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**Teacher Participation in School Decision-Making and Job Satisfaction as Correlates of Organizational Commitment in Senior Schools in Botswana**

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Andrews University

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ABSTRACT

TEACHER PARTICIPATION IN SCHOOL DECISION-MAKING AND JOB SATISFACTION AS CORRELATES OF ORGANIZATIONAL COMMITMENT IN SENIOR SCHOOLS IN BOTSWANA

by

Paul A. Mosheti

Chair: Duane Covrig
ABSTRACT OF GRADUATE STUDENT RESEARCH

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School of Education

Title: TEACHER PARTICIPATION IN SCHOOL DECISION-MAKING AND JOB SATISFACTION AS CORRELATES OF ORGANIZATIONAL COMMITMENT IN SENIOR SCHOOLS IN BOTSWANA

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The Problem

Two major national educational challenges in Botswana are to retain teachers and recruit more. Both retention and recruitment efforts often involve issues of teacher decision-making, teacher job satisfaction, and how these correlate with commitment to the school organization. Little was known about Botswana teachers’ views on these issues. This exploratory study investigated the relationship of teacher participation in decision-making and job satisfaction to organizational commitment among senior secondary school teachers in Botswana.

Methodology

A quantitative research design was used for the study. Two hundred twenty-one completed the questionnaire. Teachers were asked to indicate level of agreement on
participation in decision-making, job satisfaction, and organizational commitment using a 5-point Likert Scale ranging from *Strongly Disagree* to *Strongly Agree*. Demographic data were also collected. Data were analyzed using descriptive statistics and canonical correlation generated from statistical tests using SPSS.

Results

Teachers reported high participation in decision-making when guiding students in their academic progress and future career choice, but less participation in decision-making on development/operation of the school budget, matters of school governance, and school personnel issues.

Teachers reported moderate satisfaction with their overall career as a teacher, their contribution to student success, assistance to students, but less satisfaction with income, opportunity for promotion, and career advancement.

On the degree of commitment to teaching, they reported high commitment to the success of students, to the teaching profession, to continuing to seek professional development, and a willingness to do more than is expected to help the school.

Teacher participation in decision-making was higher for those 41 years and older than for those 31-40 or those 21-30. No gender differences were noted in all the three variables. In commitment to their current school, teachers with qualifications other than a master’s degree scored higher than did teachers with a master’s degree. Those in the Central Region scored higher in participation in school decision making and job satisfaction in their current school than did those teaching in the South Central region.

The teachers who reported stated a high passion for the success of students, a commitment to the teaching profession, and a continued commitment to seek professional
development to improve their teaching skills were significant goals that teachers endeavored to attain in order to achieve greater satisfaction.

Conclusions and Recommendations

School leaders need to find ways for more teacher participation in school decision making. This is especially needed for those in the age group 31-40 who constitute a majority of the teachers (57%), and who expressed less satisfaction with issues across the board. I recommend that teachers and school principals work together to develop creative ways to get teachers more involved as a way to potentially improve their satisfaction and commitment.

Further research is needed to explain the link between Botswana teachers’ commitment and student performance inside and/or beyond the classroom. Also, further research would explain in more detail the mechanisms or progress for improving all three variables: teacher participation in school decision making, job satisfaction, and school organization.

This study showed the strong relationship between participation in decision-making, job satisfaction, and school organizational commitment.
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A Dissertation
Presented in Partial Fulfillment
of the Requirements for the Degree
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CHAPTER 1

INTRODUCTION

Background of the Problem

This chapter provides an introduction to the study on the organizational commitment of Botswana senior secondary school teachers. First, it discusses the constructs and context that frame the background on organizational commitment. Second, it states the main problem this study addresses, and describes the purpose and the research questions of the study. Sections on research design and conceptual framework provide the guiding methods and meaning of this study. The significance, terminology, and assumption of the study are also discussed.

Some studies have shown that there are several reasons why leaders should be concerned about the commitment of members to the organization. Steers (1977) suggested that the more committed the employee was to the organization, the greater the effort he or she expended in performing organizational tasks. According to Angle and Perry (1981), high levels of organizational commitment were associated with low levels of employee turnover. Commitment of members to their organization is important to both employees and employers. Committed employees tend to change jobs less thus resulting in employers saving money, as there are higher costs for recruitment and training (Simpson, 1995).
The first construct of this study is organizational commitment. Simply defined in earlier studies, organizational commitment is the relative strength of an individual’s identification with and involvement in a particular organization (Mowday, Porter, & Steers, 1982). In more recent studies, Hart and Willower (2001) defined organizational commitment as an individual’s identification and involvement with a particular organization, represented by “(a) a strong belief in and acceptance of the organization’s goals and values; (b) a willingness to exert considerable effort on behalf of the organization; and (c) a strong desire to maintain membership in the organization” (p. 174).

Organizational commitment can also be defined as the strength of an individual’s identification with, and involvement in, the organization and is distinguished from job satisfaction in that organizational commitment is “an effective response to the whole organization, while job satisfaction is an effective response to specific aspects of the job” (Morrison, 2004, p. 116). These definitions of the organizational commitments constructs are applicable to a school setting.

This organizational commitment is closely related to the second construct job satisfaction and its relationship with organizational commitment. Job satisfaction is one of the most studied constructs in the area of organizational and industrial psychology (Geyer & Daly, 1998; Varona, 1996). Job satisfaction, as it pertains to educational settings, was defined by Hoy and Miskel (1982) as a present- or past-oriented affective state that results when educators evaluate their work roles. A strong positive relationship between job satisfaction and organizational commitment has been reported in several
studies, such as Lok and Crawford (2001); on the strength of which job satisfaction was the second construct explored in this study.

The third construct of interest in this study was participation in school decision making and its relationship with organizational commitment. Recent studies identified teacher participation in decision-making as an important consideration in efforts to restructure and reform public schools (Desimone, 2002). Accordingly, decentralized site-based management was found to be related to perceptions of effectiveness at the school level, and that organizational decentralization of authority was related to participation in decision-making (Bauer, 2001).

Earlier studies (Leithwood, Jantzi, & Steinbach, 1998) suggested that teachers, acting as leaders, had a greater commitment to change. The implication was that teachers who participate more in school decision-making tend to provide effective leadership and may also be more committed. Shared decision-making was thus seen as a means for teachers to lead in the school beyond the classroom. The implication is that focusing on empowering teachers may be more attractive to teachers than simply co-opting them. Sharing or participating in its context has shifted from simply co-opting them to focusing more on empowering them to lead (Schlechty, 1990). Marks and Louis (1999) noted that site-based decision-making accompanying decentralization could empower teachers to varying extents, ranging from nominal empowerment to full partnership or full teacher control. Anderson (2002) suggested that high teacher participation results in teacher leadership, and that teachers’ actual participation is dependent upon individual desire and teacher characteristics.
Understanding the connection between teacher participation in school decision-making, job satisfaction, and organizational commitment may be crucial to helping school administrators attract and retain teachers who are dedicated to teaching and learning. This is important in countries like Botswana, where teacher shortage is critical. At present 48% of junior high graduates cannot find places in senior secondary schools; and 70% of senior school graduates cannot obtain places in tertiary education (Tan, 2009). Furthermore, of those enrolled in elementary schools, only 3.5% reach degree-level education, and only 6.7% will have access to vocational training (Government of Botswana, 1994).

Only 12,000 of approximately 40,000 senior secondary students who sit for national exams to enter university or tertiary organizations make further progress. The remaining 28,000 secondary school students are not served by higher education (Legotlo et al., 2002). These statistics show both the importance of retaining teachers and the importance of secondary school level education. Teachers must not only prepare students to succeed at subsequent levels of education, but also to succeed in the society they will serve. All this requires teachers who are qualified and committed to their roles. In addition, getting such committed teachers to teach, especially at high levels of work, is crucial for the future expansion of education in Botswana (Legotlo et al., 2002). A study of teacher participation in school decision-making and their increased job satisfaction is essential to understand how they relate to organizational commitment.

**Statement of the Problem**

Although a great deal of debate surrounds poor performance in Form 5 (Grade 12) National Exams, very little research has addressed the factors influencing student
performance in Botswana and generally Southern Africa. As a result, all major stakeholders in the region (learners, educators, parents, employers, school, leaders, and the national ministry of education) are concerned about the problem of poor performance in Form 5 (Grade 12). Lack of educator discipline, commitment, and morale was found to significantly contribute to the problem in Botswana (Legotlo et al., 2002). Considering, therefore, that previous studies indicate a strong positive relationship between job satisfaction and organizational commitment (Lok & Crawford, 2001) and teacher participation in decision-making as an important consideration in efforts to restructure and reform public schools (Desimone, 2002), it is prudent to conduct a study in Botswana to establish if there is a correlation between teacher participation in school decision-making, job satisfaction, and organizational commitment among those who are directly responsible for the success of students prior to graduating from the secondary school level of education.

In light of the Botswana context and the great need for committed teachers, this study seeks to look at the extent to which teacher participation in school decision-making and teacher satisfaction in the profession are related to commitment to the organization as a whole. The extent to which Botswana administrators need to pay serious attention to teacher participation in school decision-making, job satisfaction, and organizational commitment is dependent upon the significance of the relationship. This study explores the relationship between teacher participation in decision-making, job satisfaction, and teacher commitment as it pertains to Botswana secondary school teachers.
The Purpose of the Study

The purpose of this exploratory study was to investigate the relationship of teacher participation in decision-making and job satisfaction to organizational commitment among senior secondary school teachers in Botswana in Southern Africa.

Research Questions

Research Question 1: What are the degree and characteristics of teacher participation in school decision-making of the Botswana senior secondary school teachers?

Research Question 2: What are the degree and characteristics of job satisfaction among the Botswana senior secondary school teachers?

Research Question 3: What are the degree and characteristics of teacher commitment of the Botswana senior secondary school teachers?

Research Question 4: What is there a relationship between teacher commitment, job satisfaction, and decision-making among Botswana senior secondary teachers and the 10 demographic characteristics of teachers (gender, levels of education, age, teaching experience, length of employment in current school, teaching position, teaching grade(s), ethnicity, school, and region)?

Research Question 5: Is there a significant relationship between Botswana teacher participation in school decision-making, job satisfaction, and their organizational commitment?

Research Design

The quantitative study was conducted using a survey instrument. A questionnaire was sent to current full-time-employee teachers in all the 27 senior secondary schools in
Botswana. The questionnaire solicited information on demographic questions and items on teacher participation in school decision-making, teacher commitment to students, school and professional areas, and job satisfaction.

Data were quantitatively analyzed by using descriptive statistics to determine the degree of teacher participation in school decision-making, job satisfaction, and organizational commitment. To determine the level of significance, analysis of variance (ANOVA) and canonical correlation were performed at the 0.05 level of significance.

**Conceptual Framework**

Organizational commitment has emerged as an important construct in organizational research owing to its relationship with work-related constructs such as absenteeism, turnover, job satisfaction, job-involvement, and leader-subordinate relations (Arnolds & Boshoff, 2004; Bagraim, 2003).

Meyer and Allen (1991) developed a three-component model that defined organizational commitment as having three components: affective, continuance, and normative. They defined affective commitment as the employees’ emotional attachment to identification with, and involvement in the organization, such that employees having strong affective commitment have a tendency to continue employment with the organization as a result of their own desire to do so. Continuance commitment, on the other hand, referred to general awareness of the cost associated with leaving the organization in which such employees would remain because they needed to do so. In contrast, normative commitment refers to an employee’s feeling or sense of obligation to continue employment. In support of this model, Shore and Tetrick (1991) suggested that employees with affective commitment tend to identify with the organization, internalize
its values and attitudes, and comply with its demands. They further observed that affective commitment highly correlates with perceived organizational support. Managers often perceive those employees who are high in affective commitment as having greater management potential than those who are high in continuance commitment.

In contrast to affective commitment, Meyer, Paunonen, Gellatly, Goffin, and Jackson (1989) suggested that employees who tend to have continuance commitment are bound to the organization by peripheral external factors such as seniority, or a pension, which would discontinue if the employee left employment. They further suggested that normative commitment is associated with a sense of obligation to remain with the employer as a result of benefits received such as specific skill training and reimbursements. A study by Vardi, Wiener, and Popper (1989) suggests that organizational commitment is related to organizational values in which they are part; whereas Ashforth and Saks (1996) suggest that commitment was found to be related to organizational socialization activities.

There are two schools of thought on organizational commitment: one suggests that commitment causes certain outcomes, such as the idea that having committed people will result in low employee turnover, and commitment has a tendency to influence behavior (Outram, 2007). The second school of thought looks at commitment as an outcome rather than a cause. Several earlier researchers used instruments based on this premise. For example, Firestone and Rosenblum (1988) found that schools with teachers who had control and autonomy in their jobs had more committed faculties than did schools with less autonomous teachers. Schools with higher levels of commitment had teachers who shared respect and affiliation with peers and administration, received
administrative support, and had higher expectations for student learning. Sclan (1993), Blase and Kirby (2009), Louis and Smith (1991), and Hart and Murphy (1990) studied teacher autonomy in conjunction with collaboration and inclusion in decision-making, and found that both collaboration with colleagues and professional freedom in the classroom contributed positively to commitment. In addition, when teachers were invited to participate in decision-making, their commitment to teaching strengthened. Based on the foregoing results, I concluded that commitment was a dependent or outcome variable, rather independent of input in this study.

This study therefore prefers the second school of thought on the basis that I believe employers do not recruit employees who are already committed, rather because it is the employing organization that provides the opportunity for commitment to thrive. In this regard, it is what takes place at the school that will influence commitment. Commitment is therefore strongly viewed as an outcome rather than a cause. Although teachers may be employed who are considered committed to their profession, the organization plays a role in not only maintaining its initial level of commitment but in providing the necessary climate for commitment to thrive. In this study, I examine whether teacher participation in school decision-making and teacher job satisfaction predict organizational commitment.

In the case of Botswana, teachers graduate from training colleges and are allocated to schools to teach. A number of these teachers have selected teaching as a last alternative (U.N. Educational, Scientific, & Cultural Organization, 2000). Therefore, how committed they are depends on what takes place in the organization that employs them,
and therefore it was the intent of this study to identify what factors may influence commitment.

Mowday et al. (1982) define organizational commitment in the context of attitudinal and behavioral commitment. Attitudinal commitment is related to the process by which people come to think about their relationship with the organization. Behavioral commitment is related to the process by which individuals become locked into a certain organization and how they deal with their relationship with the organization. From a teacher’s perspective, attitudinal organizational commitment is characterized by a strong belief and acceptance of organizational goals and values; and readiness to exert effort on behalf of the organization. It also involves a strong desire to remain a member of the organization. On the other hand, behavioral commitment is influenced by what takes place within the organization of service rather than that which is inherent within the individual to create bonds or structures to hold that commitment.

The second construct of interest in this study was job satisfaction as it relates to commitment. Harrell (1990) found support for a reciprocal relationship between job satisfaction and job commitment. Harrell also suggested that both constructs were related on the basis that both respond to job and organizational characteristics. Job satisfaction is one of the most studied constructs in organizational and industrial psychology (Geyer & Daly, 1998; Varona, 1996). Karl and Sutton (1998) indicate that workers place a high value on extrinsic factors, such as good salaries and job security; however, Miner (1980) indicated the importance of intrinsic factors for motivating employees and placed greater importance and value on interesting work. Job satisfaction to the profession and to the school as pertains to educational settings was defined by Hoy and Miskel (2012) as a
present- or past-oriented affective state that results when educators evaluate their work roles. Buitendach and De Witte (2005) suggested that job satisfaction relates to an individual’s perceptions and evaluations of a job, and this perception is in turn influenced by circumstances, including needs, values, and expectations. Individuals therefore evaluate their jobs on the basis of factors they regard as being important to them (Sempane, Rieger, & Roodt, 2002). These individual perceptions are equally applicable to an educational set-up as teachers evaluate their teaching profession against factors they perceive as being important.

The third construct of interest in this study was participation in school decision-making, especially as it related to institutional commitment. Setting up shared decision-making processes in schools, such as governance councils, allows teachers to participate in school processes rather than feel subordinate to their principals and coerced into participating in school and teacher responsibilities (Brown & Nagel, 2004).

A study by Leithwood et al. (1998) suggests that teachers, acting as leaders, had a greater commitment tendency to the organization. This suggests a possible connection between participation in school decision-making as not only a way to provide effective leadership, but also to increase commitment. Shared decision-making was thus seen as a means for teachers to lead in the school beyond the classroom. However, earlier studies suggest that sharing or participating in this context shifted from simply co-opting them to focusing more on empowering them to lead (Schlechty, 1990).

Marks and Louis (1999) stated that site-based decision-making accompanying decentralization can empower teachers to varying extents, ranging from nominal empowerment to full partnership or full teacher control. There is empirical evidence that
co-worker relations are an antecedent of job satisfaction (Morrison, 2004), and for this reason, how teachers relate to one another (as covered in the survey questionnaire) for the benefit of students as they participate in decision-making is crucial in achieving student success as well as improving teacher job satisfaction and commitment.

As pertains to school-related organizational commitment, a similar situation exists on the basis that educational institutions depend on teachers’ commitment, or at least their willingness to continue, and their dedication. It could be argued that given the social and professional notion in teaching, organizational commitment is perhaps more important and relevant in human subjects in that committed teachers are likely to remain in the school to facilitate student development until they graduate, and stay engaged in their development beyond the school as a long-term commitment.

Williams (2003) suggested that employees who identify with the goals and objectives of the organization are less likely to leave the organization because of the strong belief in the acceptance of organizational goals and values as well as willingness to exert considerable effort on behalf of the organization.

There are studies that link participation in school decision-making and satisfaction in relation to teacher commitment such as by Wisniewski and Gargiulo (1997), who demonstrated that teachers’ job satisfaction in Poland was associated with freedom to do what they wanted in order for students to succeed; encouragement received from those in authority; participation in decision- and policy-making; adequate supply of teaching and learning resources; good salary; cooperation from pupils, parents, and teachers; and participation in school management. Therefore these three constructs—commitment, job
satisfaction and school decision making—as well as their importance in teaching will be discussed more in Chapter 2 to show how they are related based on past literature.

**Botswana Context**

This study was conducted in Botswana. This section reviews the geographical, political, and educational context of this study.

Botswana is a landlocked country at the center of Southern Africa, measuring 582,000 square kilometers with a population of about 2 million. Setswana and English constitute the official languages with English being the widely used language both in business and all post-primary education. Botswana was ruled by the British from 1889 to 1966, when it gained independence and adopted usage of the English language as the official language. The system of education has remained similar to the British system of education (Botswana, n.d.)

The Ministry of Education, a department of the national government, has the prominent role of equipping students with effective knowledge, skills, attitudes, and behaviors that will help them become skilled workers for all sectors of the economy and effective citizens (Leburu-Sianga & Molobe, 2000). The Minister for Education heads this department and is an elected official. Next, there is a Permanent Secretary who is the top civil servant for education. The Permanent Secretary is assisted by a Deputy Permanent Secretary for educational development and a second Deputy Permanent Secretary responsible for support services. There is also a Coordinator of Education Policy who oversees secondary schools. The undersecretaries are in charge of the ministry of education’s management, and a Senior Education Officer is responsible for training needs of the ministry.
Schools fall in three categories: government schools, government-aided schools, and private schools. Government schools are owned, funded, and managed by the national government. Government-aided schools are private schools that are funded by government but governed privately. Private schools are schools managed and funded privately. However, they are regulated by government and participate in the national exams.

The Botswana education system follows a 7+3+2 structure. There are 7 years of primary education at the end of which pupils write the Primary School Living National Examination, followed by 3 years of Junior Secondary, at the end of which they write the Junior Certificate National Examination. Those who qualify and are selected will then proceed for a 2-year post-secondary education which prepares them for the National Secondary Exam that will determine college selection entrance for further education. In 1999, there were 116,076 pupils in secondary schools numbering 27, of which 4 are private. The enrollment has currently increased to 152,000, 725 elementary schools, 205 junior secondary schools, and the 27 senior secondary schools. There are all together 163 private schools. In these institutions, 12,385 teachers serve the elementary schools, and 8,420 teachers serve all secondary schools. Tertiary student enrollment stands at about 25,000 (Leburu-Sianga & Molobe, 2000).

Botswana’s education system, like those of many countries in Africa, has and still faces serious challenges. These include such issues as access and equity, quality of teaching/learning at all levels of education, improved partnership between schools and communities in the development of education, and effective management of the education system.
Significance of the Study

Success in Botswana is often perceived to be dependent on educational advancement. As a developing country, there are not many opportunities available to gain successful employment without significant education. Therefore education is considered to be a major avenue to open doors of opportunities. Given this culture, education has become very competitive, and families are very interested in their children receiving the best education possible so they can advance to the next educational level.

School administrators eager to improve student learning try to secure the best teachers who are committed to help students, and will more likely motivate the students to develop their own talents, skills, and energies. This focus on education can build a foundation for a positive future (Bagraim, 2003). Given the central role of education and the centrality of committed teachers in that education, this study promised to add understanding about the relationship of teacher participation in decision-making and job satisfaction to teacher commitment. It fills a void in the research by exploring the relationship of teacher participation in school decision-making, job satisfaction, and commitment, in general, and provides specific findings related to Botswana.

The findings of this study promise to help teachers in secondary schools in Botswana by providing them information about their role of participation in decision-making and job satisfaction in their work to stay committed to their school and teaching. Findings also may be useful to school administrators who are looking for ways to improve teacher commitment.
Basic Assumptions

This research was carried out on the assumption that committed employees are more likely to contribute and stay in an organization than those who are not. Furthermore, committed employees are assumed to have better affective, continuance, and normative relations to their organization, students, and fellow teachers.

With regard to the population under study, it is assumed that there is a variability in overall teacher participation in decision-making and job satisfaction among Botswana senior school teachers. This variability allowed me to determine if there are, among these, main variables and demographic issues among Botswana senior school teachers that are significant. Such a measurable relationship is possible only to the extent that data in a statistical distribution diverge from the average or mean. Variability also refers to the extent to which these data points differ from each other, commonly measured by using mean, variance, and standard deviation.

Limitations and Delimitations of the Study

This study done in Botswana, which is a developing country with a nationally controlled educational system, may have limited generalizability where such differences are applicable upon replication.

The study was limited to full-time teachers employed at senior secondary schools in Botswana, thus excluding junior secondary school teachers and part-time instructors. The data were gathered using a questionnaire that was dependent on voluntary and honest cooperation of the participants. As such, those choosing to participate in a survey may differ, especially on the issue of participation and commitment, from non-participants, thus limiting generalizability.
Definition of Terms

Commitment: Three types of commitments are used in this study: organizational commitment, teacher commitment, and teacher professional commitment.

Organizational commitment: Employee loyalty to the organization as a whole. In a school setting it would be loyalty to the school, students, fellow staff, and their teaching profession.

Teacher Commitment: The degree of devotion and loyalty of the teacher to the students’ goals and objectives within the framework of the employing organization.

Teacher Professional Commitment: The degree of devotion and loyalty of the teacher to their profession within the framework of the employing organization.

Job Satisfaction: Defined in this research not in terms of internal and external, but in terms of satisfaction with teaching in general, and satisfaction with the school, as dimensions of job satisfaction, both being particularly critical for a centralized educational system.

Teacher Participation in Decision-Making: The degree to which a teacher is actively engaged or involved in making choices on significant issues that will result in achieving desired goals and objectives of the organization, as well as commitment.

Senior School Teacher: A teacher who is involved in teaching Form 4 and Form 5 grades in high school.

Form 4 and Form 5: In Botswana, Form 4 is equivalent to 11th grade and Form 5 is equivalent to 12th grade in high school. It is the Form 5 graduates who qualify for college.
Organization of the Study

This study is organized into five chapters. This chapter presents an introduction that provided background information, the problem, purpose of the study, research questions, research design, and the conceptual framework. Chapter 2 provides an extensive review of the literature related to job commitment, satisfaction, and participation in decision-making. Chapter 3 outlines the methods to be used in the study, including research design, population of respondents, description of the instrument used, data collection and management, and how data were gathered and analyzed. Chapter 4 presents survey results and detailed analyses of survey findings including tables of relevant data analyzed. Chapter 5 presents a summary of findings, discussion on research findings, conclusions and recommendations to leaders and stakeholders, as well as theory developed from the findings of this study. Recommendations for future research are also given.
CHAPTER 2

A REVIEW OF LITERATURE

Introduction

The purpose of this exploratory study was to investigate the relationship of teacher participation in decision-making and job satisfaction to organizational commitment among senior secondary school teachers in Botswana. This chapter contains related literature in these three areas or constructs. The study was based on primary sources of information and research that explained these constructs and contextual aspects influencing these three. The first section reviews teaching as a profession and the role of teachers in education. The second section reviews general research on teacher participation in school decision-making, job satisfaction, and organizational commitment. The third section reviews research on the relationship between the variables of the investigation and teacher participation in school decision-making, job satisfaction, and organizational commitment.

Teaching as a Profession

This section provides an overview of teaching as a profession. It explores the nature of teaching, the contributing factors associated with teaching as a profession, the context of teaching and school dynamics, challenges to teaching, and preparations for teaching and sustained development. Teaching involves person-to-person relationships between teachers and students. The greatest influence in this relationship comes from the
student. Although sometimes complimented and criticized, teachers are the most important professional workers in the school because of the relationship with students and their learning. They help determine the quality and quantity of educational programs.

Context of Teaching, School Dynamics, and Commitment

Teachers are key to the success of educational organizations. Within the context of teaching and school dynamics, teachers’ degree of commitment to both school organizational goals and student success is critically related to the success of the school organization (Hanson, 2003). Accordingly, a teacher is considered committed to the organization if he or she is committed to the profession and the success of students, as well as to the organization itself.

