because of being motivated as they are involved in decision-making.					
iv.	Teachers' absenteeism problem is decreases when participating in decision-making					
v.	Teachers solve students' problems					
vi.	Taking initiatives in preparation of teaching and learning materials					
vii.	Being persistent in actions and behaviours that produce good results					
viii.	Developing positive attitudes in the implementation of curriculum and instruction					
ix.	Demonstrating professionalism and integrity at the workplace					
x.	The teaching profession is valued after teachers are recognized in the decision-making.					
xi.	Regular decisions made by the District Educational Officer motivate teachers in teaching.					
xii.	Regular decisions made by the District Educational Officer motivate teachers in teaching.					
xiii.	The participation of teachers in decision-making helps them to meet challenges in teaching.					

Appendix H: Permission Letter from the University of Dodoma



THE UNIVERSITY OF DODOMA

OFFICE OF THE VICE CHANCELLOR

P.O. Box 259
Dodoma, Tanzania
Tel: +255 026 2310001 | Fax: +255 026 2323011

Email: vc@udom.ac.tz
Website: www.udom.ac.tz

Ref. No. MA.84/261/02/290

21st April, 2021

Regional Administrative Secretary
Tanga Region

RE: REQUEST FOR RESEARCH CLEARANCE

The purpose of this letter is to introduce to you Mr. Elimiliki Ridi Azaliwa with Reg. No. HD/UDOM/0237/T.2019 who is a bonafide student of the University of Dodoma and who is at the moment required to conduct research. Our students undertake research activities as part of their study programmes.

In accordance with government circular letter Ref. No. MPEC/R/10/1 dated 4th July 1980; the Vice-Chancellor of the University is empowered to issue research clearances to staff members and students of the University on behalf of the government and the Tanzania Commission for Science and Technology (COSTECH). I am pleased to inform you that I have granted a research clearance to Mr. Elimiliki Ridi Azaliwa.

I therefore, kindly request you to grant him any help that may help him to achieve his research objectives. Specifically, we request your permission for him to work at *Muheza District in Tanga Region* to meet and talk to secondary teachers, district education officers (DEOs), district teacher service commission officer (DTSCO) heads of schools, wards education officers (WEOs) or any assigned officer in connection with his research.

The title of his research is "*Teachers' Participation in Decision-Making as a Motivational Factor in Teaching in Secondary Schools in Tanzania*". The period of his research is from April to September, 2021 and it will cover planned areas.

Should there be any restrictions, you are kindly requested to advise us accordingly. In case you require further information, please do not hesitate to contact us through the Directorate of Research, Publication and Consultancy. P.O Box 251, Dodoma. Tel. No. + (255) 262310301 Email: drpc@udom.ac.tz

Yours Sincerely,


Prof. Faustine K. Bee
VICE CHANCELLOR



Appendix I: Approval Letter from Regional Administrative Secretary

THE UNITED REPUBLIC OF TANZANIA
PRESIDENT'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

Phone: 027 2642421
Fax: 027 2647752
E-mail: ras.tanga@tamisemi.go.tz



Regional Commissioner's Office
P. O. Box 5095
TANGA

In reply please quote:
Ref. No. DA.258/288/01B/239

29th April, 2021

District Executive Directors,
P. O. BOX 70,
MUHEZA.

RE:REQUEST FOR RESEARCH CLEARANCE


Reference is made to the heading above.

We have received a letter with Reference No. MA.84/261/02/290 dated 21st April, 2021 from Vice Chancellor of University of Dodoma which ask our office to grant permission for research in favor of Mr. Emiliki Ridi Azaliwa from University of Dodoma.

I am pleased to introduce Mr. Emiliki Ridi Azaliwa a student of University of Dodoma. Currently he is collecting data for his dissertation titled: *'Teachers' Perception in Decision making as a Motivational Factor in Teaching in Secondary Schools in Tanzania . "A Case Study of Muheza from April - September 2021.*

Kindly, accord him any needed assistance since permission for this research has been granted

With thanks.


Newaho E. Mkisi

For: REGIONAL ADMINISTRATIVE SECRETARY
TANGA

Copy: Regional Administrative Secretary
TANGA - To see it in file.

" Mr. Emiliki Ridi Azaliwa,
S. L. P 259,
DODOMA

Appendix J: Approval Letter from Muheza District Executive Director

Muheza District Council

(All Correspondence should be to addressed for District Executive Director)



Pone No: 027- 2977545
Fax/No : 027- 2977546
email : ded@muhezadc.go.tz
website : <http://www.muhezadc.go.tz>

P.O BOX. 20,
MUHEZA.

Ref. No. HW/MUH/ED/SS.90/6/124

03rd May, 2021

Ward Education Officers,
Mlingano, Kwemkabala, Genge
Kilulu & Tanganyika,
P.O BOX 20,
MUHEZA.

RE: PERMISSION FOR RESEARCH CLEARANCE

Concerning to the title above,

2. The purpose of this letter is to introduce to you Mr. Elimiliki Ridi Azaliwa who is a Student at University of Dodoma.

3. Kindly be informed that the above mentioned student has been granted permit to Research Project at your Ward from 03 to 21 May 2021 as requested.

4. The title of ^{his} her study is **'Teachers' Perception in Decision making as a Motivation Factor in Teaching in Secondary Schools in Tanzania.**

5. You are hereby requested to accord him/her with all necessary assistance so as to make his research project success.

6. Thank you for your Co operation.

Happiness R. Laizer

For: **DISTRICT EXECUTIVE DIRECTOR**
MUHEZA

KNY: MKURUGENZI MTENDAJI (W)
MUHEZA

Copy: District Executive Director,
MUHEZA.

“ Mr. Elimiliki Ridi Azaliwa,
The University of Dodoma,
P.O. Box 259,
DODOMA.

Appendix K: Approval Letter from Muheza District Executive Director

Muheza District Council

(All Correspondence should be to addressed for District Executive Director)



Pone No: 027- 2977545
Fax/No : 027- 2977546
email :ded@muhezadc.go.tz
website :<http://www.muhezadc.go.tz>

P.O BOX. 20,
MUHEZA.

Ref. No. HW/MUH/ED/SS.90/6/123

03rd May, 2021

Heads of Schools,

- Mlingano Secondary
- Kwemkabala Sekondary
- Chief Mang'anya Secondary
- Kilulu Secondary
- Kwafungo Secondary
- Mkurumuzi Secondary

MUHEZA.

RE: PERMISSION FOR RESEARCH CLEARANCE

Concerning to the title above,


2. The purpose of this letter is to introduce to you Mr. Elimiliki Ridi Azaliwa who is a Student at University of Dodoma.

3. Kindly be informed that the above mentioned student has been granted permit to Research Project at your Schools from 03 to 21 May 2021 as requested.

4. The title of her study is **'Teachers' Perception in Decision making as a Motivation Factor in Teaching in Secondary Schools in Tanzania.**

5. You are hereby requested to accord him/her with all necessary assistance so as to make his research project success.

6. Thank you for your Co operation.


Happiness R. Laizer
For: DISTRICT EXECUTIVE DIRECTOR
MUHEZA

KNY: MKURUGENZI MTENDAJI (W)
MUHEZA

Copy: District Executive Director,
MUHEZA.

" Mr. Elimiliki Ridi Azaliwa,
The University of Dodoma,
P.O. Box 259,
DODOMA.