Experience shows that some teachers are more committed, and perform better and contribute more to their students and to the profession than do others. However, uncertainty exists about what causes teachers to be more committed or to perform better than others. Administrators continue to search for methods to identify those teachers who are capable of high performance and commitment, and continue to look for ways to retain these teachers in the teaching profession, and to keep them highly motivated and performing well (Taylor, 1997).

Schools, when viewed as a social system, have two basic dimensions: the normative (institutional) and the idiographic (personal). This social system model, as developed by Getzels and Guba (1957), is defined within the context of the roles within the institution, and the expectations prescribed for each of the teachers’ roles. According to the same model, individual behavior is a function of the interaction between the demands, expectations, and the needs of the role incumbents. The more effective the
person is in his or her role behavior, the greater the positive effect on the worker’s attitude toward his or her job (Lipham, 1979).

Belongingness relates to the perception of and the role that incumbent employees have, which inspires them to succeed with their job for the institution. Employees feel they belong when participative decision-making increases the likelihood of congruence between the role expectation and personal need. Employees who develop strong organizational commitment, called psychological commitment, often display some level of spontaneous and innovative behavior that goes beyond routine and is crucial for a successful organization (Katz, 1964).

Organizational commitment within the context of a teacher’s role can be thought of as a linkage between a teacher and the organization consisting of three parts: a sense of identification with the organization’s mission, a willingness to exert considerable effort on behalf of the organization, and a sense of loyalty and strong desire to maintain membership in the organization (Mowday et al., 1982).

Organizational commitment is an important factor in understanding the behavior of teachers. The way teachers respond to the organization, students, parents, and the job may demonstrate the degree of teacher satisfaction and general level of commitment. Job satisfaction enables them to overcome the challenges of teaching, which tend to erode commitment, and I therefore review them in the following discussion.

Challenges of Teaching

Supovitz and Christman (2003) characterize teacher challenges by multiple roles where teachers have to prepare students for college, and in the process they must keep professional development focused on student learning, while also serving as policemen
who establish and maintain control and discipline, as judges who hand out rewards and punishment for conformity as well as for intellectual prowess, as mediators of learning, as parents’ substitute confidantes, and as prophets who motivate them to achieve future academic success. Darling-Hammond (2006) suggests that it is fair that students be taught by teachers who show competence in subject matter as well as being a director of learning, a counselor and advisor, a mediator of cultural transformation, and a link with the community. These roles cover not only a teacher’s role in the classroom, but also include activities and responsibilities outside the classroom which are part of the teacher’s professional work. Furthermore, the teacher should help the student envision future goals in preparation for their career path. Carkhuff and Berenson (1981) earlier suggested that the teachers’ roles imply that they are instructional leaders, learning system managers, and people.

Sergiovanni (1984) further characterized the professional work of teaching as being leader-teachers who have the technical ability to handle classroom management, and use human relation skills to harness social and interpersonal resources. They use educational knowledge and competency to provide strategic vision for learning in the classroom, and make commitment to building a unique school culture. The key question in Sergiovanni’s work was the extent to which teacher participation in decision-making was essential in enabling the teacher to meet the desired role expectations. Sergiovanni also noted the connection of job satisfaction to these various teachers, and how the two key variables (participation in school decision-making and job satisfaction) influence the extent of long-term commitment to teaching roles and the extent to which they are committed to the organization as a whole. The extent to which challenges to teaching are
managed depended on how well prepared the teachers are, and the extent to which development in teaching is retained at a sustainable level sufficient to have teachers committed to teaching.

Preparation for Teaching and Sustained Development in Teaching

The most successful professional development efforts are those which provide teachers with regular opportunities to share perspectives and seek solutions to common problems in an atmosphere of collegiality and professional respect (Fullan, Bennett, & Rolheiser-Bennett, 1990; Little, 1982). Working in teams among teachers also allows tasks and responsibilities to be shared. This not only reduces the workload of individual team members, it also enhances the quality of the work produced. Additionally, working in teams helps focus attention on the shared purposes and improvement goals that are the basis of the professional teacher development process in that context (Leithwood & Montgomery, 1982; Rosenholtz, 1987; Stevenson, 1987).

One way to prepare teachers for these challenges is to increase the quality of teacher preparation. Teachers must believe that all students can learn to higher standards in order to help them master college preparation curriculum. In order to maintain this high expectation, teachers must have teaching skills that include the ability to make content accessible to a wide range of learners (Darling-Hammond & Bransford, 2005). According to Darling-Hammond and Goodwin (1993), professional schools of education remain the leading developers of teachers, whereby teacher education is designed to facilitate a student’s mental and intellectual growth through role modeling, to develop their knowledge and skills, to facilitate students’ learning and growth; and ultimately, the
college teacher then guides students through experiences intended to help them grow and develop to their individual potential as learners and instructional leaders.

Creative and intuitive teachers inspire students. Teachers have to develop their own unique and personal abilities, traits, and intuitive power to provide classroom environments in which students can, in turn, perform creatively. As diagnosticians, Seaberg (1974) further suggested that teachers are required to analyze the elements of students’ learning experiences that fit those students, and to formulate plans to help all students grow and develop to their individual potential. On the other hand, just as students need to develop, teachers also need to develop by being creative in their own unique personal development. Heck and Williams (1984) suggest that the complex role of the teacher in developing students includes taking on a caring and supporting role to eliminate stress, building an interactive relationship between home and school, and nurturing students in a holistic development. A study of teacher participation in decision-making in relation to the structural dimensions of the organization is vital in leadership in that, as teachers participate under a decentralized setup, they would tend to be more committed to the issues they care about, and hence to the organization they serve. These pertinent issues are discussed in the following section.

**Decision-Making and Organizational Structures**

Organizations, generally speaking, tend to have bureaucratic decision-making structural dimensions (McNeil, 1978; Tyler, 1985). Dalton, Todor, Spendolini, Fielding, and Porter (1980) argued that organizational structures have two distinct dimensions: structural dimensions that refer to physical qualities, such as size (number of employees), hierarchy, or span of control; and structuring dimensions that refer to the process or
activities that prescribe or restrict the behavior of organizational members that ultimately lead to commitment to the organization. The literature further suggests that there are three different dimensions of organizational decision-making: *formalization*, which was characterized as the extent to which roles and behaviors were described and documented; *complexity*, which was defined as the number of specialists whose functions were unique from other employees; and *centralization*, which was a function of locus of decision-making, degree of information-sharing between levels, and the degree of participation in long-range planning (Reimann, 1974).

Public schools tend to exhibit all three decision-making structural dimensions, namely: formalization, complexity, and centralization. The interplay between and within these structural dimensions has led to both tightly knit bureaucratic systems (Hoy & Sweetland, 2000) and loosely coupled systems in the same organizations. Ellett and Logan (1997) suggested that the fluctuation between tightly knit and loosely coupled organizational dimensions in public schools may be influenced by the interaction of a school’s organizational structure and factors of socialization. These are characterized as the manner in which rules and regulations, job responsibility, local norms, and decision-making are defined.

Teacher participation in decision-making within these complex, centralized, and formalized organizational structures was identified as an important consideration in efforts to restructure and reform public schools (Desimone, 2002). Accordingly, decentralized, site-based management was found to be significantly related to perceptions of effectiveness at the school level, and that organizational decentralization of authority was also significantly related to participation in decision-making (Bauer, 2001).
decision-making process within the structure of the organization as a workplace is critical in engaging teachers so as to collaborate as a committed team.

Participation in Decision-Making in the Workplace

Participation in school decision-making is a collaborative process in which there is shared decision-making on educational issues at the school level as a way of involving teachers (Liontos, 1993). The main purpose in sharing decisions is to improve school effectiveness and student learning. When principals, teachers, and staff members work as a team and collaboratively decide what is in the best interest of the school, the institution is responsive to the needs of their students and community. Liontos further suggests that those closest to the children should decide their education. Teachers, parents, and school staff should have more control of policies and programs affecting their schools and children. Accordingly, the persons responsible for carrying out the decisions should have a clear voice in determining those decisions that, when implemented, would subject the participants to responsibility for the process as well as the outcomes.

Earlier studies on participation in decision-making were undertaken by Belasco and Alutto (1972) in an attempt to understand various levels of participation categorized as deprivation (wanting more decision-making), equilibrium (satisfied with current levels), and saturation (wanting less), and observed that each level of satisfaction has ramifications for teacher participation. They defined teacher participation as willingness to remain with the current school organization despite inducements to leave and was therefore considered as important to teacher performance and commitment as the educational organization relied on willingness on the part of organizational members to both dependably prosecute their current assignment and adapt to changing future conditions. (p. 44)
In the same study, the researchers (Belasco & Alutto, 1972) concluded that teachers, feeling that they were deprived of decision-making ability, reported lower levels of satisfaction, but saturated and at equilibrium were more satisfied but not necessarily willing to increase their participation. Therefore, to simply increase participation in decision-making in absolute terms may be counterproductive. However, in general terms they concluded that allowing teacher participation in decision-making purports to result in a more satisfied teacher with greater commitment to organizational goals, but exceptions were noted.

In an attempt to better understand a teacher’s desire to participate in decision-making, Taylor and Tashakkori (1997) used four categories of teacher involvement in decision-making: empowered (those who were involved and desired to be involved), disenfranchised (those who were not involved but desired involvement), involved (those who were involved but did not desire it), and disengaged (those who were neither involved nor desired to be). The study attempted to resolve what was seen as a lack of understanding of the nature of teacher participation dimensions. They also found that the best discriminator between high participation and low participation groups was the principal, followed by evidence of job satisfaction, and that the variable most likely to discriminate among teachers as to their desire to participate in decision-making was a teacher’s sense of efficacy (being confident that they can teach effectively).

The success of teachers in influencing decisions and the substance of these decisions may be crucial for having teachers actually become leaders in schools by influencing the decision-making process, encouraging the shifting of their active participation in the direction of teacher leadership. Benson and Malone (1987) argued
that teachers experiencing a truly meaningful shared decision-making process that encourages teachers, not just in participation but to lead, can enhance teacher leadership opportunities and its benefits.

Leithwood et al. (1998) suggested that personal goals, capacity, context belief, and emotional arousal work to promote a greater commitment to making decisions and synthesis of individual and organizational goals. Their observations were made while doing a study to understand the motivation of teachers that Benson and Malone (1987) labeled “alienation.” The teacher’s sense of ability to act on decisions, or efficacy, leads teachers to work to become active participants and to shape organizations.

More recent assertions in shared decision-making literature suggest that teachers must do more than just participate in decision-making but to also provide effective leadership. They therefore need to be empowered to do so (Taylor & Tashakkori, 1997). Evidence suggests that teachers, acting as leaders, have a greater commitment to change (Leithwood et al., 1998). Shared decision-making was seen as a means for teachers to lead beyond the classroom and in the school. Such extended influence and involvement enhanced their commitment to systematic change and enabled them to become more empowered and efficacious teachers (Smylie, Lazarus, & Brownlee-Conyers, 1996). Over time, focus on participation in decision-making has shifted its focus from merely coopting teachers, to empowering them to lead.

Teacher participation in decision-making is one of the many reforms in education that attempted to increase student achievement, create a sense of community, and increase teacher morale, as well as to help schools meet increasing academic standards. Wyman (2000) supports shared decision-making and adds that, if used correctly, it can
bring together teachers, parents, administrators, and community members. A major reason for the popularity of this reform is that it tends toward decentralization of school decision-making, and consequently improves student performance (Latham, 1998). Involving teachers in decision-making changes the manner that schools are governed by removing the power from the hands of the central office or administration and sharing it among teachers, principals, and sometimes parents.

Hoy and Miskel (2012) supported the concept of the participation in decision-making, and advocated that the process become more relevant, especially in addressing the question of whether the teachers can be trusted to make decisions that are in the best interest of the organization. They believed that the involvement of teachers in this process should occur when the teachers have a personal stake in the outcome, have expertise to contribute to the solution, and can be trusted to decide what is in the best interest of the organization. Participation in decision-making in the workplace is, therefore, important because the effectiveness of the decision is determined by both the quality of the decision being made and the acceptance and commitment of subordinates to implement the decision.

Participation in Decision-Making and Leadership Issues

More recent studies indicate that there is considerable research currently available suggesting that transformational leadership is positively associated with organizational commitment in a variety of organizational settings and cultures (Bono & Judge, 2003; Dumdum, Lowe, & Avolio, 2003; Koh, Steers, & Terborg, 1995; Lowe, Kroeck, & Sivasubramaniam, 1996; Walumbwa & Lawler, 2003). The studies further indicate that transformational leaders are able to influence followers’ organizational commitment by
promoting higher levels of intrinsic value associated with goal accomplishment, emphasizing the linkages between followers’ effort and goal achievement, and creating a higher level of personal commitment on the part of the leader and followers to a common vision, mission, and set of organizational goals.

Transformational leaders tend to influence followers’ organizational commitment by encouraging them to think critically by using novel approaches, involving followers in the decision-making process, and inspiring loyalty while recognizing and appreciating the different needs of each follower to develop his or her personal potential (Avolio, 1999). By encouraging followers to seek new ways to approach problems and challenges, and identifying with followers’ needs, transformational leaders are able to motivate their followers to get more involved in their work, resulting in higher levels of organizational commitment (Walumbwa & Lawler, 2003). This view was supported by prior research which showed that organizational commitment was higher for employees whose leaders encouraged participation in decision-making, emphasized consideration, and were supportive and concerned for their followers’ development (Allen & Meyer, 1996). Although transformational leadership has been conceptually and empirically linked to organizational commitment, there has been little empirical research focusing on the processes by which transformational leaders influence followers’ level of organizational commitment (Avolio, Zhu, Koh, & Bhatia, 2004). However, as discussed in the following section, teacher participation in school decision-making may be linked to institutional or organizational commitment.
Teacher Participation in School Decision-Making

The first dimension of interest in this study was participation in school decision-making and its possible influences on institutional commitment. Recent studies (Leithwood et al., 1998) suggest that teachers acting as leaders were more likely to have greater commitment to change, and therefore, needed to participate more in decision-making in order to provide effective leadership. Shared decision-making was a means for teachers to lead in the school beyond the classroom. However, sharing or participating in this context has shifted from simply co-opting teachers, to focusing more on empowering them to lead (Schlechty, 1990). Marks and Louis (1999) stated that site-based decision-making accompanying decentralization can empower teachers to varying extents, ranging from nominal empowerment to full partnership or full teacher control. Anderson (2002) suggests that high teacher participation results in teacher leadership and that teachers’ actual participation was dependent upon individual desire and teacher characteristics.

A study done by Taylor (1997) on factors affecting teacher retention in the profession found that a majority of teachers still on the payroll felt that they were not involved in decision-making and had very little interaction with administrators. The teachers in the study felt that effectiveness of student instruction was adversely affected by their lack of decision-making and that if they were given greater participation and autonomy, especially in the classrooms, teacher retention would be enhanced. They also felt greater involvement in decision-making would assist them in helping students reach their potential, as they felt teacher participation in the organization would help them shape both short- and long-term goals. Consequently, teachers would stay longer in the organization, and would be less likely to leave for other schools or leave the teaching
profession altogether. Taylor further suggested that as teachers remained longer in the teaching profession, students would become recipients of a better quality education.

In considering teacher participation in school decision-making, several studies were conducted about the potential impact of shared decision-making among teachers, central administration staff, parents, and community. Sidner (1994) recommended empowerment of the local school staff and community members to make decisions concerning their educational programs. She focused on the interrelationships between participation in shared decision-making and school culture in a high school’s effort to reform in Dade County, Florida, USA. She found that change took place in three areas: distribution of authority in empowering staff, students, and parents; a shift in work pattern from competitive to collaborative; and the change of the role of the learner from passive consumers to active constructors of knowledge.

Sidner (1994) also found that the process of shared decision-making could accelerate change in an organizational culture and increase communication, and that shared decision-making could redistribute authority and foster collaborative work habits among professionals. Positive changes could come from within the schools using a shared decision-making approach. She found that shared decision-making increased communication, which was the prime medium to transmit cultural change. As such, communication was seen to be a prerequisite to any systematic problem solving.

In an earlier study, Ferrara and Repa (1993) developed two instruments that were considered to accurately measure teacher involvement in shared decision-making: they measured teacher expectations of what was occurring with what was not occurring; they also determined whether it was necessary to describe shared decision-making
involvement in terms of the extent of occurrence, extent of decision-making, and the way in which decision-making was occurring. From these issues, a Teacher Decision-Making Instrument was developed with eight categories (planning, policy, curriculum/instruction, pupil personnel, staff personnel, staff development, school/community, and budget/management). Based on the success of this instrument, they developed a Shared Education Decision Survey for use by those on decision-making councils at the schools, which included administrators, teachers, support staff, parents, community members, and board members.

A subsequent study by Yadegari and O’Connell (1997), using a similar approach, related other school characteristics to the construct, such as achievement outcomes, socioeconomic status, and school size. They examined how these contributed to the success of the shared decision-making of the council. The study targeted student academic achievement and shared decision-making as mandated in New York State. The study concluded that despite the disparity of success of implementing shared decision-making, issues that councils were addressing showed few differences among top and bottom groupings of schools based on selected school characteristics. School politics, state of labor relations, effectiveness of format, leadership, existence and extent of informal leadership, culture of the school, level of experience and comfort of council members with collaborative decision-making, and the effectiveness of team goal setting were among the factors that indicated significance. (p. 35)

However, this study did not use the instrument as suggested because the main issues of investigation are centrally handled by the Department of Education in the Ministry of Education, which is a different educational system from that in the West. Therefore, a study on the interrelationships between participation in shared decision-making and organization commitment in a senior secondary school will provide important information to leaders as to how teachers may positively influence student
outcome as well as organizational effectiveness, if teachers participated in school decision-making.

Research on Participation in Decision-Making

Research literature associated with teacher participation in decision-making is inconclusive regarding its relationship with student achievement and the “relatively small proportion of systematic empirical investigations” (Smylie et al., 1996, p. 181). Standridge (1996) provides opportunity for further study, for which reason this study took advantage to expound on the relationship and how it relates to the teacher’s organizational commitment. Bacharach, Bamberger, Conley, and Bauer (1990) had earlier suggested that one of the reasons for inadequacy of empirical evidence could be the lack of consistent and conclusive evidence about the instructional outcomes and participative decision-making.

Tarara (2005) studied content analysis of how participatory decision-making and teamwork affects employee satisfaction and employee commitment among nine organizations chosen and investigated from Fortune's top 100 companies to work for in 2005. Textual analysis was done of how participatory decision-making and teamwork affects employee satisfaction and employee commitment, and how participation correlates satisfaction and commitment. Content analysis was done to establish whether the listed organizations supported a culture that implements participatory decision-making and teamwork to determine the level of satisfaction and commitment. Results indicate that companies, noted as top organizations to work for, implement teamwork and participatory decision-making in their everyday environment. The implementation of these characteristics increases the organization’s level of employee satisfaction and
commitment. Although the study was not on teachers, the results are relevant since teachers are also employees and the study contains relevant variables of investigation.

In another recent study, Beem (2007) studied the relation between direct participation and organizational commitment and turnover in which a survey was conducted among 991 employees of the University of Twente in the Netherlands. The results showed no significant gender differences in scores between the groups, but the mean scores for the variables showed moderate scores (on a scale of 5, with 1 = low and 5 = high). Satisfaction, with employee influence as a measure of satisfaction with direct participation practices, did not correlate to all forms of commitment.

Algoush (2010) assessed the relationship between teacher involvement in the decision-making process and teacher job satisfaction among 60 teachers in a private school located in Bahrain (100% response rate with a theoretical framework that there are benefits that impact increased decision-making authority on teacher work life). The research was conducted using a survey method (two questionnaires: TJSQ—teachers’ job satisfaction questionnaire, and DIAQ—decision involvement analysis questionnaire). The Pearson correlation was used to find the correlation between the variables of TJSQ and DIA variables. Involvement of teachers in decisions of managerial topics was a mean 2.5. The average rate of teacher involvement in decisions of teaching kind was 4.5 (on a scale of 1-5). There was a significant negative correlation ($r > 0.3$) between levels of participating in managerial decisions and the following TJSQ variables.

In an earlier study, Smylie (1992) suggested four factors that tend to influence a teacher’s willingness to participate in decision-making:

1. Principal-teacher working relationship
2. Norms influencing working relationships among teachers
3. Teachers’ perceived capacity to contribute to or make decisions, and
4. Teachers sense of responsibility and accountability in their work with students.

These four significant factors associated with participation in decision-making need further investigation to understand how they relate to student outcome and teacher commitment to the organization.

Smylie et al. (1996) subsequently teamed up and conducted a longitudinal study of the instructional outcomes of teacher participatory decision-making. Smylie et al. used an analytical model to examine instructional outcomes through intermediate variables. Using social psychology and organizational theory to draw upon, three intermediate variables were identified as mechanisms that influenced the construct of teacher participation in decision-making: (a) teacher autonomy (motivation mechanism), (b) accountability (control mechanism), and (c) professional learning opportunities (learning mechanism). The researchers argued that the three variables were control mechanisms through which participation in decision-making was processed and through which instruction may be influenced. The 4-year study conducted in a Midwest district in the United States by Smylie et al. included six decision-making measures: (a) participative decision-making, (b) individual autonomy, (c) individual accountability, (d) organizational learning, (e) instructional improvement, and (f) student outcomes. The study found large correlations between teacher participation in decision-making and instructional improvement ($r = 0.84$), changes in reading achievement ($r = 0.80$), and changes in math achievement ($r = 0.52$).
Smylie et al. (1996) found that the willingness to participate in decision-making was significantly influenced by the relationship between teachers and the principal, and teachers who perceived their relationship with the principal to be open, collaborative, and supportive were more willing to participate in decision-making. Taylor and Bogotch (1994) suggested that any decision to adopt a participatory structure for teacher involvement in decision-making should be based in part on the likely effect on student outcomes, and that teacher participation in decision-making carries an expectation that school performance and productivity will increase. However, as Smylie et al. (1996) indicate, the data regarding the effect of teacher participation in decision-making and student achievement are inconclusive due to lack of definitive agreement on the full meaning and definition of participative decision-making, who participates in making decisions, categories of decisions, measures of effectiveness, motivation, and control. In this regard, the literature suggests further study is needed on the relationship between teacher decision-making and other factors, such as the extent to which they would be committed to the organization they serve.

Chan, Ching, and Cheng (1997) described decision-making by organizational areas of participation, in which they suggested three organizational levels associated with school-based management:

1. Participation at the individual level—decision area close to the teaching task within a classroom

2. Participation at the group level—decision area of topics related to the functioning of groups (departments, subject-areas, and grade-level)
3. Participation at the school level—decision issues at the whole school level including goals, budget, personnel, etc.

In this regard the literature, therefore, suggests further study is needed on the relationship between teacher decision-making and other factors as a key component to student achievement.

Decision-Making and Student Achievement

Teacher participation in decision-making was one of the many reforms in education that attempted to increase student achievement, create a sense of community, and increase teacher morale, as well as help schools meet rising academic standards; and that, if shared decision-making is used correctly, can bring together teachers, parents, administrators, and community members (Wyman, 2000). The historical discussions of teacher participation in decision-making center on many considerations, where a major reason for the popularity of this reform is that it tends toward decentralization of school decision-making with consequent improvement of student performance (Latham, 1998). Given the context of other studies and related literature on leadership, there is a need to discuss why teachers choose to exercise leadership in the context of shared decision-making. Part of the answer to this question can be framed historically from the literature as factors affecting teacher participation in shared decision-making in schools.

More recent assertions in the shared decision-making literature suggested that teachers must do more than simply participate, they should also provide leadership. Therefore, it seems obvious that teachers need to be empowered to do this (Taylor & Tashakkori, 1997). The evidence suggested that teachers acting as leaders had a greater
commitment to change (Leithwood & Jantzi, 1997). Shared decision-making was seen as a means for teachers to lead in the school and beyond the classroom.

Teacher engagement may be important in improving classroom instruction, as it requires professional adequacy and collaborated lesson planning with peers to improve student effectiveness and achievement, and to be willing to change (Benson & Malone, 1987) to the extent that teachers would tend to be more satisfied. As such, teacher satisfaction becomes yet another major variable of the discussion below.

**Job Satisfaction**

Among recent studies on teacher job satisfaction in relation to teacher job commitment, Bull (2005) concluded there was a statistically significant relationship between job satisfaction and organizational commitment among the sample of teachers selected to participate in the research. Moreover, there was also a statistically significant relationship between the biographical characteristics, job satisfaction, and organizational commitment with the exception of the level of education of respondents. These biographical variables, according to Bull, significantly explained the variance in both job satisfaction and organizational commitment. The only variable not significantly predictive of both organizational commitment and job satisfaction was the educational levels of teachers.

**Job Satisfaction in the Workplace**

Drafke and Kossen (2002) postulate that many people experience satisfaction when they believe that their future prospects are good. This may translate into opportunities for advancement and growth in their current workplace, or enhance the chance of finding alternative employment. They maintain that if people such as teachers
feel they have limited opportunities for career advancement, their job satisfaction may
decrease. Career advancement is one of the questions asked in the survey to assess the
level of importance teachers place on satisfaction in comparison with several other issues.
There is empirical evidence that co-worker relations are an antecedent of job satisfaction
(Morrison, 2004). Therefore, how teachers relate to one another (as covered in the survey
questionnaire) for the benefit of students as they participate in decision-making is crucial
in achieving student success as well as improving teacher job satisfaction and
commitment.

Job Satisfaction and Leadership Issues

A study by Morrison (2004) postulates that teacher job satisfaction is affected by
the work environment and strong principal leadership that ensures student success,
teacher commitment, and overall organizational goals. The other study done by
Olanrewaju (2002) looked at 189 business faculty members and found that factors like
achievement, recognition, work itself, and growth were related to job satisfaction. Salary,
institutional policies, and practices—as well as working conditions—contributed to job
satisfaction, and in this regard, concurred with Herzberg’s findings that are discussed
later in this chapter. The present research did not take the environment into account in
terms of the organizational issues that referred to commitment or satisfaction with school.

Theories on Job Satisfaction

Earlier research focused on various theories of job satisfaction, and three of them
stand out: Content, Discrepancy, and Frame-Work Theories, of which the first consists of
content theories that attempted to explain job satisfaction in terms of needs that must be
satisfied or values that must be attained (Locke, 1976). Examples were Maslow’s
hierarchy of needs (Maslow, 1954) and Herzberg’s two-factor theory (Herzberg, Mausner, & Snyderman, 1959).

The second set of theories contained process or discrepancy theories of job satisfaction, which attempt to explain job satisfaction in terms of how categories of variables, such as expectancies, values, and needs, relate to causes of job satisfaction (Locke, 1976). As an outgrowth, discrepancy theories stressed that job satisfaction was the difference between an individual’s desired work outcomes and what an individual actually received in the organization, or an individual’s work motivation and organizational incentives (Hoy & Miskel, 2012).

The third set of theories was related to situational models of job satisfaction, which attempted to explain how categories of variables related to job satisfaction as a whole (Hoy & Miskel, 2012). I review these three sets of theories below.

Maslow’s Theory and Job Satisfaction

Maslow (1954) focused on what has commonly been referred to as a "hierarchy of needs." The major premise was that lower order needs (psychological, security, and belongingness) must be satisfied before individuals can fulfill their higher needs (esteem and self-actualization). This hierarchical model presumes that when a lower order need is not satisfied, it preoccupies the individual and precludes attention to higher order needs, and therefore individual behavior is motivated by a desire to satisfy the need that is most important at a specific point or period in time. Maslow maintained that all higher order needs were seldom totally satisfied, and that individuals often proceed up the hierarchy without absolute fulfillment of earlier more basic needs.
Herzberg’s Theories of Job Satisfaction

Herzberg (1966) conducted extensive interviews with some 200 accountants and engineers, using the critical incident method of data collection in which employees were asked to remember two incidents related to their work that made them feel exceptionally good and satisfied, and two that made them feel bad and dissatisfied. Responses were scored according to their closeness to one of the job satisfaction or dissatisfaction factors as identified. Herzberg then distinguished between intrinsic and extrinsic factors related to job satisfaction. Intrinsic factors were believed to increase job satisfaction, whereas extrinsic rewards caused job dissatisfaction. The dissatisfaction factors were viewed similar to health hazards, such as impure water or polluted air that tended to make people leave their jobs. Such factors were also named hygienes or dissatisfiers, and dealt mainly with the environment of work. These factors included organizational policies and administration, interpersonal relationships with supervisors, peers and students, and working conditions, salary, supervision, status, and job security. However, Herzberg did not see money as an effective motivator or satisfier because it did not lead to a desire to do a better job, although lack thereof was reasoned to be an effective dissatisfier leading people to quit jobs.

Herzberg (1966) added what was considered a new dimension to this theory by proposing a two-factor model of motivation, based on the notion that the presence of one set of job characteristics or incentives leads to worker satisfaction at work, while another and separate set of job characteristics leads to dissatisfaction at work. Thus, satisfaction and dissatisfaction are not on a continuum with one increasing as the other diminishes, but are independent phenomena. Leaders must both increase areas of satisfaction and also
decrease elements or aspects leading to dissatisfaction. They cannot assume that if they have done one, they have done the other automatically. They have to attend to both.

Herzberg also looked at two independent sets of characteristics that either contributed to satisfaction or dissatisfaction that were environmental-related issues. This study by Herzberg looks at two independent sets of characteristics that either contributed to satisfaction or dissatisfaction, among which were environmental-related issues. In the present study, however, no such predetermined sets of variables are examined but rather I explored the characteristics that contributed to satisfaction or dissatisfaction.

If the motivation-hygiene theory holds, management not only must provide hygiene factors to avoid employee dissatisfaction, but also must provide factors intrinsic to the work itself for employees to be satisfied with their jobs. Herzberg (1966) argued that job enrichment is required for intrinsic motivation, and it is a continuous management process. According to Herzberg:

The job should have sufficient challenge to utilize the full ability of the employee. . . . Employees who demonstrate increasing levels of ability should be given increasing levels of responsibility. . . . If a job cannot be designed to use an employee's full abilities, then the firm should consider automating the task or replacing the employee with one who has a lower level of skill. If a person cannot be fully utilized, then there will be a motivation problem. (p. 203)

Critics of Herzberg's theory (Khalifa & Truong, 2010) argue that the two-factor result is observed because it is natural for people to take credit for satisfaction and to blame dissatisfaction on external factors. Furthermore, job satisfaction does not necessarily imply a high level of motivation or productivity.

Intrinsic factors of job satisfaction are believed to increase employees’ motivation to work and are therefore referred to as content factors, which include achievement, recognition, advancement, growth, responsibility, and interesting work—all observed to
be related to job satisfaction. In this context, Merit (1995) pointed out how people devote many hours of concerted effort to their hobbies, showing that they are happy to spend a lot of time on pursuits they enjoy.

Critics of Herzberg’s theory, such as Brandt (1992), expressed concern with his studies. Brandt believed the exclusion of female employees, and selection of only two professional groups led to an oversimplification of sources of job satisfaction. The critics of Herzberg’s theory were of the view that had the sample been inclusive of female employees and other professions, results might have been different. However, in Brandt’s study there was no gender profiling, and both male and female groups examined were high-school teachers (Brandt, 1992).

Research on Job Satisfaction

Researchers (Andrew, Faubion, & Palmer, 2002) suggest that extrinsic rewards and factors, such as income, fringe benefits, job security, administrative policy, organizational reputation, job supervision, working conditions, and relationships with peers and management, play a critical role in determining job satisfaction. Furthermore, Olanrewaju (2002) looked at 189 business faculty members and found that factors like achievement, recognition, work itself, and growth were related to job satisfaction. Salary, institutional policies, and practices—as well as working conditions—contributed to job satisfaction and, in this regard, concurred with Herzberg’s findings. With regard to demographics, Dennis (1998) reported that job satisfaction increased with age, while Khillah (1986) had earlier observed that age differences affected the degree of job satisfaction. Dennis found that teachers who were most satisfied were over 50, followed by teachers between 41 and 49 years of age. Significant gender differences also existed,
with men being more satisfied than women. In another study that was gender related, Ma and MacMillan (1999) showed that female teachers were more satisfied with their work than were their male colleagues. Blank (1993), on the other hand, did not find significant gender difference when distinguishing between intrinsic and extrinsic job satisfaction.

Shared decision-making among teachers is a more recent documentation of research on people’ s experiences, and has some linkage to one of the most studied variables in the research, that is, job satisfaction. Wisniewski and Gargiulo (1997) demonstrated that teachers’ job satisfaction in Poland was associated with freedom to do what they wanted, encouragement received from those in authority; participation in decision- and policy-making; adequate supply of teaching and learning resources; good salary; cooperation from pupils, parents, and teachers; and participation in school management.

Job satisfaction among teachers in earlier studies was widely considered to be a multifaceted construct that is critical to teacher retention and has been shown to be a significant determinant of teacher commitment; and, in turn, a contributor to school effectiveness. Research, however, reveals wide-ranging differences in what contributes to job satisfaction, and that there are group differences according to demographic factors (Shan, 1998). Bishay (1996) postulated that if employees are satisfied with their work, they will show greater commitment. Conversely, dissatisfied workers with negative attitudes will ultimately leave the organization. Research reveals that inadequacies in working conditions, resources, and support, limited decision-making latitude, and restricted opportunities require improvement in the teaching profession.
Job satisfaction has been one of the most frequently studied constructs in organizational and industrial psychology for several decades, and has been defined by Locke (1976) as a pleasurable emotional state resulting from the appraisal of one’s job as achieving or facilitating the achievement of one’s values. It is seen as a function of the perceived relationship between what one wants from one’s job and what one perceives is being offered.

More recent research defined job satisfaction as Buitendach and De Witte (2005) suggested that it relates to an individual’s perceptions and evaluations of a job, and this perception is in turn influenced by their circumstances, including needs, values, and expectations. Individuals therefore evaluate their jobs on the basis of factors they regard as being important to them (Sempante et al., 2002). These individual perceptions are equally applicable to an educational setup, since teachers as individuals evaluate their teaching profession against factors they perceive as being important, such as student success. Earlier studies suggest that job satisfaction is an overall evaluation of one’s job, operationalized as a global construct as well as the sum of various facets (Feldman & Thompson, 1993; Naumann, 1992). Cranny, Smith, and Stone (1992) suggest that job satisfaction is a combination of cognitive and affective reactions to the differential perceptions of what an employee wants to receive compared with what he or she actually receives. From an employee’s perspective, job satisfaction is a desirable outcome in itself, and from an organizational and managerial point of view, it is essential in employee retention, and results in low turnover (Tett & Meyer, 1993).

Schroeder (2003) found that employees who were older than 50 years of age had significantly higher levels of overall extrinsic job satisfaction than did their counterparts
in the other three age groups (20-30 years, 31-40 years, and 41-50 years). Schroeder’s findings, therefore, concurred with that of Khillah’s (1986).

With regard to level of education, Iiacqua and Schumacher (1995) concluded that there was no significant relationship between job satisfaction and level of education, which concurred with Blank’s (1993) findings.

A study (Karl & Sutton, 1998) indicated that workers place the highest value on extrinsic factors, such as good salaries and job security. Earlier studies (Miner, 1980) indicated the importance of intrinsic factors for motivating employees, and placed greater importance on interesting work above everything else. Job satisfaction as it pertains to educational settings was defined by Hoy and Miskel (1982) as a present- or past-oriented affective state that results when educators evaluate their work roles.

Csikzentmihalyi and McCormack (1986) and Rosenholtz (2000) suggested that if teachers were dissatisfied with their work lives and lacked commitment to their organizations, not only would they suffer but their students as well.

Nussel, Rusche, and Wiersma (1988) studied a representative sample of 426 college educators from public and private institutions with a view to gaining insight into how professors of education perceived their level of job satisfaction and dissatisfaction with teaching in colleges of education. A Likert-type scale was developed using Herzberg’s theory to test the satisfaction/dissatisfaction dichotomy for this population. The result of this study found that high levels of satisfaction were associated with work itself, including many tasks directly associated with the challenge of being an educator and working with students. Low scores associated with dissatisfaction were tied to work environment conditions including compensation and administration.
A more recent study by Morrison (2004) postulated that teacher job satisfaction is affected by the work environment and strong principal leadership. With regard to this research, the environment was taken into account in terms of the organizational issues referred to as commitment to and satisfaction to school.

Job satisfaction, as it relates to education, is therefore addressed in this research not in terms of internal and external but in terms of satisfaction in general and satisfaction with the school.

Teacher Demographics

This section reviews demographic variables of teachers to discern the relationship to the main variables of decision-making, satisfaction, and commitment, as well as describing the relationship between the main variables using demographic characteristics. This study also attempted to see if demographic variables predict any aspect of teacher organizational commitment.

Various studies, such as Blood, Ridenour, Thomas, Qualls, and Hammer’s (2002) research among a sample of 1,320 teachers in public schools, indicate that older teachers were more likely to report higher levels of job satisfaction than were younger teachers. Tsui and Cheng (1999), in another study, determined that there is a relationship between a teacher’s age, education, gender, and self-reported level of commitment; and Meyer and Allen (1997) reported that age, gender, and experience are weakly correlated to organizational commitment.

On personal characteristics, Belasco and Alutto (1972), Chapman and Lowther (1982), Lortie (1975), and Start and Laundy (1973) found that women had higher job satisfaction than did men and that older and more experienced teachers had higher job
satisfaction. Sweeney (1981) also found that teacher satisfaction was positively correlated with teacher age, with older teachers reporting being more satisfied than younger teachers. Teacher satisfaction was also positively correlated with quality of students, with teachers reporting more satisfaction when teaching students they rated as higher quality. Furthermore, high-school teachers who reported higher reciprocated trust with the principal also tended to report higher teacher job satisfaction. These findings were linked to Maslow’s hierarchy of needs. Although professional occupations, including teaching, which can meet higher order needs, tend to cause most job dissatisfaction, teachers expressed satisfaction with their basic needs being met. This satisfaction was also linked to the fact that teachers have areas of (a) self-fulfillment, (b) coworker relationships, and (c) appropriate challenges that also raise general satisfaction with a job.

Cockburn (1998) found that younger and older teachers had higher levels of job satisfaction than did their colleagues in the intermediate group. Dramstad (2004) found that the relationship between teacher job satisfaction and age was significantly different, with job satisfaction increasing with age among Seventh-day Adventist (SDA) teachers in Norway.

DeSantis and Durst (1996) compared teacher job satisfaction among public- and private-sector employees. Although not about teachers, this study did show two significant findings. First, on education issues, older employees were better able to adjust their expectation to the returns of work, and that there was a negative relationship between education and teacher job satisfaction. Second, on private-sector issues, employees with higher levels of education tended to be less satisfied with their jobs. This is especially true of younger workers assigned routine tasks in DeSantis and Durst’s
study. Private-sector employees were more satisfied than were public-sector employees. Niehoff (1997) also revealed a significant correlation between higher education and overall job satisfaction in that employees with higher educational backgrounds had higher overall job satisfaction.

Smith, Smits, and Hoy (1998) also considered the issue of gender-related differences in job satisfaction for employees in small businesses. Their research engaged 286 females and 416 male subjects employed in 27 female-owned and 29 male-owned small businesses. The female business owners employed 319 females and 430 males, whereas businesses owned by males employed 249 females and 840 males. When the research team initially did not find differences in job satisfaction of men and women, they continued their investigation of the gender-related differences in job satisfaction considering the gender of the small-business owner. The results then indicated that job satisfaction was significantly higher for women employed by women than it was for women employed by men. On the other hand, men employed by men scored higher on job satisfaction than did men employed by women. They further assert that more highly educated women found employment in firms owned and managed by females with 25 or fewer employees more attractive. The most satisfied men were employed in male-owned and -managed companies, with 50 or more employees. They stated that the more satisfied males are more educated, older, have worked for their firms fewer years, and hold management positions. The female subjects in this study tended to operate smaller businesses than did the male subjects. Female entrepreneurs tended to engage in the behaviors of controlling, internal communication, human resource management, and work related-tasks significantly more often than did male entrepreneurs. Females also
engage in customer service and socializing behaviors more often than do males. Male entrepreneurs tended to hold positions in places with a higher number of employees where they tended to exhibit controlling behaviors significantly more often than did female entrepreneurs.

On tenure, studies indicate inconsistent results. DeSantis and Durst (1996) found that an increase in teacher job tenure could be associated with a decrease in job satisfaction. However, Schroeder’s (2003) study showed no significant differences in the levels of teacher job satisfaction with regard to tenure due to similarity in employee benefits and perhaps the age of the group.

A study of how demographic variables of teachers predict the aspect of teacher organizational commitment, as well as the relationship among variables of decision-making, satisfaction, and commitment, as well as describing the relationship between the main variables is critical in leadership.

**Job Satisfaction and Organizational Commitment**

Recent studies by Chuan, Penyelidikan, and Profesionalisme (2008) explored job satisfaction and commitment among 83 teacher educators in Batu Lintang Teachers’ Institute located in Kuching, Sarawak, in order to establish the level of teacher satisfaction and commitment as well as the correlation between the two main variables. The study used a survey design method through which Pearson correlations revealed that commitment was significantly related to job satisfaction at .05 level of significance: commitment $r = .66$, satisfaction $r = .45$, high level of means on commitment (96%), and high level of means on satisfaction (74%).
Bhatti and Qureshi (2007) studied the impact of employee participation on job satisfaction, as well as employee commitment and productivity, among 34 organizations in the telecommunication, banking, and oil and gas sectors in Islamabad, Pakistan, and assessed the employee’s job satisfaction, employee productivity, employee commitment, and how they create comparative advantage for the organization. The data were collected using questionnaires, and responses were numerically coded. Correlation and regression were calculated for the level of association among employee participation, job satisfaction, employee commitment, and productivity. Regression results of \( n = 136 \) were:

- Job Satisfaction: 0.366, \( p < .01 \)
- Employee Commitment: 0.508, \( p < .001 \)
- Employee Productivity: 0.179, \( p < .01 \)

The findings of this study are that employee participation is not only an important determinant of job satisfaction components, but increasing employee participation will have a positive effect on employees’ job satisfaction, employee commitment, and employee productivity. Increasing employee participation is a long-term process, which demands both attention from management and initiative from the employee.

In another recent research, Al-Hussami (2008) studied nurses' job satisfaction in relationship to organizational commitment, perceived organizational support, transactional leadership, transformational leadership, and level of education among four nursing homes from a total of 53 Medicare/Medicaid-certified nursing homes located in Miami-Dade County, Florida, which is in the southeastern United States. The participants were randomly chosen from a list of nursing staff provided by each facility. Multiple regression analysis indicated that organizational support was most strongly related to job satisfaction. The research findings in this study of nurses' job satisfaction (\( n = 55 \)),
indicated a strong correlation, $r (55) = .93, p < .05$, between the nurses' organizational commitment and their job satisfaction. The correlation $r (55) = .90$ indicated that approximately 80% of the variance of job satisfaction was accounted for by the predictor, organizational commitment. Of all the independent variables, organizational support resulted in the highest correlation with job satisfaction. Consistent with other research findings, this study of nurses' job satisfaction (55) also revealed a positive correlation of $r (55) = .34, p < .05$ between job satisfaction and nurses' level of education. Of the five measures of predictors, organizational commitment, organizational support, transactional leadership, transformational leadership, and level of education, organizational support was most strongly related to nurses' job satisfaction.

Tella, Ayeni, and Popoola (2007) studied work motivation, job satisfaction, and organizational commitment of library personnel in academic and research libraries in Oyo State, Nigeria, among 200 library personnel using a descriptive survey research design. The result revealed a positive correlation between work motivation and job satisfaction with a coefficient value of $r = .4056$. Motivation also correlated with organizational commitment, but the correlation was negative with a coefficient value $r = -.1767$. The findings of this study reveal that a correlation exists between perceived motivation, job satisfaction, and commitment, although the correlation between motivation and commitment was negative. However, no relationship exists in the organizational commitment of library personnel based on their years of experience.

Some earlier studies have viewed organizational commitment as a predictor of job satisfaction (Aranya & Ferris, 1983; Bateman & Strasser, 1984; Lachman & Aranya, 1986; McGregor, Killough, & Brown, 1989). Other studies have shown job satisfaction to
be a predictor of job commitment (Aranya, Kushnir, & Valency, 1986; Ferris, 1983; Meixner & Bline, 1989; Williams & Hazer, 1986). However, although these studies have tended to propose different predictive directions of influence between job satisfaction and job commitment, they nevertheless found a significant positive relationship between the two variables.

An early study by Curry, Wakefield, Price, and Mueller (1986) found no basis for viewing job satisfaction as a predictor of organizational commitment, nor commitment predicting job satisfaction. This longitudinal study revealed that all variation levels in commitment and satisfaction were explained by variables outside the relationship. Harrell (1990) proposed and found support for a reciprocal relationship between job commitment and job satisfaction, and Hearn (1990) also suggested that both constructs were related on the basis that both respond to job and organizational characteristics.

With regard to organizational commitment and intrinsic and extrinsic job satisfaction factors, Young (1998) found a relationship between job commitment and both intrinsic and extrinsic rewards. However, a few earlier studies showed organizational commitment was more strongly associated with intrinsic rewards (Brief & Aldag, 1980; O’Reilly & Caldwell, 1980). In contrast, subsequent studies concerning blue-collar workers suggested that extrinsic rewards were more important than intrinsic rewards in predicting commitment (Angle & Perry, 1983; Loscocco, 1990). However, Curry et al. (1986) concluded that job characteristics were the best predictors for job satisfaction, and organizational factors were considered the best predictors for organizational job commitment.
The results of this study suggest that understanding how various factors impact the nature and the form of an individual's organizational commitment is worth the effort of research, as evidence of relationship unfolds and the characteristics of the relationship provide leadership and teachers able to improve student instruction and success.

**Organizational Commitment**

Organizational commitment is an important factor in understanding the work behavior of teachers. The way teachers respond to their profession, to the organization, to students, parents, and the job itself may indicate the degree of teacher satisfaction and general level of commitment. This section reviews organizational commitment (commitment to the profession & commitment to the school) as the main dependent variable in relationship to teacher participation in decision-making and teacher job satisfaction (satisfaction in general and satisfaction with current school) as independent variables, as well as describing the relationship between the variables using characteristics of demographic variables.

**General Work on Organizational Commitment**

An earlier study by Steers (1977) suggests that the more committed the employee is to the organization, the greater the effort he or she expends in performing work-related tasks. In addition, highly committed workers are likely to remain with the organization for longer periods of time. High levels of organizational commitment are associated with low levels of employee turnover (Angle & Perry, 1981). Employers seem to depend more than ever on committed employees, since the costs for recruitment and training are higher than efforts to retain current employees (Simpson, 1995). Because organizational
commitment is the main dependent variable to be explored in this study, more attention was focused on that important construct.

Literature on organizational commitment by Porter, Steers, Mowday, and Boulian (1974) and Steers (1977) viewed organizational commitment largely as an employee attitude or, more specifically, as a set of behavioral intentions, such as a desire to remain with the organization, an intention to exert high levels of effort on behalf of the organization, and identification with organizational goals. The antecedents of these intentions are basically positive work experience, personal characteristics, and job characteristics. The outcomes of these intentions are increased performance, reduced absenteeism, and reduced turnover (Steers, 1977). This model takes the general form of expectancy theory (Staw, 1977), according to which employee behaviors are the result of valued rewards.

Philosophical Approach to Job Commitment

Professional commitment with academic preparation and legal certification makes a strategic contribution to successful teaching. It is considered to be a silent attribute of a teacher. Many scholars, such as Kanter (1968) and Etzioni and Lehman (1980), agree on the definition of professional commitment to include morale, loyalty, leadership, belongingness, dedication, and devotion to the teaching profession. It reflects teachers’ personal dedication, to the teaching role that has an attribute of teaching performance. It is also a standard that measures an effective teacher. These views of teacher commitment suggest that commitment is therefore a longer term issue on the part of the teacher to both students and to the profession. It is more than loyalty to the organization where the teacher is employed.
Another school of thought on commitment developed by Becker (1960) and Kiesler (1971) views organizational commitment as a force tying the individual to a specific organization rather than it being behavioral. This approach has some utility, in that commitment, when viewed as a motivating force, has predictive and explanatory power, which may be defined as a set of behavioral forces that relate to the organization to which the employee is committed (Dramstad, 2004).

Whereas the present research focuses on organizational commitment, career commitment is defined by Firestone and Pennell (1993) as moral commitment in a person who has an intrinsic desire to invest more effort, time, and resources than typically required. School administrators are more concerned with retaining committed teachers in order that organizational objectives may be realized in the longer term.

In conceptual terms, Meyer and Allen (1991) developed a three-component model that defined organizational commitment as having three components:

- affective, continuance and normative. They defined affective commitment as the employees’ emotional attachment to identification with and involvement in the organization such that employees having strong affective commitment have a tendency to continue employment with the organization based on their own desire to do so. . . . Whereas, continuance commitment on the other hand refers to the general awareness of the cost associated with leaving the organization, which would cause the employee to remain because they believed they needed to do so. In contrast, normative commitment refers to an employee’s feeling of sense of obligation to continue employment. (p. 61)

Shore and Tetrick (1991) suggested that employees with affective commitment tend to identify with the organization, internalize its values and attitudes, and comply with its demands. They further observed that affective commitment highly correlates with perceived organizational support. Managers often view those employees who are high in affective commitment as having greater management potential than those who are high in continuance commitment.
In contrast to affective commitment, Meyer et al. (1989) suggested that employees who tend to have continuance commitment are bound to the organization by peripheral external factors such as seniority, or a pension that would be discontinued if the employee left employment. They further suggested that “normative commitment is associated with a sense of obligation to remain with the employer as a result of benefits received such as specific skill training and reimbursements” (p. 74).

In light of these three-dimensional aspects of commitment, it was essential to explore teacher commitment in the context of teacher, school, and career variables. As I note later in Chapter 3, when I surveyed teachers I looked at those variables that significantly relate to commitment.

Commitment as a Dependent Variable

As discussed in Chapter 1 in the conceptual framework of this study, there were two other schools of thought developed on the predictors of, or results from, organizational commitment. One suggests that commitment “causes” certain outcomes including low employee turnover. Outram (2007) studied commitment’s tendency to influence behavior, along with some teacher characteristics, in relation to level of commitment that is worth investigating in this study, in which he observed a relationship in conjunction with teacher participation in decision-making and teacher job satisfaction. The second school of thought looks at commitment as an outcome rather than a cause.

This study examines commitment as more of a dependent variable. While it is true that employers should recruit and hire employees who are committed to work in general and to their career, organization can provide the opportunity for commitment to grow and develop. What takes place at the school can help to improve/foster commitment.
Therefore, in the present study commitment is strongly viewed as an outcome rather than an independent variable.

Although some studies had commitment as a cause/predicative variable, several researchers used organizational commitment as an effect/outcome variable. They related organizational commitment to decision-making and job satisfaction characteristics, and employee characteristics (Lok & Crawford, 2001; Mowday et al., 1982). A strong positive relationship between job satisfaction and organizational commitment has been reported in numerous studies (Lok & Crawford, 2001; Mathieu & Zajac, 1990; McNeese-Smith, 2001; Price & Mueller, 1981a; Williams & Hazer, 1986). There is a controversy, however, concerning the causal nature of this relationship. Although some researchers suggest that job satisfaction causes organizational commitment (Matheiu & Zajac, 1990; Steers, 1977; Williams & Hazer, 1986), others indicate that organizational commitment causes job satisfaction (Bateman & Strasser, 1984; Vandenberg & Lance, 1992). Still others argue that the relationship between job satisfaction and organizational commitment might be reciprocal (Price & Mueller, 1981a). Overall, there is more research evidence suggesting that job satisfaction predicts organizational commitment rather than the opposite (Matheiu & Zajac, 1990; Williams & Hazer, 1986). I followed that trend in this study, making organizational commitment the dependent variable. However, I also appreciate the arguments of those who perceive organizational commitment as an antecedent to job satisfaction and even decision-making.

What is clear in these relationships is that researchers stress that job satisfaction, participation, and organizational commitment are conceptually distinct constructs (Knoop, 1995; Lance, 1991; Mowday, Steers, & Porter, 1979).
Other studies on teacher job commitment indicate that while job satisfaction implies an affective response to one’s organizational commitment, job satisfaction tended to be correlated with turnover intention, whereas organizational commitment showed a stronger correlation with actual turnover, and considering demographic characteristics, married individuals report higher levels of commitment than do unmarried individuals, because of their greater financial burdens and family responsibilities (Kacmar, Carlson, & Brymer, 1999; Mathieu & Hamel, 1989).

Mowday et al. (1982) define organizational commitment in the context of attitudinal and behavioral commitment, suggesting that attitudinal commitment is related to the process by which people come to think about their relationship with the organization, while behavioral commitment is related to the process by which individuals become locked into a certain organization and how they deal with this problem of commitment to the organization. From a teacher’s perspective, organizational commitment is characterized by a strong belief and acceptance of organizational goals and values, readiness to exert effort on behalf of the organization, and a strong desire to remain a member of the organization, while behavioral commitment is influenced by what takes place within the organization rather than that which is inherent in the individual.

Teacher commitment was also defined as the degree of psychological attachment teachers have to their profession (Chapman & Lowther, 1982). Raju and Srivastava (1994) found that committed teachers were intrinsically motivated, satisfied with their career choice, and intended to stay in the profession, and that teachers often perform most effectively when they find their own sense of inner direction and maintain a high level of
job satisfaction. This review helped me to contextualize my study of teacher decision-making, job satisfaction, and organizational commitment of the teachers and students I gathered data from.

In Botswana, teachers graduate from training colleges and are allocated to schools to teach. A number of these teachers selected teaching as a last alternative. Therefore, how committed they become depends on what takes place in the organization, and it was therefore the intent of this study to identify factors that may influence or relate to commitment.

**Research on Teacher Job Commitment**

John Taylor (1999) observed that the principal’s leadership style, school climate, and organizational commitment of teachers were interrelated. In the study, teachers seemed more committed under a leadership characterized by high consideration, regardless of the level of the initiating structure under which the teachers’ organizational commitment was positively related to climate openness. This requires supportive principal behavior and teacher engagement, intimacy, and low levels of teacher frustration.

Teacher commitment is crucial to effective schools, teacher satisfaction, and retention (Fresko, Kir, & Nasser, 1997; Singh & Billingsley, 1998). Research findings also suggest that low levels of commitment may result in decreased student achievement on tests, higher teacher absenteeism, and increased staff turnover (Kushman, 1992; Reyes & Fuller, 1995; Rosenholtz, 2000). However, these findings are far from consistent, partly because of methodological differences and partly because of the limitations of the existing theoretical frameworks that guided most of the research on commitment. As
such, there are still many unanswered questions about the factors that influence teachers’ commitments (Joffres & Haughey, 2001).

Within an organization, corporate culture may have an impact on organizational commitment. Corporate culture is considered to be the expression of collective staff attitudes and shared values that enables them to believe in the organization’s values and goals, and want to keep working for the organization (Kono & Clegg, 1998). Organizational commitment was found to be strongly correlated with good personal relations with colleagues (Nijhof, DeJong, & Beukhof, 1998). In particular, the culture of peers’ work relations has a significant influence on academic job satisfaction and organizational commitment. Past studies found that a culture of isolation would increase teacher dissatisfaction (Ma & Macmillan, 1999). In addition, Yousef (2000) who investigated organizational commitment in a non-Western context pointed out that organizational culture moderates the relationship between leadership behavior and job satisfaction and organizational commitment. Thus, the better the organizational cultural values fit employees’ beliefs and values, the greater the global organizational commitment.

A 1960 study of 339 teachers working for the Catholic school system in New York showed that commitment to the organization has an impact on teachers’ well-being that encouraged them to continue teaching (Squillini, 1999). Meyer and Allen (1991) explored normative commitment and described it as the employees’ feelings of obligation to stay with the organization. They found that employees with such strong normative commitment will remain with an organization because they believe that it is the right thing to do. Dunham, Grube, and Castaneda (1994) found evidence that socialization
within the organization may influence normative commitment. Their study found a significant correlation between employees’ normative commitment and that of co-workers.

Continuance commitment, which refers to the awareness of the cost associated with leaving the organization, was found to be negatively correlated with perceived availability of alternative employment. Brown (2005) conducted a study at North Caribbean University and found that organizational commitment was related to age and length of service demographic variables.

Firestone and Rosenblum (1988) found that schools with teachers who had control and autonomy in their jobs had more committed faculties than did schools with less autonomous teachers. Schools with higher levels of commitment had teachers who shared respect and affiliation with peers and administration, received administrative support, and had higher expectations for student learning. Sclan (1993), Blase and Kirby (2009), Louis and Smith (1991), and Hart and Murphy (1990) studied teacher autonomy in conjunction with collaboration and inclusion in decision-making and found that both collaboration with colleagues and professional freedom in the classroom contributed positively to commitment. In addition, when teachers were invited to participate in decision-making, their commitment to teaching strengthened.

Firestone and Pennell (1993) attempted to determine the impact of differential incentive policies (mentor programs, school-based incentive programs, career ladders, and merit pay on teacher working conditions at the time). They found that teachers perceived differential incentives as fair, they support collaboration, and they tended to support teacher autonomy and participation in decision-making which contributed to
enhance teacher commitment. However, they also observed that too many incentive policies support competition among teachers, creating working conditions that tended to undermine the teacher attitudes and behaviors necessary for high commitment.

Rosenholtz (2000) established that there was a positive relationship between organizational commitment and student achievement. However, teacher absenteeism, other than that due to illness, was an indicator of a low level of commitment. Frequently absent teachers were not invested in their teaching job.

Rosenholtz and Simpson (1990) researched ways to support teachers’ career commitment at various stages of professional development. The study involved a sample of 1,213 urban, suburban, and rural school teachers in the state of Tennessee in the United States of America. The researchers hypothesized that the commitment of teachers early in their careers would be most influenced by organizational support of task boundaries (how to manage the job of teaching), while commitment later in their careers would be most influenced by conditions that support core instructional tasks (how to improve instruction).

The data collected, when analyzed, had scatter plots indicating three career stages of teaching: novices (1-5 years), mid-career teachers (6-10 years), and veterans (11+ years). Of the three groups, mid-career teachers showed less commitment than did the remaining two groups. The results supported the hypothesis and concluded that commitment of teachers early in their careers is most influenced by organizational support of task boundaries, whereas teachers further long in their careers depend upon the support for the core tasks. They concluded that boundary issues need to be resolved before a teacher’s focus shifts to improvement of instruction, and that teachers at
different stages in their careers need different types of support in order to remain committed to the teaching profession. Teacher commitment was, therefore, considered to be of significance in efforts to improve school outcomes mainly in terms of student achievement as well as school continuity in student learning and development.

Religion has also been linked to organizational commitment. Kidron (1978) found that the “Protestant work ethic,” measured by commitment to the values of hard work, was positively correlated with organizational commitment. However, in the present study, religious factors were not addressed.

Various personal characteristics frequently investigated as antecedents of organizational commitment were age, gender, education, marital status, religiosity, and organizational tenure. All these except marital status and religion were addressed in the present study since they are more relevant to educational settings, which were the subject of this study. Older employees and employees with longer organizational tenure (i.e., the length of employment with the organization) tend to be more committed than do younger individuals or those with a shorter organizational tenure (Grau, Chandler, Burton, & Kolditz, 1991; Kacmar et al., 1999; Lok & Crawford, 2001; Mathieu & Zajac, 1990; Price & Mueller, 1981b). It may be that older workers and those with longer organizational tenure accumulated more “side bets,” such as pension plans and other benefits (Meyer & Allen, 1984).

As there are still many unanswered questions about the factors that influence teachers’ commitments, due to limitations of the existing theoretical frameworks that guided most of the research on commitment, it was the intent of my study to attempt to
explore more about how teacher participation in decision-making and teacher job satisfaction correlate with organizational commitment.

**Summary**

Organizational commitment has emerged as an important construct in organizational research owing to its relationship with work-related constructs such as job satisfaction, school decision-making, or job-involvement and leader-subordinate relations. There is empirical evidence that co-worker relations are an antecedent of teacher job satisfaction. For this reason, how teachers relate to one another for the benefit of students, as they participate in decision-making, is crucial in achieving student success as well as improving teacher job satisfaction and commitment.

A review of the relevant literature reveals some recent findings that record simultaneously examining the three variables being investigated in this study (teacher participation in decision-making, teacher job satisfaction, and organizational commitment), particularly in the secondary school setting, in which the relationships between the variables have been found to be significant. Other studies show a relationship between two variables such as in job satisfaction, which has been the subject of significant research within work psychology, and has been found to be an indicator of a person’s psychological well-being as well as a predictor of employee work performance and commitment (Arnold, Cooper, & Robertson, 1998).

The educational setting in Botswana is made up of a population of teachers in a more tightly controlled educational system in which educational monetary rewards, curriculum, and several organizational issues are substantially centralized. Therefore, this study will certainly throw some light on issues that will enrich existing literature.
particularly in the area of relationships between the variables of investigation, and cause-
and-effect factors, rather than looking at demographic variables on their own. This study
differs from others in that the demographic variables were more useful in describing the
characteristics of the relationship between teacher participation in decision-making and
teacher job satisfaction, and organizational commitment.
CHAPTER 3

RESEARCH METHODOLOGY

Introduction

This exploratory study investigated the relationship of teacher participation in decision-making and job satisfaction to organizational commitment among senior secondary school teachers in Botswana. The study was carried out on full-time teachers among the 27 senior secondary schools in the country of Botswana, Southern Africa. This chapter discusses the research design of the study, the questionnaire design, the participants, data collection procedures, and the data analysis technique.

Research Questions

Research Question 1: What are the degree and characteristics of teacher participation in school decision-making of the Botswana senior secondary school teachers?

Research Question 2: What are the degree and characteristics of job satisfaction among the Botswana senior secondary school teachers?

Research Question 3: What are the degree and characteristics of teacher commitment of the Botswana senior secondary school teachers?

Research Question 4: What is the relationship between teacher Commitment to the Organization, Job Satisfaction, and Decision-Making among Botswana senior
secondary teachers and the four demographic characteristics of teachers (gender, levels of education, age, and region)?

Research Question 5: Is there a significant relationship between Botswana teacher participation in school decision-making, job satisfaction, and their organizational commitment?

**Research Design**

The study was conducted as a research survey in design to gather data that were quantitatively analyzed. There were several possible ways to administer the survey: hard copy, mail, online, group. Since there were many teachers in 27 schools, it was decided that the easiest method was to do it as group administration aspect, with teachers at each site completing the survey in groups.

One concern was that persons being surveyed by mail, face to face, online, or via telephone may not respond at significant rates. Online surveys are traditionally the most cost effective, but I was convinced that not all teachers would have access to computers. Mailed surveys would deliver the respondent a full copy to their address, and they could then complete it and mail it back. However, this would have been too costly. A follow-up mailing would also have been costly if return rates were low.

A telephone survey can be effective where computers aren’t because telephones are more common. However, obtaining known home or cell telephone numbers would have been difficult. Furthermore, because I lived in a different country, telephoning would have been expensive too. Also, phone surveys tend to generate personal biases in the course of an interview (Fowler, 1993).
A group-administered survey seemed the best choice. It allowed larger control over getting individuals to complete the forms. These are administered to those in a group at the same time, and all the responses from the group can be received in a short time, and therefore, be more cost effective. The group-administered survey method, however, did pose a challenge as I was not in the same country. I had to rely on third-party individuals to do the survey. I could not exercise quality control with respect to the answering of questions, and I was dependent on school administrators to work out logistics and get things done. Despite these concerns, the surveys were photocopied and sent to Botswana.

Surveys were packaged by schools, with additional personal material for the study, and were mailed to the department of senior secondary education in the ministry of education, where the appointed administrator received them. They were then dispatched to the respective principal administrators at each school, who then administered the surveys to their teachers, collected them, and mailed them back to me.

If surveyed around the time of national exams, teachers might have a response from those just starting the school year, which would be different from that of those who could respond at the very end of the year when they are dealing with final grades. In this case the survey was done at the time when students were about to sit for national exams, and the teachers had had nearly a year of interaction with the senior students and in school activities. It was felt this would give the best results.

Data were collected through a questionnaire with fixed questions. Teachers were asked to indicate the level of agreement on participation in decision making, on job satisfaction, and to organizational commitment. A 1-5 Likert scale ranging from strongly disagree to strongly agree was used to indicate level of agreement. The main advantages
of using this approach are, since we can receive hundreds of survey instruments, fixed questions would be preferred because all respondents would respond to the same questions, which could be quantitatively analyzed to give a generalizable assessment of characteristics and level of teacher commitment. Next, details about the sample and instruments are provided.

**Description of the Population and Sample Selection**

The population for this study included all teachers of Form 4 and Form 5 in senior secondary schools in Botswana, Southern Africa. Twenty-seven schools were selected for participation in the study, with a total of 1,500 teachers. All were requested to participate in this study. This particular teacher population was selected for several reasons. First, they are at the crossroads of the life of the students who go to college, enter into some vocational training program, or drop from school altogether. Teachers who are teaching senior secondary students are therefore very vital in providing much needed guidance both in academic achievement and in career preparation.

Of the 27 schools, 4 are government-aided, and 23 are government-owned and therefore also government-aided. However, since all schools participate in the national examinations, which are government managed, all schools are government-regulated. In terms of regional distribution, there are 8 schools in Central Botswana, 8 in the South Central, 5 in the Northern region, 4 in the South, and 2 in the Western region.
**Instrumentation**

The research was carried out using a survey instrument that is presented in Appendix A. The instrument consisted of seven parts. Parts 1-5 had a total of 67 items, which measured the three major variables of interest: teacher participation in decision-making, job satisfaction, and organizational commitment. Each item on all fixed questions (teacher participation in school decision-making, teacher job satisfaction, and teacher commitment) was scaled along a 5-point Likert scale ranging from 1= *Strongly disagree* to 5= *Strongly agree*. Part 6 was comprised of three open-ended questions, and part 7 solicited teacher demographic characteristics.

The first part consisted of 19 items each measured on a scale of 1-5 from *Strongly disagree* to *Strongly agree*. The respondents were asked to indicate the degree of agreement on their participation in school decision-making.

The second part consisted of 7 items each measured on a scale of 1-5 from *Strongly disagree* to *Strongly agree*. The respondents were asked to indicate the degree of satisfaction with their teaching work in general and on issues to do with their profession, which were referred to as “external” in the questionnaire, measuring issues not directly under the control of the school administration.

The third part consisted of 17 items each measured on a scale of 1-5 scale from *Strongly disagree* to *Strongly agree*. The respondents were asked to indicate the degree of satisfaction with teaching in the current school regarding issues to do with where they are currently teaching, which were and are referred to as “internal.” Internal questions were asked relating to issues within the school environment over which they have more control, and over which the teachers or the school administration may have direct control.
The fourth part consisted of 10 items each measured on a scale of 1-5 from *Strongly disagree* to *Strongly agree*. The respondents were asked to indicate the degree of commitment to the teaching profession as perceived by themselves.

The fifth part consisted of 14 items each measured on a scale of 1-5 from *Strongly disagree* to *Strongly agree*. The respondents were asked to indicate the degree of commitment to their current school. This section asked teachers who have no direct control as to the degree of involvement that directly affects them in their work. The fourth and fifth parts provide a self-assessment as to how they feel about their profession as well as to the organization where they are currently serving. Parts 4 and 5 consisted of a total of 24 items.

The sixth part consisted of three open-ended questions which provided opportunity for respondents to freely make comments or give any additional useful information not covered in the previous sections. However, the information provided by respondents did not add any additional information beyond what was already provided under the fixed questions and therefore no further analysis was considered necessary.

The last section was designed to gather demographic information about the respondents, which might be useful in providing comparative analyses on both the dependent and independent variables, with a view to better understanding teacher commitment to the organization, students, and their profession. This section consisted of 9 items that elicited information on gender, levels of education, age, years of teaching experiences in education, years of teaching in their current school, form (grade level) they are primarily teaching, major subject(s) taught, ethnic background, and current teaching status.
Development of the Instrument

The survey instrument used in this study was designed to measure three major variables: teacher decision-making, job satisfaction, and organizational commitment. Two specific areas within job satisfaction were assessed: job satisfaction in general and job satisfaction specific to the teacher's current school. Similarly, two areas within commitment were also assessed: commitment to teaching in general, and commitment to their current school.

Modification of the questions used in the questionnaire in this study was necessary for the following reasons:

1. The Botswana senior secondary teacher population operates in a centralized educational system (Botswana Revised National Policy on Education, March 1994) in which teachers have very little room for making decisions, particularly on curriculum, exams, textbooks, budgets, and wages, which are controlled by the Ministry of Education.

2. Modifications due to pilot test responses were to ensure that the words would be uniformly understood by the respondents from different cultures and continents (e.g., the use of the word “high school” as contrasted with “secondary school”).

Measures of Teacher Participation in Decision-Making

The teacher school decision-making scale consisted of 19 items, all measuring teacher participation. These 19 items were adapted from Short and Rinehart (1992) with minor modifications to suit the population under study. It was designed to measure staff development, opportunity to influence others, developing school goals, guiding students
in their academic progress, and matters of school governance. Examples of modifications and adaptation are shown below. Other modifications are shown in Appendix B.

In Short and Rinehart (1992), the items were worded as:

“I feel that I am involved in an important program for children.”

“I have the freedom to make decisions on what is taught.”

“I am a decision maker.”

In this study, the questions were modified in the following manner:

“I feel that I am involved in important programs for students.”

“I have the freedom to make decisions on how to implement the curriculum.”

“I am a decision maker in the school I teach.”

Measures of Job Satisfaction

The job satisfaction scale consisted of 24 items: 7 items measuring job satisfaction in general; and 17 items measuring job satisfaction specific to the teacher's current school. The 7-item measures of general job satisfaction were adapted from Schroeder (2003) and Brown (2005). It was designed to measure satisfaction with work as a teacher, job security achievement, growth, and salary. Examples of the modification and adaptation are shown below. Other modifications are shown in Appendix B.

In Schroeder (2003) and Brown (2005):

“Work itself: the nature of the tasks to be accomplished on the job (i.e., routine or varied, interesting or dull).”

“Job security: clear indications of the likelihood or unlikelihood of continuous employment, such as tenure, permanent contracts, budgetary stability, assurance of continued work.”
In this study, the questions were modified in the following manner:

“My overall career as a teacher (Work itself).”

“The security teaching gives me as a teacher (in general) and security teaching gives me in current school (Job security).”

Job satisfaction specific to the teacher’s current school was assessed using 17 items designed to measure such factors as opportunity for career advancement, working conditions, school policies, contributions to student success, and resources provided. A full list of the items is found in Appendix B. These items were adapted and modified from Schroeder (2003) and Brown (2005). A sample of the adaptations is shown below.

In Schroder (2003):

“Growth: Changes in status within the organization as a result of performance (i.e., promotion, lack thereof, or demotion).”

“Organizational policy and Administration: Adequacy or inadequacy of university management, including clarity of communications, adequacy of resources, personnel policies, fringe benefits, etc.”

In Brown (2005):

“Growth: Changes in the work situation such as advancement.”

“Organizational policy and Administration: Quality of university management, including clarity of communications, adequacy of resources, personnel policies, fringe benefits, etc.”

In this study, the questions were modified in the manner shown below:

“My opportunity for career advancement at this school (Growth).”
“The resources the school provides me (Organizational policy and administration).”

Measures of Organizational Commitment on Teaching as Profession

The organizational commitment scale consisted of 24 items: 10 items measuring commitment to teaching in general, and 14 items measuring commitment to current school. The 14-item measures of commitment to current school were adapted from Mowday et al. (1979) commonly known as the Organizational Commitment Questionnaire (OCQ). It was designed to also measure commitment to teaching profession, success of students, improve teaching skill, seeing students learn new things, and a challenging career. Examples of items in this section are:

“I have passion for the success of students.”

“I don't seek other work because of my commitment to teaching.”

Professional commitment is often related to external and intrinsic rewards in which commitment to student learning may fall under the purview of organizational or professional commitment, but focuses more on one’s attachment to the teaching profession rather than on the organization (Dannetta, 2002). It was, therefore, considered relevant to measure the respondent’s perception on level of commitment to the profession, level of passion for the success of students, the level of desire to continue seeking further professional development, tendency not to seek alternative profession, desire to see students learn, continued desire to teach, matching skills, perception of how much they are needed by the organization, and feeling of serving better in current school. These measures of commitment to the profession were a segment adapted from Mowday et al. (1979) commonly known as the Organizational Commitment Questionnaire (OCQ)
designed to also measure commitment to teaching profession, such as success of students, improve teaching skill, seeing students learn new things, and a challenging career.

Measures of Organizational Commitment to the School

The 14-item measures of commitment to current school were adapted from Mowday et al. (1979). It was designed to measure commitment to current school such as to help my school, great school to work for, tell others that I am a part of this school, care about the fate of this school, and to teach in this school was definitely a good decision. Examples of adaptation and modifications are shown below. Other adaptation and modifications are shown in Appendix B.

In Mowday et al. (1979):

Questions with negative polarity were changed to read positively. For example:

*Deciding to work for this organization was a definite mistake on my part.*

*This organization inspires the very best in me in the way of job performance.*

*I am proud to tell others that I am a part of this organization.*

In this study the question was modified as shown below:

*Deciding to teach in this organization was definitely a good decision.*

*This school inspires the very best in me in job performance.*

*I am proud to tell others that I am part of this school.*

Other examples of adaptation and modifications are shown in Appendix B.

Validity of the Instrument

The teacher participation in decision-making questions was adapted from the School Participant Empowerment Scale (SPES) originally developed by Short and Rinehart (1992) to measure six dimensions of empowerment as they relate to teachers:
Teachers must perceive that their involvement is important and their opinions in making decisions have direct impact on their work; involvement in decision-making is considered essential to the organization; professional growth is a dimension of empowerment as teachers perceive that the organization they work for provides opportunities to expand their own skills, grow, and develop professionally; teacher status in which their colleagues admire them, support and respect their knowledge and expertise; self-efficacy in which teachers believe that they have the skills and ability to help students learn and succeed; and autonomy in which teachers believe that they have control over certain aspects of their work and therefore have a sense of freedom to make important decisions that will create an impact which positively affects and influences the school (Short & Greer, 1997). The response scale used was a 5-point Likert-type ranging from Strongly disagree to Strongly agree on all the questions. Short and Rinehart (1992) reported total scale reliability (Cronbach’s Alpha) at 0.96 and subscale reliability estimates from 0.81 to 0.89.

On teacher job satisfaction, Schroeder (2003) and Brown (2005) based their adapted instrument on works of Maslow’s theory (1954) and Alderfer’s ERG theory (1972) in which Maslow suggested that job satisfaction exists when the job and its environment meet five individual needs: basic physiological needs, safety and security needs, affection and social activity needs, esteem and status needs, and self-actualization needs. Clayton Alderfer (1972) on the other hand came up with a theory built on Maslow’s theory and suggested that there are actually only three (rather than five needs): Existence, Relational, and Growth (ERG). Alderfer suggested that Existence needs include material and physical needs that can be satisfied by such things as air, water,
money, and working conditions; Relational needs which include other people, satisfied by meaningful social and interpersonal relationships; and Growth needs, which include all those involving creative or productive contributions.

Although Frederick Herzberg’s two-factor theory and its 15 factors of job satisfaction based on intrinsic (achievement, recognition, work itself, responsibility, and advancement) and extrinsic (work environment, relations, and working conditions) factors have received some amount of criticism within the literature (Derlin & Schneider, 1994; Maidani, 1991; May & Decker, 1988), a significant number of studies have shown that Herzberg’s motivation-hygiene theory still remains viable for studying or researching job satisfaction (Blank, 1993; Olanrewaju, 2002; Schroeder, 2003). In view of this continuing support, Schroeder (2003) and Brown (2005) developed their 15-item job satisfaction instrument based on Herzberg’s two-factor theory. The job satisfaction section used in the current study was adapted from Schroeder (2003) and Brown (2005) and was contextualized to the Botswana secondary school teachers’ setting. Job satisfaction was therefore adapted from Schroeder (2003) and Brown (2005) to create part 1 and part 2, of which half was adapted from Brown and the other half was developed with the assistance of the committee members and pilot-test participants.

On organizational commitment, the Organizational Commitment Questionnaire (OCQ) was originally developed by Mowday et al. (1979). The original 15 items measured three aspects of commitment, which include strong belief in acceptance of organizational goals and values, willingness to exert considerable effort on behalf of the organization, and strong desire to maintain membership in the organization.
According to Morris and Sherman (1981), the OCQ was the only instrument that had substantial documentation related to behavioral outcomes, reliability, and validity. The instrument was based on a 7-point Likert-type scale with mixed polarity. The instrument was tested for internal consistency with an alpha coefficient .82 to .93 and a median of .90, then administered to 2,563 employees. The tests indicate that the 15 items of the OCQ were homogeneous on the underlying construct they measured (Mowday et al., 1979).

Fourteen of the 15 items were adapted with the following modifications:

1. The Likert-Scale was modified from a 7-point to a 5-point scale.
2. The word “organization” was substituted with “school.”

The instrument was also adapted from using other ideas from Schroeder (2003), Brown (2005), and Singer (1995). Brown (2005) adapted the instrument used by Schroeder (2003) without significant changes to the wording of the 15-item topics. On the other hand, Schroeder (2003) used a 15-item instrument developed by Blank (1993), which he adapted by creating use of a 5-point Likert-scale format ranging from 1 = highly dissatisfied to 5 = highly satisfied. Singer (1995) had 21 questions that were reviewed, but of these only 10 were retained in a modified form for this study for participation measure (part 1). The remaining 9 questions used in participation in decision-making (part 1) of the instrument were generated by the researcher with the assistance of the dissertation committee, pilot-test participants, and some from the satisfaction section as they were considered more suited to that section.

Organization commitment (part 5) was adapted from the instrument used by Brown (2005) to generate 14 questions, and part 4 of commitment was developed by the
researcher with the assistance of the committee members and pilot-test participants to create the 10 questions.

Because the research survey instrument was developed from two past similar studies, adapted and enriched to suit the population under study, pilot testing was necessary. Further, as discussed above, no single instrument in previous studies had questions covering the three variables explored in this study, and none of the previous studies had commitment as the independent variable.

The suggestions made led to the initial refinement of the survey instrument, and modifications to create two parts of satisfaction so as to measure the degree of satisfaction in general (part 2) and the degree of satisfaction in current school (part 3). The second modification by the committee created two parts of commitment so as to measure the degree of commitment to teaching (part 4) and the degree of commitment to organization (part 5). Part 2 questions were separated from the same satisfaction instrument but with more questions added by the committee members, and part 4 was part of the commitment questions with more questions also added by the committee members to strengthen the instrument. Upon the foregoing modifications by the committee, the parts were increased from three to five and then the demographic section was added.

It is important to state that although modifications were made to obtain the final instrument used in this study, no changes were made to the real meaning of the items. On the basis of the information generated by various authors, the instrument used in this study can be considered conceptually satisfactory.
Reliability of the Instrument Used in This Study

Internal consistency reliability for each of the scales and subscales for job satisfaction, commitment, and decision-making were established from full data derived from this study. As shown in Table 1, reliability estimates range from a low of 0.83 for job satisfaction in general to a high of 0.89 for teacher participation in decision-making. Total scale reliability for job satisfaction is 0.87, while the total scale reliability for commitment is approximately 0.88. In non-experimental research, reliability is recommended to be >.80 (Tabachnick & Fidell, 1996). Other researchers on social research recommend reliability to be >7.50 (Monette, Sullivan, & DeJong, 1998).

Table 1

*Reliability Estimates*

<table>
<thead>
<tr>
<th>Variable</th>
<th>Item Number</th>
<th>Number of Items</th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision-making</td>
<td>Part 1 (a-s)</td>
<td>19</td>
<td>0.894</td>
</tr>
<tr>
<td>Job satisfaction</td>
<td>General</td>
<td>Part2 (a-g)</td>
<td>0.831</td>
</tr>
<tr>
<td></td>
<td>Current school</td>
<td>Part3 (a-q)</td>
<td>0.855</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>Part 2 &amp; 3</td>
<td>0.872</td>
</tr>
<tr>
<td>Commitment</td>
<td>To teaching</td>
<td>Part4 (a-j)</td>
<td>0.845</td>
</tr>
<tr>
<td></td>
<td>To the school</td>
<td>Part5 (a-n)</td>
<td>0.855</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>Part 4 &amp; 5</td>
<td>0.875</td>
</tr>
</tbody>
</table>

Pilot Study

The questionnaire was pilot tested to enhance reliability and face validity so that respondents would have a similar understanding of questions asked. It was, therefore, reasonable to identify individuals who had taught and worked in the region and asked
them to complete the survey and suggest any changes that might be necessary to improve it so as to minimize differences in understanding of the questions. Prior to pilot-testing the questionnaire, the three dissertation committee members made suggestions that led to the initial refinement of the survey instrument. The instrument was subsequently pilot-tested on a group of 11 individuals who have taught and worked in Southern Africa regions where the survey was conducted, but who are now residing in the United States of America. Seven respondents gave valuable suggestions that led to further refinement of the instrument.

After analyzing the comments, some questions were rephrased to improve clarity. Where the questionnaire interchangeably used the word school and organization, the word school was retained on the basis that all respondents were school teachers, and that the organization in question was actually the school where the teachers were serving. Those questions that were considered similar were rephrased so that each question asked for different information in order to provide added value to the responses. Some terms, such as high school, were substituted for secondary schools so that the instrument contained words and phrases that were familiar to respondents in this part of the world.

The detailed modifications on the instrument were as follows: The research survey was piloted among a total of 11 African and non-African participants living in the USA who have lived and taught/worked in Africa and was familiar with the education system of Botswana. A total of 11 questionnaires was sent out to participants, and 7 completed surveys were returned. The 7 participants who responded made their suggestions in writing on some of the questions they felt needed to be re-
worded/rephrased. The suggestions were incorporated and led to the refinement of the survey that was used in this study.

**The Demographic Section**

In this section, there were four significant demographic variables of investigation that were ultimately addressed: gender, level of education, age, and region. Although originally there were 10 demographic variables, upon analyzing responses, the other six (teaching experience, length of employment in current school, teaching grade, ethnicity, teaching position, and school) did not yield significant findings. For example, on ethnicity, 94% of the teachers were nationals and the remaining 6% outside Botswana and as such the balance did not provide adequate statistical comparison.

However, all wording of the questions remained unchanged except that of high school, which was substituted for “senior secondary school” to fit commonly known terms in Botswana. The ethnic background replaced “born near the school” and “from neighboring country.” They were not considered to provide significant added value.

“Your current occupation” was also amended by eliminating “substitute teacher” on the basis that, in Botswana, substitute teachers are referred to as part-time teachers.

With the above amendments, the final instrument was submitted to the research committee and approved prior to sending it to the respondents.

**Data Collection**

The survey instrument used in this study was approved by the School of Education and the Institutional Review Board, Andrews University (Appendix C). In May 2007 approval was sought and authorization obtained from the Ministry of Education of Botswana who kindly gave approval to undertake the survey at the 27 senior
secondary schools (Appendix C). More than 1,500 surveys (Appendix A) were subsequently mailed to the schools through the Director of Secondary Education in Botswana, who agreed to help and did the actual coordination and distribution gathering of the surveys to and from the schools in conjunction with the school principals, who in turn administered them to the teachers. Each school had one package with surveys sufficient for all teachers, which were distinguishable to me for accuracy. It was crucial that the Ministry of Education in Botswana and the principals in the various schools cooperated in granting authority to conduct the research, as well as facilitating the research itself. All the surveys were sent to the 27 schools as set below:

In order to identify the different regions, each region had different color codes:

Green = South Central Region
Blue = Central Region
Pink = South Region
Yellow = North Region
Ivory = West Region.

To facilitate easy distribution and management of surveys, each school had separate coded envelopes by name and color. Each envelop had the correct number equal to the number of secondary school teachers in each of the participating schools. They were then grouped and mailed to the officials willing to distribute survey questionnaires to teachers as arranged. On June 11, 2007, 1,500 color-coded surveys were sent by registered mail to the schools through the Director of Secondary Education in Botswana, as per the approved arrangements of the Ministry for conducting the study. The surveys were received by the Director and distributed to the schools as per my written
instructions. The instructions were sent to each school in the respective pre-marked envelope with a letter addressed to each school administrator, who was to arrange with their respective office administrator to distribute the surveys to the teachers. The teachers were to complete and return them to the administrator’s office from where they were mailed back to the originating Department of Education, who would gather the packages from each school, and then return them to me.

To assist with the management of the surveys in their distribution and gathering, I appointed my representative, who was at the time an educational administrator in a private school system in Botswana, to hand-deliver the questionnaires with instructions to all the schools, and to collect them in the same time period. He gathered and mailed responses back to Andrews University, School of Education. Errors were minimized as the administrator was an educator himself in an administrative position, and was therefore able to communicate well with the Department of Education as well as with the schools. In addition, there were clear prewritten instructions for each school on what was to be done, and each school had clearly marked packages with return envelopes.

The surveys were received in July 2007, and subsequently distributed as per the arrangements to all the schools in their respective regions. On November 15, 2007, 187 returned surveys were received from schools in Central and South Central regions, and the last consignment of 68 returned surveys were received on December 6, 2007. In the interest of maximizing the number of returned completed surveys, I arranged with the administration and the representative for three reminders to each school until all available surveys were actually received and subsequently delivered to the researcher in one consignment in a timely fashion. A summary of responses by region and school is shown
in Table 3 in the next chapter. The table indicates that 7 out of 27 schools responded, representing 26% of the population of schools. After December 6 no further responses were pursued and that date was, therefore, considered to be the cut-off time.

**Data Processing and Statistical Analyses**

The completed surveys were mailed back and sorted according to the regional color codes as well as individual color codes. They were then screened for errors, to identify missing values, multiple responses, as well as other possible errors prior to data coding and entry for analysis. This process was done by ensuring that all questions asked were answered, and if any questionnaire was partly unanswered, then it was set aside as non-usable on the basis that there was no way of following up with the respondent, since surveys did not have names of respondents.

The first research question asked about the degree and characteristics of teacher participation in school decision-making of the Botswana senior secondary schools. Descriptive statistics (means and standard deviations) were computed to determine levels and degree of teacher participation in decision-making.

The second research question asked about the degree and characteristics of job satisfaction among the Botswana senior secondary school teachers. Descriptive statistics (means and standard deviations) were computed to determine levels and degree of teacher job satisfaction.

The third research question asked about the degree and characteristics of teacher commitment of the Botswana senior secondary school teachers. Descriptive statistics (means and standard deviations) were computed to determine levels and degree of teacher commitment to the teaching profession and to their current school.
The fourth research question asked about the relationship between teacher commitment, job satisfaction, and the 10 demographic characteristics of teachers (gender, levels of education, age, teaching experience, length of employment in current school, subject major, ethnicity, teaching position, region, and school). Four of the demographic variables were found to have comparable data for analyses: gender, levels of education, age, and region. To measure the relationship between selected demographic characteristics and the five dependent variables (teacher participation in decision-making, job satisfaction in general, job satisfaction in their current school, commitment to the teaching profession, and commitment to their current school), $t$-tests for independent samples and One-way Analysis of Variance (ANOVA) were used (Hinkle, Wiersman, & Jurs, 1994; Pallant, 2007). This approach is recommended also by Johnson and Christensen (2008).

The fifth research question asked about the relationship between Botswana teacher participation in school decision-making, teacher job satisfaction, and their organizational commitment. To measure the relationship, canonical correlation analysis was used to determine the nature of the relationship between a linear combination of dependent variables (commitment to teaching as a profession, commitment to teaching in the current school) and a linear combination of the independent variables (teacher participation in decision making, job satisfaction in general, job satisfaction in the current school).

Canonical correlation is the multivariate analogue of bivariate correlations. That is, canonical correlation analysis allows for the simultaneous comparison of several independent and several dependent variables. Instead of examining a single predictor
with a single criterion as in bivariate correlations, or multiple predictors against a single
criterion, canonical correlation simultaneously uses multiple predictors as a single
predictor set and multiple criteria as a single criterion set (Campbell & Taylor, 1996;
Cooley & Lohnes, 1971; Masters & Wallston, 2005; Monette et al., 1998; Tabachnick &
Fidell, 1996). Canonical correlation analysis is the correct procedure to analyze this
research question.

Summary

This chapter discussed the research design of the study, where and how the study
was done, as well as data collection procedures followed in conducting this empirical
research. The study was quantitative in nature and used a survey research method. Data
were collected through a questionnaire with fixed questions. Teachers from the 27 senior
secondary schools in Botswana were asked to indicate level of agreement on participation
in decision making and level of agreement on job satisfaction and organizational
commitment. The research questions were restated and the analysis plan was explained.
The results of the analyses for each research question are presented in the following
chapter.
CHAPTER 4

RESEARCH FINDINGS

Introduction

This exploratory study investigated the relationship of teacher participation in decision-making and job satisfaction to organizational commitment among senior secondary school teachers in Botswana. In this chapter, the characteristics of the participants are described. The results of the analysis for each of the five research questions are then presented. This is followed by a summary of the major findings in this study.

Description of the Participants

The population of this study was defined as teachers who teach Form 4 and Form 5 in senior secondary schools in Botswana, Southern Africa. Twenty-seven schools with some 1,500 teachers were targeted for this study.

Eight schools are located in Central Botswana, 8 in the South Central, 5 in the Northern region, 4 in the South, and 2 in the Western region. Appendix D provides a greater detail about these schools and teachers.

Schools in each region were sent surveys clearly identified for accountability purposes. Therefore each senior secondary school teacher was accorded opportunity to participate in the study.
Returned were 255 surveys for a return rate of 17%. However, 25 were left blank and 9 were only partially completed. Consequently, 34 were excluded from the study. The usable questionnaires (221) came from 7 schools in the Central region (3 schools, 90 participants) and South Central (4 schools, 131 participants) regions of Botswana. No responses were received from South, North, and West regions due to logistical difficulties in reaching the territories. However, the responses received from the South Central and Central regions were adequate for generalization purposes, at least to these South Central and Central regions of Botswana.

According to Fowler (1993), a sample of 200 is considered adequate for quantitative analysis even when it represents 1% of the population; generalization is possible provided that there is fair representation of the population.

Table 2 provides teacher-response characteristics. There was statistical evenness in gender distribution (female 47%, male 53%). There were significantly more teachers who reported master’s degrees (88%) and only a small number were undergraduates or “other.” This compares favorably with developed countries like the United States of America. There were no national reports or data to check if the education sample represents the population of Botswana secondary school teachers. Over 50% of teachers were ages 31-40, and mainly graduates, who have relatively more years to invest in education; 21% less than 30 years of age, and 20% between 41 and 50 years of age. Only 2% are over 50 years of age. Almost 96% of the teachers were born in Botswana, thus creating a stable and self-reliant teaching team in the country. Slightly over 95% of the teachers were full-time with only 5% on contract, which suggests that students have ample teacher availability.
Table 2

*Teacher Response Characteristics*

<table>
<thead>
<tr>
<th>Variables</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>104</td>
<td>47.06</td>
</tr>
<tr>
<td>Male</td>
<td>117</td>
<td>52.94</td>
</tr>
<tr>
<td><strong>Levels of Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>3</td>
<td>1.36</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>195</td>
<td>88.24</td>
</tr>
<tr>
<td>Other</td>
<td>22</td>
<td>9.96</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21-30</td>
<td>46</td>
<td>20.81</td>
</tr>
<tr>
<td>31-40</td>
<td>125</td>
<td>56.56</td>
</tr>
<tr>
<td>41-50</td>
<td>45</td>
<td>20.36</td>
</tr>
<tr>
<td>51&amp;over</td>
<td>5</td>
<td>2.26</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Born in Botswana</td>
<td>211</td>
<td>95.48</td>
</tr>
<tr>
<td>From other African Count</td>
<td>2</td>
<td>0.91</td>
</tr>
<tr>
<td>Outside Africa</td>
<td>8</td>
<td>3.62</td>
</tr>
<tr>
<td><strong>Teaching position</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time</td>
<td>211</td>
<td>95.48</td>
</tr>
<tr>
<td>Contract</td>
<td>10</td>
<td>4.53</td>
</tr>
<tr>
<td><strong>Region</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>South Central</td>
<td>90</td>
<td>40.72</td>
</tr>
<tr>
<td>Central</td>
<td>131</td>
<td>59.28</td>
</tr>
<tr>
<td><strong>School</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ledumang</td>
<td>16</td>
<td>7.24</td>
</tr>
<tr>
<td>Moeding</td>
<td>69</td>
<td>31.22</td>
</tr>
<tr>
<td>Naledi</td>
<td>5</td>
<td>2.26</td>
</tr>
<tr>
<td>Lethakane</td>
<td>37</td>
<td>16.74</td>
</tr>
<tr>
<td>Lotsane</td>
<td>34</td>
<td>15.38</td>
</tr>
<tr>
<td>Madiba</td>
<td>29</td>
<td>13.12</td>
</tr>
<tr>
<td>Swaneng Hill</td>
<td>31</td>
<td>14.03</td>
</tr>
</tbody>
</table>
Review of the Research Questions

It was the purpose of this study to develop a better understanding of organizational commitment, and how teacher participation in school decision-making and job satisfaction may be related to teacher organizational commitment as it pertains to common issues of Botswana senior secondary school education. The following research questions were addressed:

Research Question 1: What are the degree and characteristics of teacher participation in school decision-making of the Botswana senior secondary school teachers?

Research Question 2: What are the degree and characteristics of job satisfaction among the Botswana senior secondary school teachers?

Research Question 3: What are the degree and characteristics of teacher commitment of the Botswana senior secondary school teachers?

Research Question 4: What is the relationship between teacher commitment, job satisfaction, and decision-making among Botswana senior secondary teachers and the four demographic characteristics of teachers (age, gender, levels of education, and region)?

Research Question 5: Is there a significant relationship between Botswana teacher participation in school decision-making, teacher job satisfaction, and their organizational commitment?

Teacher Participation in School Decision-Making

Research Question 1 addressed the degree and characteristics of teacher participation in school decision-making of the Botswana senior secondary schools.
Table 3 provides means and the standard deviation of each item associated with senior school teacher participation in decision-making. For the purposes of this study, the following criteria will be used to determine levels of teacher participation in decision-making: high (≥ 4.00), moderate (3.00-3.99) and low (< 3.00).

The table shows the ranking in order of highest to lowest mean: 4.30 on effective participation in guiding students in their academic progress, to a low mean of 2.03 for involvement in the development/operation of the school budgeting process.

The results indicate that levels of participation in teacher decision-making among Botswana senior secondary teachers are high in the areas of guiding students in their academic progress (M=4.30) and future career choices (M=4.00). The low standard deviation in these higher means suggests strong cohesiveness in these areas among teachers. Moderate levels of participation in decision-making are in areas such as sharing innovative ideas (M=3.79), programs for students (M=3.60), staff development (M=3.51), and developing school goals (M=3.17). Low levels of participation are in areas such as implementation of new school programs (M=2.88), school governance (M=2.82), and development of school budget (M=2.03). Higher standard deviations in these lower means, suggest a low score variation of teachers' views in these areas.

The lowest standard deviation was on participation in guiding students in their academic progress (SD=.78) and My advice is solicited by others (SD=.82). However, the highest standard deviation was on I am a decision maker in the school I teach (SD=1.31) and Freedom to make decisions on how to implement curriculum (SD=1.28).
Table 3

*Descriptive Statistics on Senior School Teacher Participation in School Decision-Making*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I effectively participate in guiding students in their academic progress</td>
<td>4.30</td>
<td>.78</td>
</tr>
<tr>
<td>I effectively participate in guiding students in their future career choice</td>
<td>4.00</td>
<td>.89</td>
</tr>
<tr>
<td>I have strong knowledge in my area to help me participate in decisions</td>
<td>3.88</td>
<td>1.03</td>
</tr>
<tr>
<td>I have opportunity to share with other teachers my innovative ideas</td>
<td>3.79</td>
<td>.94</td>
</tr>
<tr>
<td>I believe that I have the opportunity to influence others</td>
<td>3.67</td>
<td>.93</td>
</tr>
<tr>
<td>I feel that I am involved in important programs for students</td>
<td>3.60</td>
<td>1.17</td>
</tr>
<tr>
<td>I participate in staff development</td>
<td>3.51</td>
<td>1.09</td>
</tr>
<tr>
<td>My advice is solicited by others</td>
<td>3.50</td>
<td>.82</td>
</tr>
<tr>
<td>I have freedom to make my own decisions on how to carry out my job</td>
<td>3.21</td>
<td>1.20</td>
</tr>
<tr>
<td>I have the freedom to plan my own schedule</td>
<td>3.20</td>
<td>1.19</td>
</tr>
<tr>
<td>I have been involved in developing school goals</td>
<td>3.17</td>
<td>1.18</td>
</tr>
<tr>
<td>I have been involved in planning school/community activities</td>
<td>2.99</td>
<td>1.12</td>
</tr>
<tr>
<td>I have access to information I need to make informed school decisions</td>
<td>2.98</td>
<td>1.17</td>
</tr>
<tr>
<td>I have the freedom to make decisions on how to implement curriculum</td>
<td>2.93</td>
<td>1.28</td>
</tr>
<tr>
<td>I am involved in making implementation decisions on new programs</td>
<td>2.88</td>
<td>1.13</td>
</tr>
<tr>
<td>School personnel solicit my ideas</td>
<td>2.88</td>
<td>1.05</td>
</tr>
<tr>
<td>Principal(s) solicit my ideas in matters of school governance</td>
<td>2.82</td>
<td>1.17</td>
</tr>
<tr>
<td>I am a decision maker in the school I teach</td>
<td>2.58</td>
<td>1.31</td>
</tr>
<tr>
<td>I am involved in the development/operation of the school budget</td>
<td>2.03</td>
<td>1.22</td>
</tr>
</tbody>
</table>

*Note. n = 221.*

**Teacher Job Satisfaction**

Research Question 2 addressed the degree and characteristics of job satisfaction among the Botswana senior secondary school teachers. There were two measures of teacher job satisfaction: satisfaction as a teacher in general and satisfaction as a teacher in their current school. Table 4 provides descriptive statistics for variables associated with senior school teacher job satisfaction as laid out in the survey instrument. Again, for the
Table 4

*Descriptive Statistics on Senior School Teacher Job Satisfaction*

<table>
<thead>
<tr>
<th>Degree of Satisfaction in General as a Teacher</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>My overall career as a teacher</td>
<td>3.14</td>
<td>1.22</td>
</tr>
<tr>
<td>My enjoyment in the teaching profession</td>
<td>3.01</td>
<td>1.14</td>
</tr>
<tr>
<td>The creativity teaching provides me for professional growth</td>
<td>2.80</td>
<td>1.14</td>
</tr>
<tr>
<td>The security teaching gives me and my family</td>
<td>2.75</td>
<td>1.14</td>
</tr>
<tr>
<td>My long-term financial security as a teacher</td>
<td>2.56</td>
<td>1.08</td>
</tr>
<tr>
<td>The opportunity teaching gives me for promotion</td>
<td>2.43</td>
<td>1.10</td>
</tr>
<tr>
<td>My income from teaching in terms of my monthly needs</td>
<td>2.23</td>
<td>1.11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree of Satisfaction as a Teacher in Current School</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>My contribution to my student’s success</td>
<td>3.90</td>
<td>.80</td>
</tr>
<tr>
<td>My immediate supervisor gives me assistance when I need help</td>
<td>3.85</td>
<td>1.03</td>
</tr>
<tr>
<td>Progress made by students who have graduated</td>
<td>3.17</td>
<td>.80</td>
</tr>
<tr>
<td>The number of students proceeding to college</td>
<td>3.16</td>
<td>.99</td>
</tr>
<tr>
<td>My job security in my current school</td>
<td>3.14</td>
<td>.98</td>
</tr>
<tr>
<td>My school provides a friendly/social atmosphere for interaction</td>
<td>3.11</td>
<td>1.18</td>
</tr>
<tr>
<td>The quality of suggestions from supervisors to improve my teaching</td>
<td>3.10</td>
<td>1.00</td>
</tr>
<tr>
<td>Recognition for participation in extra-curricular activities</td>
<td>3.01</td>
<td>.95</td>
</tr>
<tr>
<td>Feedback from my superiors</td>
<td>2.96</td>
<td>1.11</td>
</tr>
<tr>
<td>My school policies</td>
<td>2.92</td>
<td>1.05</td>
</tr>
<tr>
<td>Recognition for my successful teaching from my school</td>
<td>2.90</td>
<td>.99</td>
</tr>
<tr>
<td>The physical surroundings in my school</td>
<td>2.88</td>
<td>1.11</td>
</tr>
<tr>
<td>The resources the school provides me</td>
<td>2.83</td>
<td>1.16</td>
</tr>
<tr>
<td>Student level of interest in pursuing further education</td>
<td>2.82</td>
<td>1.02</td>
</tr>
<tr>
<td>School communication</td>
<td>2.78</td>
<td>1.09</td>
</tr>
<tr>
<td>My working conditions in this school</td>
<td>2.58</td>
<td>1.10</td>
</tr>
<tr>
<td>My opportunity for career advancement at this school</td>
<td>2.55</td>
<td>1.08</td>
</tr>
</tbody>
</table>

*Note. n =221.*
purpose of this study, the following criteria were used to determine levels of teacher job satisfaction: high (≥4.00), moderate (3.00-3.99), and low (<3.00).

As shown on Table 4, the results indicate that Botswana senior school teachers are moderately satisfied with their overall career as a teacher (M=3.14) and enjoyment in the teaching profession (M=3.01). They are least satisfied with income from teaching (M=2.23), opportunity for promotion (M=2.43), and long-term financial security as a teacher (M=2.56). With respect to job satisfaction in their current school, they are moderately satisfied with their contribution to student success (M=3.90), assistance from their immediate supervisor (M=3.85), and job security in their current school (M=3.17). They appear to be less satisfied/dissatisfied with the opportunity for career advancement (M=2.55), the working conditions in their school (M=2.58), and resources the school provides (M=2.83).

The lowest standard deviation was on My contribution to my student success (SD=.80) and Number of students proceeding to college (SD=.80), whereas, the highest standard deviation was on My overall career as a teacher (SD=1.22) and Resources the school provides me (SD=1.16).

**Teacher Commitment**

Research Question 3 addressed the degree and characteristics of teacher commitment of the Botswana senior secondary school teachers. There were two measures of commitment: degree of commitment to teaching and degree of commitment to the school. Table 5 provides means and the standard deviation of each variable associated with senior school teacher commitment in the two areas above. For the purposes of this
Table 5

Descriptive Statistics on Senior School Teacher Commitment to the Organization

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Degree of Commitment to Teaching</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have passion for the success of students</td>
<td>4.55</td>
<td>.60</td>
</tr>
<tr>
<td>I am committed to the teaching profession</td>
<td>4.24</td>
<td>.82</td>
</tr>
<tr>
<td>I continue to seek professional development to improve teaching skills</td>
<td>4.18</td>
<td>.78</td>
</tr>
<tr>
<td>I am a teacher because I always enjoy seeing students learn new things</td>
<td>3.57</td>
<td>1.16</td>
</tr>
<tr>
<td>Teaching matches my skills and interest</td>
<td>3.38</td>
<td>1.18</td>
</tr>
<tr>
<td>I chose teaching career because I felt needed</td>
<td>3.25</td>
<td>1.27</td>
</tr>
<tr>
<td>I feel I could serve better in this school</td>
<td>3.08</td>
<td>1.09</td>
</tr>
<tr>
<td>I don’t seek other work because of my commitment to teaching</td>
<td>3.03</td>
<td>1.26</td>
</tr>
<tr>
<td>Teaching has always been my destiny; I always wanted to teach</td>
<td>3.03</td>
<td>1.40</td>
</tr>
<tr>
<td>I chose teaching profession because it was a challenging career</td>
<td>2.99</td>
<td>1.28</td>
</tr>
<tr>
<td><strong>Degree of Commitment to the School</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am willing to do more than is expected to help my school</td>
<td>4.07</td>
<td>.86</td>
</tr>
<tr>
<td>I really care about the fate of this school</td>
<td>3.95</td>
<td>.92</td>
</tr>
<tr>
<td>I could just as well work for another school for same job</td>
<td>3.70</td>
<td>1.04</td>
</tr>
<tr>
<td>I feel very loyal to this school</td>
<td>3.52</td>
<td>.99</td>
</tr>
<tr>
<td>I don’t find it difficult to agree with school policies</td>
<td>3.32</td>
<td>1.06</td>
</tr>
<tr>
<td>I am proud to tell others that I am part of this school</td>
<td>3.08</td>
<td>1.09</td>
</tr>
<tr>
<td>I will accept almost any job assignment in order to keep working here</td>
<td>3.06</td>
<td>1.15</td>
</tr>
<tr>
<td>I talk about my school to my friends as a great school to work for</td>
<td>3.00</td>
<td>1.12</td>
</tr>
<tr>
<td>Nearly all my colleagues share similar feelings about the school</td>
<td>2.96</td>
<td>1.17</td>
</tr>
<tr>
<td>My values and those of the school are similar</td>
<td>2.92</td>
<td>1.11</td>
</tr>
<tr>
<td>Deciding to teach in this school was definitely a good decision</td>
<td>2.90</td>
<td>1.16</td>
</tr>
<tr>
<td>I am extremely glad I chose working for this school</td>
<td>2.73</td>
<td>1.09</td>
</tr>
<tr>
<td>This school inspires the very best in me in job performance</td>
<td>2.63</td>
<td>1.11</td>
</tr>
<tr>
<td>For me this is the best of all possible schools to work for</td>
<td>2.60</td>
<td>1.14</td>
</tr>
</tbody>
</table>

Note. n =221.
study, the following criteria were used to determine levels of commitment to teaching profession: high (≥4.00), moderate (3.00-3.99), and low (<3.00).

On the degree of commitment to teaching, results indicate high levels of commitment in the areas of having passion for the success of students \((M=4.55)\), commitment to the teaching profession \((M=4.24)\), and continuing to seek professional development to improve teaching skills \((M=4.18)\). Moderate areas of commitment to teaching are in the areas of being a teacher because of always enjoying seeing students learn new things \((M=3.57)\), teaching matching skills and interest \((M=3.38)\), choosing teaching career because feeling needed \((M=3.25)\), feeling one could serve better in current school \((M=3.08)\), teaching always being destiny and always wanted to teach \((M=3.03)\), not seeking other work because of commitment to teaching and teaching always being destiny \((M=3.03)\), always wanting to teach \((M=3.03)\). The one and only low mean was in choosing teaching profession because of being a challenging career \((M=2.99)\).

The second subcategory, in ranked order on the degree of commitment to the school, indicated high levels in the area of willingness to do more than is expected to help the school \((M=4.07)\). Moderate areas of commitment to the school are in the areas of really caring about the fate of the school \((M=3.95)\), could just as well work for another school for same job \((M=3.70)\), feeling very loyal to the school \((M=3.52)\), not find it difficult to agree with school policies \((M=3.32)\), pride in telling others in being part of the school \((M=3.08)\), accepting almost any job assignment in order to keep working at the school \((M=3.06)\), and talking about the school to friends as a great school to work for \((M=3.00)\). Low scores on commitment to the school were in the areas of colleagues
sharing similar feelings about the school \((M=2.96)\), personal values and those of the school being similar \((M=2.92)\), deciding to teach in current school definitely a good decision \((M=2.90)\), being extremely glad having chosen working for current school \((M=2.73)\), the school inspiring the very best in job performance \((M=2.63)\), and current school being the best of all possible schools to work for \((M=2.60)\).

The lowest standard deviation was on passion for the success of students \((SD=0.60)\), and continue to seek professional development to improve teaching skills \((SD=0.78)\). However, the highest standard deviation was on Teaching has always been my destiny; I always wanted to teach \((SD=1.40)\), and I chose teaching profession because it was a challenging career \((SD=1.28)\).

Relationship Between Commitment, Satisfaction, Decision-Making, and Selected Demographic Characteristics

Research Question 4 addressed the relationship between commitment to the organization, job satisfaction, and decision-making among Botswana senior secondary teachers and the demographic characteristics of teachers (age, gender, levels of education, ethnic background, teaching experience, length of employment in current school, teaching position, region). \(t\)-tests and one-way analysis of variance were used to examine relationships between the dependent variables (teacher participation in decision-making, teacher job satisfaction in current school, teacher job satisfaction with teaching in general, commitment to teaching, and commitment to their current school) and selected demographic characteristics. The level of significance was set at 0.01. A more stringent level of significance was used to control for possible inflation of Type I error rate (Warner, 2008). Possible relationships between the five dependent variables (teaching participation in decision making, job satisfaction with current school, job satisfaction
with teaching in general, organizational commitment to current school, commitment to
teaching in general) and the demographic variables of ethnicity and teaching positions
were not examined. The participants were very homogeneous in terms of ethnicity: 96%
are Batswana and in a teaching position (96% are full-time teachers).

**Age-Group Differences**

Age-group means and standard deviations for each of the dependent variables are
shown in Table 6. One-way analysis of variance (ANOVA) was employed to examine
whether there are statistically significant age group differences in any of the five
dependent variables.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Age Group</th>
<th>N</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision Making</td>
<td>21-30</td>
<td>46</td>
<td>58.13</td>
<td>11.80</td>
</tr>
<tr>
<td></td>
<td>31-40</td>
<td>125</td>
<td>61.14</td>
<td>11.73</td>
</tr>
<tr>
<td></td>
<td>41+</td>
<td>50</td>
<td>67.30</td>
<td>12.35</td>
</tr>
<tr>
<td>Job Satisfaction</td>
<td>21-30</td>
<td>46</td>
<td>18.74</td>
<td>5.01</td>
</tr>
<tr>
<td>(Current School)</td>
<td>31-40</td>
<td>125</td>
<td>18.19</td>
<td>5.60</td>
</tr>
<tr>
<td></td>
<td>41+</td>
<td>50</td>
<td>20.86</td>
<td>5.70</td>
</tr>
<tr>
<td>Job Satisfaction</td>
<td>21-30</td>
<td>46</td>
<td>49.87</td>
<td>9.43</td>
</tr>
<tr>
<td>(Teaching)</td>
<td>31-40</td>
<td>125</td>
<td>51.41</td>
<td>9.79</td>
</tr>
<tr>
<td></td>
<td>41+</td>
<td>50</td>
<td>54.06</td>
<td>9.03</td>
</tr>
<tr>
<td>Commitment</td>
<td>21-30</td>
<td>46</td>
<td>35.76</td>
<td>7.43</td>
</tr>
<tr>
<td>(Teaching)</td>
<td>31-40</td>
<td>125</td>
<td>35.07</td>
<td>7.11</td>
</tr>
<tr>
<td>Commitment</td>
<td>21-30</td>
<td>46</td>
<td>42.61</td>
<td>9.33</td>
</tr>
<tr>
<td>(To Current School)</td>
<td>31-40</td>
<td>125</td>
<td>44.48</td>
<td>8.48</td>
</tr>
<tr>
<td></td>
<td>41+</td>
<td>50</td>
<td>46.02</td>
<td>8.44</td>
</tr>
</tbody>
</table>
Table 7 shows the ANOVA results. Levene’s Test of Equality of error variance indicated that the homogeneity of variance assumption were met for all five dependent variables ($p > 0.05$). At alpha $= 0.01$, only teacher participation in decision-making was related to age groups ($F(2,218) = 7.73, p = 0.001, \eta^2 = 0.066$). Almost 7% of the variance in

Table 7

*Analysis of Variance Results*

<table>
<thead>
<tr>
<th>Variable</th>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>p</th>
<th>$\eta^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision-Making</td>
<td>Between</td>
<td>2184.60</td>
<td>2</td>
<td>1092.30</td>
<td>7.73</td>
<td>0.001</td>
<td>0.066</td>
</tr>
<tr>
<td></td>
<td>Within</td>
<td>30796.41</td>
<td>218</td>
<td>141.27</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>32981.01</td>
<td>220</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Satisfaction</td>
<td>Between</td>
<td>255.92</td>
<td>2</td>
<td>127.95</td>
<td>4.22</td>
<td>0.016</td>
<td>0.037</td>
</tr>
<tr>
<td>(teaching)</td>
<td>Within</td>
<td>6618.28</td>
<td>218</td>
<td>30.36</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>6874.19</td>
<td>220</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Satisfaction</td>
<td>Between</td>
<td>442.92</td>
<td>2</td>
<td>221.46</td>
<td>2.43</td>
<td>0.190</td>
<td>0.022</td>
</tr>
<tr>
<td>(current school)</td>
<td>Within</td>
<td>19780.06</td>
<td>217</td>
<td>91.15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>20222.98</td>
<td>219</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commitment</td>
<td>Between</td>
<td>219.92</td>
<td>2</td>
<td>109.96</td>
<td>2.100</td>
<td>0.125</td>
<td>0.019</td>
</tr>
<tr>
<td>(teaching)</td>
<td>Within</td>
<td>11364.72</td>
<td>217</td>
<td>52.37</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>11587.94</td>
<td>219</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commitment</td>
<td>Between</td>
<td>279.29</td>
<td>2</td>
<td>139.64</td>
<td>1.83</td>
<td>0.164</td>
<td>0.016</td>
</tr>
<tr>
<td>(current school)</td>
<td>Within</td>
<td>16675.14</td>
<td>218</td>
<td>76.49</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>16954.43</td>
<td>220</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

teacher decision-making can be explained by age-group differences. Post hoc multiple comparison procedure using Student-Neuman Keuls (SNK) indicated that teacher participation in decision-making is significantly higher for those 41 years and older ($M=67.30, SD=12.35$) than those 31-40 ($M=61.14, SD=11.73$) or those 21-30 ($M=58.13$, 103
There is no difference between the 21-30 and the 31-40-year-old teachers. No significant age-group differences were found for job satisfaction and commitment.

**Gender Differences**

Table 8 shows the mean and standard deviation for each dependent variable by gender. It also reports results of the t-test for independent samples, which indicated that there are no statistically significant gender differences for all five dependent variables. The Levene’s test of equality of population variance showed that the homogeneity of variance assumption was met for all five dependent variables ($p > 0.05$).

Table 8

*Group Means, Standard Deviations, and t-test Results, and Gender*

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>n</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>p</th>
<th>ES(d)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision-Making</td>
<td>Male</td>
<td>117</td>
<td>63.43</td>
<td>12.38</td>
<td>1.97</td>
<td>219</td>
<td>.050</td>
<td>.27</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>104</td>
<td>60.19</td>
<td>11.92</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Satisfaction (Teaching)</td>
<td>Male</td>
<td>117</td>
<td>18.75</td>
<td>5.71</td>
<td>-.44</td>
<td>219</td>
<td>.658</td>
<td>-.06</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>104</td>
<td>19.09</td>
<td>5.47</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Satisfaction (Current School)</td>
<td>Male</td>
<td>117</td>
<td>51.71</td>
<td>10.08</td>
<td>.03</td>
<td>218</td>
<td>.976</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>103</td>
<td>51.66</td>
<td>9.09</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commitment (Teaching)</td>
<td>Male</td>
<td>116</td>
<td>35.18</td>
<td>7.59</td>
<td>-1.28</td>
<td>218</td>
<td>.203</td>
<td>-.18</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>104</td>
<td>36.43</td>
<td>6.88</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commitment (Current School)</td>
<td>Male</td>
<td>117</td>
<td>45.15</td>
<td>9.36</td>
<td>1.29</td>
<td>219</td>
<td>.200</td>
<td>.18</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>104</td>
<td>43.65</td>
<td>8.04</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Educational Level Differences

Table 9 shows the mean and standard deviation for each dependent variable by educational level. There were no statistically significant differences between teachers with a master’s degree and teachers with other academic qualifications with respect to teacher participation in decision making, job satisfaction as a teacher in general, job satisfaction as a teacher in their current school, and commitment to teaching in general. However, there were significant differences between the two groups in terms of commitment to their school ($df=215$, $t=-2.71$, $p > 0.007$). Teachers with qualifications other than a master’s scored significantly higher ($M=49.32$, $SD=8.13$) than did teachers

Table 9

*Group Means, Standard Deviations, t-test Results, and Educational Level*

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>n</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>p</th>
<th>ES(d)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision Making</td>
<td>Master’s</td>
<td>195</td>
<td>61.78</td>
<td>12.08</td>
<td>-0.943</td>
<td>215</td>
<td>.347</td>
<td>.21</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>22</td>
<td>64.36</td>
<td>12.89</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Satisfaction (Teaching)</td>
<td>Master’s</td>
<td>194</td>
<td>18.75</td>
<td>5.71</td>
<td>-1.516</td>
<td>215</td>
<td>.131</td>
<td>-.34</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>22</td>
<td>20.68</td>
<td>5.83</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Job Satisfaction (Current School)</td>
<td>Master’s</td>
<td>194</td>
<td>51.85</td>
<td>9.33</td>
<td>-0.500</td>
<td>214</td>
<td>.618</td>
<td>-.11</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>22</td>
<td>52.91</td>
<td>10.54</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commitment (Teaching)</td>
<td>Master’s</td>
<td>194</td>
<td>35.52</td>
<td>7.32</td>
<td>-2.007</td>
<td>214</td>
<td>.046</td>
<td>-.45</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>22</td>
<td>38.77</td>
<td>5.81</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commitment (Current School)</td>
<td>Master’s</td>
<td>195</td>
<td>44.03</td>
<td>8.73</td>
<td>-2.711</td>
<td>215</td>
<td>.007*</td>
<td>-.61</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>22</td>
<td>49.32</td>
<td>8.13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
with a master’s ($M=44.03$, $SD=8.73$). Homogeneity of variance assumptions were met for all five dependent variables ($p > 0.05$).

**Regional Differences**

Table 10 shows the mean, standard deviation, and $t$-test results that compare the two regions (South Central and Central) on decision-making, job satisfaction, and organizational commitment. In all cases, teachers from the Central Region appear to have higher mean scores in decision-making ($M=64.96$), job satisfaction in teaching ($M=19.43$), job satisfaction in current school ($M=54.14$), commitment to teaching ($M=36.13$), and commitment to current school ($M=45.40$). However, only two of these variables were statistically significant: decision-making ($p > .000$) and job satisfaction in teaching ($p = .092$).

### Table 10

**Decision-Making, Job Satisfaction, Commitment, and Region**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>$N$</th>
<th>$M$</th>
<th>$SD$</th>
<th>$t$</th>
<th>$df$</th>
<th>$p$</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision-Making</td>
<td>S Central</td>
<td>90</td>
<td>57.46</td>
<td>12.90</td>
<td>-4.68</td>
<td>219</td>
<td>.000</td>
<td>-0.64</td>
</tr>
<tr>
<td></td>
<td>Central</td>
<td>131</td>
<td>64.96</td>
<td>10.80</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Satisfaction (Teaching)</td>
<td>S Central</td>
<td>90</td>
<td>18.14</td>
<td>6.13</td>
<td>-1.69</td>
<td>219</td>
<td>.092</td>
<td>-0.23</td>
</tr>
<tr>
<td></td>
<td>Central</td>
<td>131</td>
<td>19.43</td>
<td>5.14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Satisfaction (Current School)</td>
<td>S Central</td>
<td>89</td>
<td>48.09</td>
<td>10.33</td>
<td>-4.81</td>
<td>218</td>
<td>.000</td>
<td>-0.66</td>
</tr>
<tr>
<td></td>
<td>Central</td>
<td>131</td>
<td>54.14</td>
<td>8.27</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commitment (Teaching)</td>
<td>S Central</td>
<td>90</td>
<td>35.26</td>
<td>7.18</td>
<td>0.87</td>
<td>218</td>
<td>.048</td>
<td>0.12</td>
</tr>
<tr>
<td></td>
<td>Central</td>
<td>130</td>
<td>36.13</td>
<td>7.35</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commitment (Current School)</td>
<td>S Central</td>
<td>90</td>
<td>43.03</td>
<td>9.63</td>
<td>-1.98</td>
<td>219</td>
<td>.048</td>
<td>-0.27</td>
</tr>
<tr>
<td></td>
<td>Central</td>
<td>131</td>
<td>45.40</td>
<td>8.03</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
current school ($p > .000$). In both cases, teachers in the Central Region scored significantly higher than did teachers in the South Central Region in decision-making, job satisfaction with teaching in general, and job satisfaction in their current schools.

**Teacher Participation in Decision-Making, Job Satisfaction, and Organizational Commitment**

Research Question 5 was to examine the relationship between Botswana teacher participation in school decision-making, job satisfaction, and their organizational commitment. Canonical correlation analysis was used to examine the relationship between a linear combination of teacher decision-making, job satisfaction, and the linear combination of organizational commitment to teaching and organizational commitment to their current school. Scale mean, standard deviation, and skewness index are shown in Table 1. Correlation coefficients between the variables are also shown. The variables are only slightly negatively skewed (-0.229 to -0.011). With these skewness statistics, the variables can generally be considered as normally distributed. Correlation coefficients between variables range from 0.20 to 0.59. These are, by convention, weak to moderate correlations; thus, the issue of multicollinearity should be quite minimal.

**Skewness**

When a distribution is normal, the values of skewness are zero. Teacher participation in decision-making registered negative skewness of -.080, which is close to zero, thereby suggesting that the distribution of the variable is normal. Similarly, job satisfaction in general as a teacher has negative skewness of -.081, close to zero, thereby suggesting that the distribution variable is normal. Commitment to the school, on the other hand, had positive skewness of .011, which would also suggest that the distribution
Table 11

**Inter-correlation Between Teacher Participation in Decision-Making, Job Satisfaction, and Job Commitment (N=221)**

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>TPDM</th>
<th>JSG</th>
<th>JSCS</th>
<th>JST</th>
<th>CTCS</th>
<th>SKEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Decision-Making</td>
<td>221</td>
<td>61.91</td>
<td>12.24</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>-.080</td>
</tr>
<tr>
<td>Job Satisfaction in General</td>
<td>221</td>
<td>18.91</td>
<td>5.59</td>
<td>.32**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-.081</td>
</tr>
<tr>
<td>Job Satisfaction in Current School</td>
<td>220</td>
<td>51.69</td>
<td>9.61</td>
<td>.54**</td>
<td>.38**</td>
<td></td>
<td></td>
<td></td>
<td>-.229</td>
</tr>
<tr>
<td>Commitment to Teaching</td>
<td>220</td>
<td>35.77</td>
<td>7.27</td>
<td>.23**</td>
<td>.43**</td>
<td>.28**</td>
<td>.40**</td>
<td></td>
<td>-.142</td>
</tr>
<tr>
<td>Commitment to Current School</td>
<td>221</td>
<td>44.44</td>
<td>8.78</td>
<td>.39**</td>
<td>.20**</td>
<td>.59**</td>
<td>.52**</td>
<td>40**</td>
<td>-.011</td>
</tr>
</tbody>
</table>

*Note.* TPDM = Teacher Participation in School Decision-Making; JSG = Job Satisfaction in General; JSCS = Job Satisfaction in Current School; JST = Job Satisfaction in Teaching; CTCS = Commitment to Current School.  
**p<0.01.

...of the variable is also normal. Job satisfaction as a teacher in current school had negative skewness of -.229, and commitment to teaching had skewness of -.142, both of which would be considered reasonably normal distribution.

The result of the canonical correlation analysis is found in Table 12. As the table indicates, the first canonical correlation is .602 (36.24% overlapping variance), whereas the second canonical correlation is .394 (15.52% overlapping variance). With all canonical correlation included, Chi Square df (6)=133.227, *p<0.001*, and with the first canonical correlation removed, Chi Square df (2) = 36.331, *p < 0.001*. Therefore these pairs of canonical variates accounted for a significant relationship between teacher participation in decision-making, teacher job satisfaction in general, teacher satisfaction in current school (set 2), and commitment to teaching in general and commitment to their
Table 12

Canonical Correlations Analysis for Teacher Participation in School Decision-Making, Job Satisfaction, and Organization Commitment

<table>
<thead>
<tr>
<th></th>
<th>Canonical Loadings</th>
<th>Standardized Canonical Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Set 1 Variables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachcom</td>
<td>-.470</td>
<td>-.882</td>
</tr>
<tr>
<td>SchoComm</td>
<td>-.996</td>
<td>.091</td>
</tr>
<tr>
<td>% of Variance</td>
<td>.607</td>
<td>.393</td>
</tr>
<tr>
<td>Redundancy</td>
<td>.220</td>
<td>.061</td>
</tr>
<tr>
<td>Set 2 Variables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TPar</td>
<td>-.672</td>
<td>-.121</td>
</tr>
<tr>
<td>JSatisG</td>
<td>-.381</td>
<td>-.923</td>
</tr>
<tr>
<td>JSatisch</td>
<td>-.985</td>
<td>.003</td>
</tr>
<tr>
<td>% of Variance</td>
<td>.523</td>
<td>.289</td>
</tr>
<tr>
<td>Redundancy</td>
<td>.190</td>
<td>.045</td>
</tr>
<tr>
<td>Canonical Correlation</td>
<td>.602</td>
<td>.394</td>
</tr>
<tr>
<td>Wilks'</td>
<td>.538</td>
<td>.845</td>
</tr>
<tr>
<td>Chi Square</td>
<td>133.227</td>
<td>36.331</td>
</tr>
<tr>
<td>df</td>
<td>6.000</td>
<td>2.000</td>
</tr>
<tr>
<td>p</td>
<td>0.000</td>
<td>0.000</td>
</tr>
</tbody>
</table>

current schools (set 1). As suggested by Tabachnick and Fidell (2000), canonical loadings of 0.3 will be used for interpreting the canonical variates.

The first canonical variate indicates that those teachers with low scores in teacher participation (-.672), job satisfaction in general (-.381), and job satisfaction in current school (-.985) are associated with low scores in commitment to teaching (-.470) and commitment to current schools (-.996). Low teacher commitment to teaching and low teacher commitment to current school are associated with low teacher participation in decision making, low teacher job satisfaction in general, and low teacher job satisfaction in current school.
The second canonical variate indicates low scores in job satisfaction in general (-.923), and is associated with low scores in commitment to teaching (-.882). Therefore the second canonical variate indicates that low scores in teacher job satisfaction in general are associated with low scores in commitment to teaching in general. Together, the two canonical variates indicate that greater teacher commitment to the profession of teaching and to their current schools is associated with higher levels of teacher participation in decision making, higher levels of job satisfaction in general, and higher levels of job satisfaction in their current schools.

**Summary of Major Findings**

Research Question 1 addressed the degree and characteristics of teacher participation in school decision-making of the Botswana senior secondary school teachers. The results indicate that Botswana senior secondary teachers tend to participate more in the areas of guiding students in their academic progress, guiding students in their future career choice, having strong knowledge in individual area in helping participation in decision-making, having opportunity to share with other teachers innovative ideas, opportunity to influence others, involvement in important programs for students, and participation in staff development and advice solicitation by others.

Research Question 2 addressed the degree and characteristics of job satisfaction among the Botswana senior secondary school teachers. Botswana senior school teachers have the strongest degree of satisfaction in general as a teacher in the areas of their overall career as a teacher, and enjoyment in the teaching profession.

On the degree of satisfaction as a teacher in the current school, strong levels of satisfaction were in the areas of contribution to student success, supervisors giving
assistance when needed, number of students proceeding to college, friendly/social atmosphere for interaction, quality of suggestions from supervisors to improve teaching, and recognition for participation in extra-curriculum activities.

Research Question 3 addressed the degree and characteristics of teacher commitment of the Botswana senior secondary school teachers. On the degree of commitment to teaching, results indicate strong means in the areas of having passion for the success of students, commitment to the teaching profession, continuing to seek professional development to improve teaching skills, being a teacher because of always enjoying seeing students learn new things, choosing the teaching career because of feeling needed, not seeking other work because of commitment to teaching, and teaching always being destiny, always wanting to teach. Means ranged from 3.03 to 4.55.

The second subcategory in ranking order on the degree of commitment to the school indicated strong means in the areas of willingness to do more than is expected to help the school, really caring about the fate of the school, could just as well work for another school for same job, not find it difficult to agree with school policies, accepting almost any job assignment in order to keep working at the school, and talking about the school to friends as a great school to work for.

Research Question 4 addressed the relationship between Commitment to the Organization, Job Satisfaction, Decision-Making among Botswana senior secondary teachers, and the demographic characteristics of teachers (gender, levels of education, age, teaching experience, length of employment in current school, region). The results indicate that:
1. Teacher participation in decision-making is significantly higher for those 41 years and older than for those 31-40 or those 21-30.

2. There were no gender differences in all five dependent variables.

3. In commitment to their current school, teachers with qualifications other than the master’s scored significantly higher than did teachers with a master’s degree.

4. In decision making and job satisfaction to current school, teachers in the Central Region scored significantly higher than did teachers in the South Central Region.

Research Question 5 examined the relationship between Botswana teacher participation in school decision-making, job satisfaction, and their organizational commitment.

The teachers with low scores in teacher participation (-.672), job satisfaction in general (-.381), and job satisfaction in the current school (-.985) are associated with low scores in teacher commitment (-.470) and school commitment (-.996). Low teacher commitment to teaching and low teacher commitment to current school are associated with low teacher participation in decision-making, low teacher job satisfaction in general, and low teacher job satisfaction in the current school. Therefore, if teachers are participating less in school decision-making and are less satisfied with their job, they will be less committed to the school and to the teaching profession.
CHAPTER 5

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Introduction

This exploratory study investigated the relationship of teacher participation in decision-making and job satisfaction to organizational commitment among senior secondary school teachers in Botswana in Southern Africa. This chapter reviews the research problem, questions, and methodological design that guided this study, and summarizes the results. It also discusses the major findings, draws several direct conclusions, and then provides recommendations for educational leaders and teachers. It presents implications for educational practice and recommendations for further research.

A review of literature on teacher participation in teacher decision-making, job satisfaction, and organizational commitment suggests that these three constructs are important in understanding the work behavior of individuals. The review of literature showed that the way teachers respond to the organization, students, parents, and job in general may be determined by the degree of their satisfaction, and the extent to which they participate in decision-making, which could fit the long-standing discovery that high levels of organizational commitment were associated with both high job satisfaction and participation in organizational processes (Bono & Judge, 2003; Dumdum et al., 2003; Koh et al., 1995; Lowe et al., 1996; Walumbwa & Lawler, 2003).
Wyman (2000) supported shared decision-making, adding that if used correctly it could bring together teachers, parents, administrators, and the community members. Participation in decision-making was one of the many reforms brought to education that attempted to increase student achievement, create a sense of community, and increase teacher morale as well as schools that fulfilled state and federal educational standards in the United States. A major reason for the popularity of this reform is the general trends toward decentralization of school decision-making and consequent improvement of student performance (Latham, 1998). Involving teachers in decision-making created change in the manner that schools were governed by removing the decision-making power from the hands of the central office or administration and sharing it among the teachers, principals, and sometimes parents. Csikzentmihalyi and McCormack (1986) and Rosenholtz (2000) suggest that if teachers were dissatisfied with their work lives and lacked commitment to their organizations, this would affect outcomes.

The study focused on teachers from 27 senior secondary schools in Botswana and their participation in decision-making and job satisfaction that correlates with organizational commitment.

**Research Questions**

The following research questions were addressed:

Research Question 1: What are the degree and characteristics of teacher participation in school decision-making of the Botswana senior secondary school teachers?

Research Question 2: What are the degree and characteristics of job satisfaction among the Botswana senior secondary school teachers?
Research Question 3: What are the degree and characteristics of commitment of the Botswana senior secondary school teachers?

Research Question 4: What is the relationship between teacher commitment, job satisfaction, and decision-making among Botswana senior secondary teachers and their demographic characteristics (gender, levels of education, age, and region)?

Research Question 5: Is there a significant relationship between Botswana teacher participation in school decision-making, teacher job satisfaction, and their organizational commitment?

**Research Design**

The quantitative study was conducted using a research survey instrument to gather data, which was then analyzed after running statistical tests. The survey was administered at school locations to the teaching staff. This was considered the best method because it promised to provide more reliable results based on the similar calendar of Botswana education. The population of this study constituted all teachers who teach Form 4 and Form 5 grades in senior secondary schools in Botswana, Southern Africa. A total of 1,500 teachers from the 27 schools participated in the study.

The survey instrument used in this study was designed to measure three major variables: teacher participation in decision-making, job satisfaction, and organizational commitment. Two specific areas within job satisfaction were assessed: job satisfaction in general and job satisfaction specific to the teacher's current school. Similarly, two areas within commitment were also assessed: commitment to teaching, and commitment to the organization.
The teacher participation in decision-making questions were adapted from the School Participant Empowerment Scale (SPES) originally developed by Short and Rinehart (1992). It measured six dimensions of empowerment as they relate to teachers. The instrument was tested and reported that Cronbach’s coefficient for all 38 items on the instrument was .94 for the total scale, and reliability alphas for the six subscales ranged from .81 to .89.

Questions on teacher job satisfaction used in this study were modified from the instruments used by Donna Brown and Ralph Schroeder that used the PSS and OCQ instruments with modifications to the original instruments. The original instrument on Professional Satisfaction Scale (PSS) was developed by Blank (1993) to obtain participants’ perceptions of specific factors that are related to job satisfaction or dissatisfaction. The instrument included six items associated with job satisfaction: achievement, recognition, work itself, responsibility, advancement, and growth; and nine questions on dissatisfaction which addressed: organizational policy and administration; supervision; interpersonal relations with supervisors, peers, and students; working conditions; salary; status; and job security.

Measures of organizational commitment were adapted from the Organizational Commitment Questionnaire (OCQ) originally developed by Mowday et al. (1979). On the basis of the information generated by various authors, the instrument used in this study can be considered conceptually satisfactory.

Internal consistency reliability for each scale and subscale for job satisfaction, commitment, and decision-making was established from full data derived from this study, reporting a reliability alpha coefficient on decision-making of .894, job satisfaction of
.872, and commitment of .875 resulting to an average of .880. Since all five parts had consistently high alpha coefficient ranges, the correlations are therefore indicators of a high degree of internal consistency.

**Summary of Major Findings**

Chapter 4 reported descriptive and inferential statistics derived from the data. This section summarizes the main findings. It reports the degree and characteristics of teacher participation in school decision-making, job satisfaction, and teacher commitment of the Botswana senior secondary school teachers. It also discusses the relationship between teacher reports of participation in decision-making, job satisfaction, and commitment to the organization.

Research Question 1 addressed the degree and characteristics of teacher participation in school decision-making of the Botswana senior secondary school teachers. The results indicate that Botswana senior secondary teachers tend to participate more in the following six areas (with means scores at 4.30 to 3.50 on a scale of 1-5).

1. Guiding students in their academic progress  
2. Guiding students in their future career choice  
3. Having strong knowledge in individual areas in helping participation in decision-making,  
4. Having opportunity to share with other teachers innovative ideas  
5. Opportunity to influence others, involvement in important programs for students, and  
6. Participation in staff development, advice solicitation by others.
The teachers tended to participate least in being a decision maker in their current school, and an involvement in developing/operation of school budget, means 2.58 and 2.03 respectively.

The total mean response on teacher participation in decision-making was 61.91 points, giving an average mean of 3.26 on a 5-point scale, which indicated a moderately high level of agreement. The findings suggested that the moderately high level of participation was best expressed in their participation in academic progress and guiding students in their future career choices, on the basis that these two variables had means equal or greater than 4.00 (on a 5-point scale, above the average mean of 3.26).

A test of mean differences between age groups indicated that there were no significant relationships between teacher age groups and commitment to the school; only teacher participation in decision-making was related to age groups (.164). A further analysis of how these differences exist indicates no significant multiple comparative differences exist among age groups, which would suggest that teachers do not differ among each other in their commitment to teaching in the current school.

Research Question 2 addressed the degree and characteristics of job satisfaction among the Botswana senior secondary school teachers. Botswana senior school teachers have their strongest degree of satisfaction in two areas (with mean scores of 3.14 and 3.01):

1. Overall career as a teacher
2. Enjoyment in the teaching profession.
The teachers tended to have least satisfaction in general on opportunity for promotion, and income from teaching expressed in terms of the extent to which monthly needs were met (mean 2.43 and 2.23 respectively).

On the degree of satisfaction as a teacher in the current school, strong levels of satisfaction were in the following six areas (with mean scores of 3.90 to 3.01):

1. Contribution to student success
2. Supervisors giving assistance when needed
3. Number of students proceeding to college
4. Friendly/social atmosphere for interaction
5. Quality of suggestions from supervisors to improve teaching
6. Recognition for participation in extra-curricular activities.

The teachers tended to have least satisfaction in the current school on issues such as working conditions and opportunity for career advancement (mean 2.58 and 2.55 respectively).

The total mean response of teacher job satisfaction was 70.58 points, giving an average mean of 2.94 on a 5-point scale, which indicated a low level of agreement. The degree of teacher satisfaction in general had an average mean of 18.91, and the degree of teacher satisfaction in the current school had an average mean of 51.69. The total mean response on commitment to teaching was 35.77, and the total mean response on commitment to current school was 44.44.

Research Question 3 addressed the degree and characteristics of commitment of the Botswana senior secondary school teachers. On the degree of commitment to teaching, results indicate strong means, 4.55 to 3.03, in seven areas.
1. Having passion for the success of students
2. Commitment to the teaching profession
3. Continuing to seek professional development to improve teaching skills
4. Always enjoying seeing students learn new things
5. Choosing teaching career because feeling needed
6. Not seeking other work because of commitment to teaching
7. Teaching always being destiny; always wanting to teach.

The teachers who reported least commitment to teaching in general did so because it is a challenging career, a mean of 2.99.

The second subcategory in ranking order on the degree of commitment to the school indicated strong means in the following six areas (with mean 4.07 to 3.00):

1. Willingness to do more than is expected to help the school
2. Really caring about the fate of the school
3. Could just as well work for another school for same job
4. Did not find it difficult to agree with school policies
5. Accepting almost any job assignment in order to keep working at the school
6. Talking about the school to friends as a great school to work for.

The teachers tend to have least commitment to teaching in the current school on issues such as the school inspires the very best in job performance and being the best of all possible schools to work for (means of 2.63 and 2.60, respectively).

Research Question 4 addressed the relationship between teacher participation in decision making, job satisfaction, and commitment to the organization in senior
secondary teachers and the demographic characteristics of teachers (gender, levels of education, age, and region).

Teacher Participation in School Decision-Making and Gender

The t-test for independent samples indicated that there are no significant differences between gender and teachers in relation to participation in school decision-making. A test of mean differences between gender groups indicated that there is no significant relationship between gender and teachers in relation to participation in school decision-making.

Teacher Participation in School Decision-Making and Educational Level

A test of mean differences between educational level groups indicates that there was no significant relationship between teachers with a master’s degree and teachers with other academic qualifications with respect to teacher participation in school decision-making, job satisfaction as a teacher in general, job satisfaction to current school, and commitment to teaching in general, but significant to commitment to their school.

Teacher Participation in School Decision-Making and Age

Analysis of variance indicates that there was a significant relationship between age and teacher in relation to participation in school decision making. Participation in school decision-making was found to be significantly higher for those 41 years and older than for those 31-40 or those 21-30 ($p<0.05$). The findings would suggest that middle-aged and younger teachers differ from older teachers in the way they participate in school decision-making.
Teacher Participation in School Decision-Making and Region

A test of mean differences between regions indicates that teachers in the Central Region scored significantly higher than did teachers in the South Central in participation in decision-making ($p<0.05$).

Teacher Job Satisfaction and Gender

Analysis of variance indicated that there was no significant relationship between gender and job satisfaction in general and in their current school ($p>0.05$).

Teacher Job Satisfaction and Educational Level

Analysis of variance indicated that there was no significant relationship between teachers with a master’s degree and teachers with other academic qualifications with respect to job satisfaction in general and in their current school ($p>0.05$).

Teacher Job Satisfaction and Age

Analysis of variance indicated that there was no significant relationship between age and job satisfaction in general, and teacher job satisfaction in their current school ($p>0.05$). Comparison on job satisfaction between age groups 21-30, 31-40, and 41+ indicates no significant difference, which would suggest that middle and younger teachers do not differ from older teachers in their satisfaction to teaching.

Analysis of variance indicates that there is no significant relationship between teacher and age in job satisfaction in current school ($p>0.05$). A further analysis of how these differences may compare indicates no significant multiple differences exist among age groups, which suggests that teachers do not differ among each other in their satisfaction with teaching in the current school.
Teacher Job Satisfaction and Region

Analysis of variance indicates that teachers in the Central Region scored significantly higher than did teachers in the South Central Region in decision-making, job satisfaction with teaching in general, and job satisfaction in their current schools ($p<0.05$).

Teacher Job Commitment and Gender

Analysis of variance indicates that there is no relationship between gender and organizational commitment in general and commitment to the school ($p>0.05$). A test of mean differences between gender groups indicates that there are no statistically significant gender differences in relation to job commitment in general as well as teacher commitment to the current school ($p>0.05$).

Teacher Job Commitment and Educational Level

Analysis of variance indicates that there was no significant relationship between educational level groups and teacher commitment in general ($p>0.05$). However, in commitment to their current school, teachers’ with qualifications other than a master’s degree scored significantly higher means than did teachers with a master’s degree.

Teacher Job Commitment and Age

Analysis of variance indicated that there was no significant relationship between teacher job commitment and age ($p < 0.05$).
Teacher Job Commitment and Region

A test of mean differences indicated that teachers in the Central Region scored significantly higher than did teachers in the South Central Region in commitment to teaching as well as commitment to current school.

Research Question 5 examined the relationship between Botswana teacher participation in school decision-making, job satisfaction, and their organizational commitment.

Canonical correlation analysis helps in analyzing the relationship between sets of variables so as to understand if and how the sets are related to each other. Accordingly, with all canonical correlation included ($p < 0.000$), and with the first canonical correlation removed ($p < 0.000$), these pairs of canonical variates accounted for a significant relationship between teacher participation in school decision-making, teacher job satisfaction in general, teacher satisfaction in current school (set 2), and commitment to teaching in general and commitment to their current schools (set 1).

Teacher participation in decision-making, job satisfaction in general, and job satisfaction in current school were significantly correlated with the first canonical variates in both teacher commitment in general and teacher commitment to current school.

On the basis of canonical loading threshold of 0.3, the first canonical variate indicates that those teachers with low scores in teacher participation in school decision-making, job satisfaction in general, and job satisfaction in current school are associated with low scores in teacher commitment and school commitment. Therefore teachers who tend to participate less and are less satisfied still tend to generate higher levels of
commitment to both teaching as a job and commitment to the school. Low teacher commitment to teaching and to current school are associated with low participation in school decision-making, low job satisfaction in general and in current school.

The second canonical variate indicates that low scores in job satisfaction in general are associated with low scores in commitment to teaching or current school. Therefore, the second canonical variate indicates that low scores in teacher job satisfaction in general are associated with low scores in commitment to teaching in general.

Together, the two canonical variates indicate that higher teacher commitment to the teacher profession and to current schools is associated with higher levels of teacher participation in teacher decision-making, higher levels of job satisfaction in general and in their current schools.

Discussion and Interpretation of Findings

Teacher Participation in Decision-Making Characteristics

Research Question 1 addressed teacher participation in school decision-making of the Botswana senior secondary schools. The results indicated that Botswana senior secondary teachers tended to participate more in the areas of guiding students in their academic progress, future career choice, having strong knowledge in content areas that will help teachers participate effectively in decision-making, having opportunity to share with other teachers innovative ideas, opportunity to influence others, involvement in important programs for students, participation in staff development, advice solicitation by others, freedom to make own decisions on how to carry on the job, freedom to plan own schedule, and involvement in developing school goals.
These results suggest that teachers participate more in decisions pertaining to student success on issues related to general school operations but less on other areas such as planning school/community activities, access to information needed to make informed school decisions, solicitation of ideas by school personnel, solicitation of ideas by the principal on matters of school governance, being a decision maker in current school, and involvement in developing/operation of school budget.

These findings are similar to those reported in the literature, which indicated that any decision to adopt a participatory structure for teacher involvement in decision-making should be based in part on the likely effect on student outcomes and that teacher participation in decision-making carries an expectation that school performance and productivity will increase (Taylor & Bogotch, 1994). Other research also found that willingness to participate in decision-making was significantly influenced by the relationship between teachers and the principal, and teachers who perceived their relationship with the principal to be open, collaborative, and supportive were more willing to participate in decision-making (Smylie et al., 1996).

Previous research indicated that involving teachers in decision-making creates change in the manner that schools are governed by removing the decision-making power from the hands of the central office or administration and sharing it among the teachers, principals, and sometimes parents (Latham, 1998; Wyman, 2000).

Teacher Job Satisfaction Characteristics

Research Question 2 addressed job satisfaction among the Botswana senior secondary school teachers. There were two sub-variables of teacher job satisfaction: satisfaction as a teacher and satisfaction in current school.
The results suggested that teachers in senior secondary schools in Botswana had a moderate level of satisfaction in general regarding overall career as a teacher and enjoyment in the teaching profession. They had low degrees of satisfaction in the areas such as the extent income from teaching meets monthly needs, opportunity teaching gives for promotion, long-term financial security, security teaching gives me and my family, creativity that teaching provides for professional growth.

On the degree of satisfaction as a teacher in current school, teachers expressed moderate level of satisfaction in contribution to student success, my immediate supervisors give me assistance when needed, progress made by students who have graduated, number of students proceeding to college, job security in current school, school provides a friendly/social atmosphere for interaction, quality of suggestions from supervisors to improve teaching, and recognition for participation in extra-curricular activities.

Teachers had low levels of satisfaction in current school on opportunity for career advancement at current school, working at the conditions, school communication, level of student interest in pursuing further education, resources the school provides me, physical surrounding, recognition for successful teaching, school policies. Studies indicate that when superiors such as school principals interact and give support to teachers, all benefit. Cuban (1989) indicated that in schools focused on academic performance, principals offer tangible and emotional support for teachers; as a result, teachers are committed to working with students to increase learning. R. Johnson (2002) suggested that successful administrators were personable and communicated feedback regularly with their teachers in a variety of ways. Elmore (2000) also indicated that productive administrators convey
high expectations for teachers and students, yet are willing to provide needed assistance to meet the demanding challenges of ensuring academic success for all students.

The findings suggest that teachers who have a higher level of participation in school decision-making were experiencing relatively lower levels of teacher satisfaction. These findings are similar to those reported in the literature, which indicated that if teachers are dissatisfied with their work lives and lacked commitment to their organizations, teacher performance will decline, and thereby affect students’ performance as well (Csikzentmihalyi & McCormack, 1986; Rosenholtz, 2000). However, this study found no significant gender differences among teachers on satisfaction, which was inconsistent with findings of Ma and MacMillan (1999) who concluded that female teachers were more satisfied with their work than were their male colleagues.

Considering that various research findings cited do suggest that organizational commitment was an important factor in understanding the work behavior of individuals in that the way the teachers respond to the organization, to students, parents, and the job itself may be determined by the degree of teacher satisfaction and the extent to which teachers participate in decision-making. It is, therefore, important that policy makers and school administrators address those issues that would enhance teacher satisfaction, starting with those that can more easily be implemented without monetary costs, such as improved teacher participation and communication between teachers and administrators.

Teacher job satisfaction strongly varied among the regions due to job conditions in the Central and South regions. It can be argued that the Central Region teachers had relatively higher levels of satisfaction compared to their counterparts in the South Central Region.
Teacher Commitment Characteristics

Research Question 3 addressed the degree and characteristics of teacher commitment of the Botswana senior secondary school teachers. There were two categories of commitment: degree of commitment to teaching and degree of commitment to the school. On the degree of commitment to teaching, results suggest that teachers place greater importance in nearly all variables, which include having a passion for the success of students, commitment to the teaching profession, continuing to seek professional development to improve teaching skills, being a teacher because of always enjoying seeing students learn new things, teaching matching skills and interest, choosing teaching career because felt needed, feel serving better in current school, teaching always being destiny and always wanted to teach, not seeking other work because of commitment to teaching and teaching always being destiny; always wanting to teach, but low importance on choosing teaching profession because of being a challenging career (mean of 2.99).

The findings of this study are consistent with literature of many other scholars, such as Walumbwa and Lawler (2003) and Dumdum et al. (2003), who associated commitment with morale, loyalty, leadership, belongingness, dedication, and devotion to the teaching profession. Commitment reflects teachers’ personal dedication to the teaching role that has an attribute of high teaching performance. It is also a standard that measures an effective teacher. These views of teacher commitment suggest that commitment is, therefore, an important issue on the part of the teacher for students as well as the profession. It is more than to the organization where the teacher is employed.
The second subcategory in ranking order on the degree of commitment to the school indicated strong means in: willingness to do more than is expected to help the school, really caring about the fate of the school, could just as well work for another school for same job, feeling very loyal to the school, not finding it difficult to agree with school policies, pride in telling others of being part of the school, accepting almost any job assignment in order to keep working at the school, and talking about the school to friends as a great school to work for (means ranking moderate to high). Low scores on commitment to the school were in the following areas: nearly all colleagues sharing similar feelings about the school, personal values and those of the school being similar, deciding to teach in current school was definitely a good decision, being extremely glad to have chosen working for current school, the school inspiring the very best in job performance, and current school being the best of all possible schools to work for.

The findings from this study are consistent with the general conclusion made by Young (1998) who found a positive relationship between job commitment and both intrinsic and extrinsic values; and Rosenholtz and Simpson (1990) who found that teacher commitment was considered to be of significance in efforts to improve school outcomes mainly in terms of student achievement as well as school continuity in student learning and development. Research findings also suggest that low levels of commitment may result in decreased student achievement tests, higher teacher absenteeism, and increased staff turnover (Kushman, 1992; Reyes & Fuller, 1995; Rosenholtz, 2000).

The overall results suggest that teachers were significantly committed to teaching in their current schools. This conclusion was supported by statistical analyses that indicated a significantly high mean. The findings on commitment also suggest that
teachers tend to be committed to their schools as a result of their passion for the success of students, commitment to the teaching profession, and being able to continuously seek professional development to improve teaching skills, and willingness to do more so as to help the school. It is fair to conclude, therefore, that the foregoing variables tended to be the topmost motivators of teachers’ commitment to their profession as well as their commitment to the organization, even though they may have low satisfaction levels in other areas. The teachers’ high level of commitment would therefore be attributed to their reasons to continue to serve rather than look for more satisfying jobs.

The findings from the study suggest that when teachers participate in decision-making and have higher degrees of teacher satisfaction, they tend to be more committed to student success and the overall success of the organization. Further, teacher participation in decision-making, teacher satisfaction, and teacher commitment are essential for elevating the perception of the teaching profession as a career. The results of this research are therefore consistent with previous studies, which found that teacher commitment is crucial to effective schools, teacher satisfaction, and retention (Fresko, Kir, & Nasser, 1997; Singh & Billingsley, 1998). Research also suggests that low levels of commitment may result in decreased student achievement tests, higher teacher absenteeism, and increased staff turnover (Kushman, 1992; Reyes & Fuller, 1995; Rosenholtz, 2000).

Conclusions

1. Botswana senior secondary school teachers in this study reported a high level of participation in guiding students in their academic progress and future career choice and moderate level of job satisfaction and high organizational commitment.
2. Teachers tended to have a high level of commitment to the teaching profession and continued to report seeking professional development to improve teaching skills.

3. Teachers who reported both a higher level of passion for the success of students and those who continued to seek professional development, also reported a higher level of commitment to the teaching profession than did other teachers.

4. Teacher participation in school decision-making is significantly higher for older teachers (41 and older) than for younger teachers (less than 41).

5. Teachers do not vary significantly on the level of job satisfaction with the teaching profession or one’s current school, in any of the teacher/school characteristics.

6. Teachers’ level of education did not vary significantly in their participation in school decision-making, job satisfaction, and commitment to the teaching profession, but significantly varied with commitment to the organization.

7. There were no significant gender variations on participation in decision-making, job satisfaction, and organizational commitment.

8. Teacher participation in school decision-making appears to be an important predictor of organizational commitment components.

**Recommendations to Teachers and Administrators**

This exploratory study investigated the relationship of teacher participation in decision-making and job satisfaction to organizational commitment among senior secondary school teachers in Botswana. Findings showed teachers who reported being more involved in school decisions were more likely to also report being more satisfied and committed. It is may be much more practical to ask individuals to be more involved
and make school decisions than it is to continue to talk about them becoming more satisfied and committed. The recommendations to practitioners in this section are related to that observation.

While one must be cautious in generalizing, because the study had only a return rate of 17%, from two out of five regions, several important recommendations can be made to Botswana teachers, administrators, and those institutions who train them.

Recommendations to Teachers

1. Teachers who want to increase their commitment to teaching and to their organization should look for ways to get more involved in decision-making in the school.

2. Older teachers should help younger teachers work on issues of job satisfaction and increased involvement, and discuss with younger teachers ways to become involved.

3. Teachers should be actively involved in decision-making in their schools so as to encourage, motivate, and utilize their wide range of experience, expertise, and personal characteristics and capability. They should be involved more in decision-making in their schools as an opportunity to gain more experience and confidence as they execute their duties. This will help develop some sense of responsibility because they will feel trusted by the head-teachers and other people in authority. The head-teachers should treat all teachers as colleagues and co-managers in running their schools. This will motivate teachers to feel that they are an active part of their schools, and they will tend to support the decisions made.

4. Guiding students in their academic progress and future career choices is an important part of this call to participate more. By the same token, having passion for the success of students, commitment to the teaching profession, and continuing to seek
professional development to improve teaching skills are significant goals which teachers should endeavor to fulfill. Doing so will increase satisfaction with their work.

Recommendations to Administrators

1. From the findings of this study, school administrators need to recognize the importance of increased school decision-making and job satisfaction on the part of teachers with the view to developing strategies that will promote these activities within the organization so as to enhance student learning, achievement, and commitment to the organization.

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

3. Principals should involve teachers in school decision-making as a way to develop them on the job for further career advancement and improve their satisfaction in order to enhance commitment to the profession as well as to the organization.

4. It also leads me to recommend to principals, who are hoping for a more satisfied and committed faculty, to find creative ways to get their teachers more involved in their work. However, principals should be aware of overworking teachers who are already overworking or of overworking them in the wrong way.

5. The study's findings can be used to forge specific types of programs to raise teachers’ commitment through increased participation in school decision-making. They
may want to celebrate and communicate when they are being involved in decision-making. Administrators may also want to improve areas identified through statistical analyses as low level of participation.

This research indicates that some teachers are experiencing less job satisfaction and commitment than are others. Therefore, school authorities need to develop strategies to deal with the needs of these teachers. Proactive attention to this could improve teacher participation in decision-making, teacher job satisfaction, and, therefore, their commitment to the school.

Administrators would do well to focus on removing the perception inherent among some teachers that decision-making power is in the hands of the central office or administration, and work towards sharing it among the teachers (who have expressed considerable interest), principals, and sometimes parents.

Of particular concern should be teachers of the age group 31-40, who constitute a majority of teachers (57%) and who have expressed greater dissatisfaction and indifference to issues across the board. Administrators should attempt to identify ways to improve their perception of various issues affecting them and their families. This is certainly an area for further research.

Based on the data collected for this research, a significant number of the senior secondary teachers born in Botswana have a master’s degree, yet over half of those ages 31-40 show low levels of satisfaction. It is important for leadership to find ways to improve the level of participation in decisions with a view of increasing their level of satisfaction and effectiveness as well as commitment to the organization. These teachers with a master’s degree have been taught and are prepared to be engaged in school
administrative issues, yet their potential has not been fully exploited by the administration. Such policy issues may require a decision at a higher level of administration or involvement of the government Department of Secondary Education.

This study did not resolve the debate on what influences teachers most between the three variables: participation in school decision-making, job satisfaction, or commitment. The study, however, does show a strong correlation between them. I, therefore, recommend to teachers that they seek ways to get more engaged in school decision-making to improve their own satisfaction and commitment. Further, I recommend that principals develop creative ways to get teachers more involved as a way to potential improvement of teacher satisfaction and commitment. Leaders should be especially concerned to involve teachers of the age group 31-40 who constitute a majority of teachers (57%) who have expressed greater dissatisfaction and indifference to issues across the board.

**Recommendations for Further Research**

1. This research found that teachers have a significantly high level of commitment, and a passion for the success of students, and that teachers regardless of gender, age, level of education or region have generally high levels of commitment to both their teaching and to their current schools. However, the study did not explore all possible variables that are often linked to commitment, such as salaries and benefits. Many more could be studied to see their involvement in the three variables that were the central focus of this study: participation in school-decision making, job satisfaction, and organizational commitment. Further research is necessary in order to establish, under budgetary constraints in Botswana, educational leaders who can attempt to elevate the
level of commitment and satisfaction by exploring such avenues as teacher recognition, improved teacher participation in decision-making, improved methods of communication, and other nonmonetary means while at the same time improving unbalanced regional resources.

2. This study found that teachers of the age group 31-40, who constitute a majority (57%) of those in the survey, expressed less satisfaction to issues across the board. Further research is needed to identify why these groups have less satisfaction.

3. More specific answers are needed to understand how unsatisfied teachers in Botswana can become committed to their schools, and to identify, from teachers and educational leaders, ways of improving not only their perception but the real problems they face.

4. This study might be replicated with different levels of Batswana teachers (primary school teachers, junior secondary school teachers, etc.) or in different countries facing similar issues. Because teacher commitment is crucial to operating effective schools (Fresko et al., 1997; Singh & Billinsgley, 1998), further follow-up research could provide both quantitative and qualitative data on how Batswana teachers would interpret the link between teacher decision-making, job satisfaction, and organizational commitment.

5. A high majority of respondents reported having a master’s degree (88%). More investigation is needed to explore the nature of these master’s degrees to better understand the context of the teachers’ responses.
6. Further research is recommended to find ways of improving the level of participation in school decision-making with a view of increasing the level of satisfaction and effectiveness, as well as commitment to the organization.

7. These teachers at master’s level have been taught and prepared to be engaged in school administrative issues, yet their potential has not been fully exploited by the administration. Such policy issues may require being set up at a higher level of administration, which may suggest the involvement of the government Department of Secondary Education.

8. Further research could also explore the link between Botswana teachers’ views on the main three variables (participation in decision-making, job satisfaction, and organizational commitment) and student performance and/or other school-level success indicators.

9. This study examined only teachers, who are only one stakeholder in a school. Other stakeholders could be surveyed on these three areas (participation in decision-making, job satisfaction, and organizational commitment), specifically parents, administrators, and students.

10. A study of administrators’ views on how they involve teachers in decision-making and the problems they face in relation to practicing participatory decision-making is also recommended.

11. Finally, it is also recommended that a study be carried out on the relationship between the extent of teacher participation in decision-making and teacher performance of duty.
Final Thought

Teacher commitment continues to be a crucial issue for improving schools and student learning. However, as Joffres and Haughey (2001) suggested in their study, there are still many unanswered questions about the factors that influence teachers’ commitments. These include a changing and dynamic society, increasing technology, and continued improvement in teaching strategies. However, this study has shown that teachers ought to be more involved in decision-making in their schools as an opportunity for them to gain more experience, more confidence as they execute their duties, and increase their level of satisfaction, which in turn promises to increase their commitment to teaching as a profession, and to their organization as a place of employment.
APPENDIX A

SENIOR SCHOOL TEACHER COMMITMENT SURVEY
Part 1. This section, asks you to report your Teacher Participation in School Decision-Making. Please indicate your degree of agreement with each statement by circling one number of each item.

1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree

a. I participate in staff development
b. I feel that I am involved in important programs for students
c. I have the freedom to make decisions on how to implement curriculum
d. I am involved in the development/operation of the school budget
e. I am a decision maker in the school I teach
f. I have strong knowledge in my area to help me participate in decisions
g. I believe that I have the opportunity to influence others
h. I effectively participate in guiding students in their future careers choice
i. I effectively participate in guiding students in their academic progress
j. My advice is solicited by others
k. I have opportunity to share with other teachers my innovative ideas
l. Principal(s) solicit my ideas in matters of school governance
m. School personnel solicit my ideas
n. I am involved in making implementation decisions on new programs
o. I have the freedom to plan my own schedule
p. I have freedom to make my own decisions on how to carry out my job
q. I have been involved in developing school goals
r. I have been involved in planning school/community activities
s. I have access to information I need to make informed school decisions
Part 2. Reflecting on your work as a teacher in general, indicate your degree of satisfaction in the following areas:

1-Very Dissatisfied, 2-Dissatisfied, 3-Neutral, 4-Satisfied, 5-Very Satisfied

a. My overall career as a teacher
   1 2 3 4 5
b. My long-term financial security as a teacher
   1 2 3 4 5
c. The security teaching gives me and my family
   1 2 3 4 5
d. My enjoyment in the teaching profession
   1 2 3 4 5
e. The opportunity teaching gives me for promotion
   1 2 3 4 5
f. The creativity teaching provides me for professional growth
   1 2 3 4 5
g. My income from teaching in terms of my monthly needs
   1 2 3 4 5

Part 3. Reflecting on your teaching at your current school, indicate your degree of satisfaction with the following areas:

1-Very Dissatisfied, 2-Dissatisfied, 3-Neutral, 4-Satisfied, 5-Very Satisfied

a. My opportunity for career advancement at this school
   1 2 3 4 5
b. My working conditions in this school
   1 2 3 4 5
c. Recognition for my successful teaching from my school
   1 2 3 4 5
d. Recognition for participation in extra-curricular activities
   1 2 3 4 5
e. Feedback from my superiors
   1 2 3 4 5
f. My school policies
   1 2 3 4 5
g. My immediate supervisor gives me assistance when I need help
   1 2 3 4 5
h. The resources the school provides me
   1 2 3 4 5
i. My job security in my current school
   1 2 3 4 5
j. The physical surroundings in my school
   1 2 3 4 5
k. My contribution to my student success
   1 2 3 4 5
l. The number of students proceeding to college
   1 2 3 4 5
m. Student level of interest in pursuing further education
   1 2 3 4 5
n. The quality of suggestions from supervisors to improve my teaching
   1 2 3 4 5
o. School communication
   1 2 3 4 5
p. Progress made by students who have graduated
   1 2 3 4 5
q. My school provides a friendly/social atmosphere for interaction
   1 2 3 4 5
Part 4. Please indicate your degree of commitment to teaching on the following:

1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree

a. I am committed to the teaching profession  1 2 3 4 5
b. I have passion for the success of students  1 2 3 4 5
c. I continue to seek professional development to improve teaching skills  1 2 3 4 5
d. I don’t seek other work because of my commitment to teaching  1 2 3 4 5
e. I am a teacher because I always enjoy seeing students learn new things  1 2 3 4 5
f. Teaching has always been my destiny; I always wanted to teach  1 2 3 4 5
g. I chose teaching profession because it was a challenging career  1 2 3 4 5
h. Teaching matches my skills and interest  1 2 3 4 5
i. I chose teaching career because I felt needed  1 2 3 4 5
j. I feel I could serve better in this school  1 2 3 4 5

Part 5. Please indicate your degree of commitment to your school in the following:

1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree

a. I am willing to do more than is expected to help my school  1 2 3 4 5
b. I talk about my school to my friends as a great school to work for  1 2 3 4 5
c. I feel very loyal to this school  1 2 3 4 5
d. I will accept almost any job assignment in order to keep working here  1 2 3 4 5
e. My values and those of the school are similar  1 2 3 4 5
f. I am proud to tell others that I am part of this school  1 2 3 4 5
g. I could just as well work for another school for same job  1 2 3 4 5
h. This school inspires the very best in me in job performance  1 2 3 4 5
i. I am extremely glad I chose working for this school  1 2 3 4 5
j. I don’t find it difficult to agree with school policies  1 2 3 4 5
k. I really care about the fate of this school  1 2 3 4 5
l. For me this is the best of all possible schools to work for  1 2 3 4 5
m. Nearly all my colleagues share similar feelings about the school  1 2 3 4 5
n. Deciding to teach in this school was definitely a good decision  1 2 3 4 5
Part 6. In this section please add any comments not covered by the survey questions which you feel are important about:

(1) Your participation in decision-making at your school

(2) Your satisfaction with teaching as a career, and your school

(3) Your commitment to teaching and your school
TEACHER DEMOGRAPHIC SECTION

Please fill in the appropriate response to each statement below:

Gender: Female_____ Male_____

Highest Academic Achievement:

___ Senior Secondary School Certificate
___ Senior Secondary School Certificate plus Teacher Training Diploma
___ Bachelor’s Degree
___ Master’s Degree
___ Other
    Please specify: ________________

Age:
___ 20 or less
___ 21-30
___ 31-40
___ 41-50
___ 51 and over

Number of years teaching experience____
Number of years you’ve taught current school____
Present teaching form(s) position_______
Major subject(s) taught ______________
Other (Please specify)_____________________

**Ethnic Background**

___ Born in Botswana
___ Born from other African country
    Please specify:_______________
___ Born from Outside Africa
    Please specify:_______________

Your current teaching position
___ Full-time teacher
___ Part-time teacher
___ On contract
___ Other
    Please specify:_______________
APPENDIX B

INSTRUMENT MODIFICATION
INSTRUMENT MODIFICATION

Other Modifications on Teacher Job Satisfaction

**Achievement:** Means the degree of completion of a job.

In this study, the questions were modified in manner shown below:

Within the context of the theoretical framework, student achievement was to assess the extent to which teachers are engaged in the success of students beyond the classroom. The question was therefore modified to read: progress made by students who have graduated.

**Advancement:** Change in status within the organization.

In this study, the questions were modified in manner shown below:

My opportunity for career advancement at this school

**Growth:** Changes in the work situation such as advancement.

In this study, the questions were modified in manner shown below:

The creativity teaching provides me for professional growth

**Interpersonal Relations (peers):** Quality of interactions with persons at the same level in the organizational hierarchy.

In this study, the questions were modified in manner shown below:

My school provides a friendly/social atmosphere for interaction

**Interpersonal Relations (students):** Quality of interactions with students.

In this study interpersonal relations measured the extent to which teachers attempt to relate to student success within and beyond school and, therefore, the questions were modified in manner shown below:

Level of satisfaction with the contribution to student success

Level of satisfaction with the number of students proceeding to
Level of satisfaction with progress made by students who have graduated

**Interpersonal Relations (superiors):** Quality of interactions with superiors that may or may not be directly relevant to task accomplishment.

In this study, the questions were modified in manner shown below:

Feedback from my superiors

**Organizational Policy & Administration:** Quality of University management, including clarity of communications, adequacy of resources, personnel policies, fringe benefits, etc.

In this study, due to the multiple issues raised in this question, two questions were raised (on resources and communication) and the questions were modified in manner shown below:

The resources the school provides me

School communication

**Recognition:** Attention in the form of praise, personal acknowledgement by management, reward that is directly related to task accomplishment.

In this study, the questions were modified in manner shown below:

The opportunity teaching gives me for promotion

**Responsibility:** Level of autonomy in carrying out assignment.

Autonomy is an issue that was considered to be more associate with participation in decision-making in relation to empowerment and shared decision-making and, therefore, was adapted to part one of the instrument that deals with teacher participation in decision-making.

**Salary:** Wage and compensation factors, such as pay scales, adjustments, reimbursements.

In this study, the questions were modified in manner shown below:

My income from teaching in terms of my monthly needs

The modification was considered necessary in due recognition of the fact that each teacher may have different financial needs depending on family size and individual expectations.

**Status:** Signs, symbols, or tokens of position and prestige, such as privileges, work space size and location, work décor, symbolic titles, etc.
In this study, the questions were modified in manner shown below:

Recognition for my successful teaching from my school

**Supervision:** Competence of superiors (e.g. fairness and effectiveness)

In this study, the questions were modified in manner shown below:

The quality of suggestions from supervisors to improve my teaching

**Working Conditions:** The physical conditions of work (such as the amount of work, temperature control, ventilation, adequate equipment, and supplies).

In this study, the question was split into two questions and were modified in manner shown below:

My working conditions in this school
The physical surroundings in my school

**Other Modifications on Teacher Participation in Decision-Making**

I participate in staff development
I feel that I am involved in an important program for children
I have the freedom to make decisions on what is taught
I am involved in school budget decisions
I am a decision maker
I have strong knowledge base in the areas in which I teach
I believe that I have opportunity to grow by working daily with students
My advice is solicited by others
I have an opportunity to teach other teachers about innovative ideas
Principals, other teachers, and school personnel solicit my advice
I make decisions about the implementation of new programs in the school
I have control over daily schedules
I can determine my own schedule
I have opportunity to collaborate with other teachers in my school

In this study, the questions were modified in the following manner:

I participate in staff development

I feel that I am involved in important programs for students

I have the freedom to make decisions on how to implement curriculum

I am involved in the development/operation of the school budget

I am a decision maker in the school I teach

I have strong knowledge in my area to help me participate in decisions

I believe that I have the opportunity to influence others

I effectively participate in guiding students in their future careers choice

I effectively participate in guiding students in their academic progress

My advice is solicited by others

I have opportunity to share with other teachers my innovative ideas

Principal(s) solicit my ideas in matters of school governance

School personnel solicit my ideas

I am involved in making implementation decisions on new programs

I have the freedom to plan my own schedule

I have freedom to make my own decisions on how to carry out my job

I have been involved in developing school goals

I have been involved in planning school/community activities

I have access to information I need to make informed school decisions

**Other Modifications on Teacher Job Commitment**

In Mowday, Steers, and Porter (1979):

I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful

I talk up this organization to my friends as a great organization to work for
I feel very little loyalty to this organization

I would accept almost any type of job assignment in order to keep working for this organization

I find that my values and the organization’s values are very similar

I am proud to tell others that I am a part of this organization

I could just as well be working for a different organization as long as the type of work is similar

This organization really inspires the very best in me in the way of job performance

It would take very little change in my present circumstances to cause me to leave this organization

I am extremely glad I chose this organization to work for over others I was considering at the time I joined

There’s not too much to be gained by sticking with this organization indefinitely

Often, I find it difficult to agree with this organization’s policies on important matters relating to its employees

I really care about the fate of this organization

For me this is the best of all possible organizations for which to work

Deciding to work for this organization was a definite mistake on my part

In this study, the questions were modified in manner shown below

I am willing to do more than is expected to help my school

I talk about my school to my friends as a great school to work for

I feel very loyal to this school

I will accept almost any job assignment in order to keep working here

My values and those of the school are similar

I am proud to tell others that I am part of this school

I could just as well work for another school for same job

This school inspires the very best in me in job performance

(Question nine and seven in the original instrument were very similar, question nine was omitted by the pilot test participants engaged in the refinement of the instrument used in this study)

I am extremely glad I chose working for this school
I don’t find it difficult to agree with school policies
I really care about the fate of this school
For me this is the best of all possible schools to work for
Deciding to teach in this school was definitely a good decision
March 7, 2007

Paul A Mosheti
600 Beechwood Court, Apt. A-48
Berrien Springs, MI 49103

Dear Paul,

RE: APPLICATION FOR APPROVAL OF RESEARCH INVOLVING HUMAN SUBJECTS
IRB Protocol #: 07-009 Application Type: Original Dept: Leadership
Review Category: Exempt Action Taken: Provisional Approval Advisor: Duane Coverig
Protocol Title: How Teacher Participation in Senior School Decision-making & Job Satisfaction Relate to Organizational Commitment in Senior Secondary Schools in Botswana

This letter is to advise you that the Institutional Review Board (IRB) has reviewed and provisionally approved your proposal for research subject to the receipt of the requested letters of Institutional Consent. You have been given clearance to proceed with your research plans.

All changes made to the study design and/or consent form, after initiation of the project, require prior approval from the IRB before such changes can be implemented. Feel free to contact our office if you have any questions.

The duration of the present approval is for one year. If your research is going to take more than one year, you must apply for an extension of your approval in order to be authorized to continue with this project.

Some proposal and research design designs may be of such a nature that participation in the project may involve certain risks to human subjects. If your project is one of this nature and in the implementation of your project an incidence occurs which results in a research-related adverse reaction and/or physical injury, such an occurrence must be reported immediately in writing to the Institutional Review Board. Any project-related physical injury must also be reported immediately to the University physician, Dr. Loren Hamel, by calling (269) 473-2222.

We wish you success as you implement the research project as outlined in the approved protocol.

Sincerely,

Michael D Pearson
Administrative Associate
Institutional Review Board
Cc: Duane Coverig

Office of Scholarly Research
(269) 471-6360 Fax: (269) 471-6246 E-mail: irb@andrews.edu
Andrews University, Berrien Springs, MI 49104
To: Paul Allan Mosheti  
600 Beechwood Ct Apt A-48  
Berrien Springs  
Michigan, 49103  
USA

RE: PERMISSION TO CONDUCT RESEARCH

We acknowledge receipt of your application to conduct research that will:

- Establish whether teacher participation in school decision making relates to teacher’s job satisfaction and commitment to the school and profession
- Establish whether teacher participation in decision making and job satisfaction affect both school and professional commitment
- Determine how school administrators make teachers more effective and retain them.

You are granted permission to conduct research data collection for your research entitled:

HOWB TEACHER PARTICIPATION IN SCHOOL DECISION MAKING, AND THEIR JOB SATISFACTION RELATE TO THEIR ORGANISATIONAL COMMITMENT IN SENIOR SECONDARY SCHOOLS IN BOTSWANA.

This permit is valid until DECEMBER 31 2007

You are reminded to submit a copy of your final report to the Ministry of Education, Botswana.

Thank you.

[Signature]

For Permanent Secretary
June 11, 2007

The Director
Department of Secondary Education
P/Bag 00297
Gaborone
Botswana.

Dear Sir,

Re: SENIOR SECONDARY TEACHER SURVEY QUESTIONNAIRE

Following our telephone conversations, you agreed that the Secondary School Department will assist to dispatch the Survey Questionnaires to the all the 27 senior secondary schools in the country. I have enclosed two boxes of survey questionnaires to be dispatched. As you dispatch the survey questionnaires, I suggest you attach a note to school principals and request them to distribute the survey questionnaires to all their teachers and return them to you when completed as soon as possible.

The survey questionnaires are color coded according to the five regions/districts for accountability purpose, and should be dispatched to districts according to their coded colors and the white labels in each shrink wrapped bundle of survey questionnaires. The five districts and their schools are as follows:

1. Green: South Central
   SC – 01 Gaborone Senior Secondary School
   SC – 02 Kagiso Senior Secondary School
   SC – 03 Kgari Sechele II Senior Secondary School
   SC – 04 Ledumang Senior Secondary School
   SC – 05 Moeding Senior Secondary School
   SC – 06 Molefi Senior Secondary School
   SC – 07 Naledi Senior Secondary School
   SC – 08 St Joseph Senior Secondary School

2. Blue: Central
   C – 09 Lethakane Senior Secondary School
   C – 10 Lotsane Senior Secondary School
   C – 11 Madiba Senior Secondary School
   C – 12 Matshekge Hill Senior Secondary School
   C – 13 Moeng Senior Secondary School
   C – 14 Selibe Phikwe Senior Secondary School
   C – 15 Shoshong Senior Secondary School
   C – 16 Swaneng Hill Senior Secondary School
3. *Pink:* South  
   S – 17 Lobatse Senior Secondary School  
   S – 18 Matsha Senior Secondary School  
   S – 19 Moshupa Senior Secondary School  
   S – 20 Seepapitso Senior Secondary School

4. *Yellow:* North  
   N – 21 Molepolele Senior Secondary School  
   N – 22 Masunga Senior Secondary School  
   N – 23 Mater Spei Senior Secondary School  
   N – 24 Shashe River Senior Secondary School  
   N – 25 Tutume Senior Secondary School

5. *Ivory:* West  
   W – 26 Ghanzi Senior Secondary School  
   W – 27 Maun Senior Secondary School

The following copies are enclosed for you.  
   a) Research Permit Application Form  
   b) Approval Permits to conduct this survey from the Ministry of Education,  
      Botswana and Institution Review Board (IRB) Andrews University, USA  
   c) SENIOR SCHOOL TEACHER Commitment Survey  
   d) Instructions to the Teacher Participants

Any suggestions or amendments to enhance results are welcome, and if in need you may  
contact me either by phone or e-mail or fax or mail. My contact information is:

Paul Mosheti  
600 Beechwood Ct Apt A-48  
Berrien Springs  
Michigan, 49103 USA.

Home Phone: 269-471-6466  
Cellphone: 269-876-8707  
e-mail: mosheti@andrews.edu  
Fax: 269-471-6560

Thank you for your assistance.

Yours faithfully,

Paul Mosheti
To the Teacher Participant
Senior Secondary School

SENIOR SECONDARY SCHOOL TEACHER SURVEY

I am conducting a study on how teacher participation in school decision making, and job-satisfaction relate to organizational commitment in senior secondary schools in all the five major regions in Botswana. I would appreciate your giving some thought to this issue and respond to the survey attached as soon as you receive it. Teachers are key to the success of students particularly as they prepare for further education. I am interested to see what factors relate to teacher commitment.

I would be happy to subsequently share the results of my study.
1. Please answer every question on the questionnaire
2. Your answers will be confidential. You therefore need not indicate your name
3. Feel free to write additional comments on the form
4. Please return the duly completed survey according to the arrangements in your school.

Paul Mosheti 600 Beechwood Ct. Apt A-48 Berrien Springs, MI 49103 USA
APPENDIX D

TABLES
# TABLE 3: BOTSWANA SENIOR SECONDARY SCHOOL LIST

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>School Name</th>
<th>Code</th>
<th>Address</th>
<th>Location</th>
<th>Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Molepolele</td>
<td>21</td>
<td>Private Bag 14</td>
<td>Francistown</td>
<td>North</td>
</tr>
<tr>
<td>2</td>
<td>Gaborone</td>
<td>01</td>
<td>Private Bag 0019</td>
<td>Gaborone</td>
<td>South Central</td>
</tr>
<tr>
<td>3</td>
<td>Ghanzi</td>
<td>26</td>
<td>Private Bag 7</td>
<td>Ghanzi</td>
<td>West</td>
</tr>
<tr>
<td>4</td>
<td>Kagiso</td>
<td>02</td>
<td>Private Bag 001</td>
<td>Ramotswa</td>
<td>South Central</td>
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**Proportion of Untrained Teachers (%)**

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**Nationality of teachers**

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*In previous years community junior secondary schools and private schools were put together as private schools but as from 1996 C.J.S.S were reclassified under government aided and thus the change in the structure of the Table 9 & 10.

---

**Central Statistics Office, P. Bag: 0024, GABORONE, Botswana**

**Contact Statistician:** S. Matroos  **Telephone:** 3655401/03  **Fax:** 3952201

**Email:** SUMatroos@gov.bw and csobots@gov.bw

**Date of Creation:** 28 August 2006
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<td><strong>29.0</strong></td>
<td><strong>27.7</strong></td>
<td><strong>22.9</strong></td>
<td><strong>21.8</strong></td>
<td><strong>22.3</strong></td>
<td><strong>21.4</strong></td>
<td><strong>19.1</strong></td>
<td><strong>16.2</strong></td>
<td><strong>14.3</strong></td>
</tr>
</tbody>
</table>

*In previous years community junior secondary schools and private schools were put together as private schools but as from 1996 C.J.S.S were reclassified under government aided and thus the change in the structure of the Table 9 & 10.

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