

Participatory Decision-making and Teachers' Job Satisfaction: Experience of Government School Teachers in Sri Lanka

KasturiArachchi, Chandana

University of Colombo

chacmb@gmail.com

The main research question in this study is to examine how participatory decision-making style affects the job satisfaction of teachers in government schools of Sri Lanka. The study also investigated the capacity of decision making opportunities available to teachers, experiences of School Development Committee (SDC) members on participation for the task of decision making, and the relationship between teachers' job satisfaction and their participation in decision making.

A qualitative, multiple case study approach was applied to carry out this research problem. The samples were: six principals, six deputy principals, six sectional heads, twelve teachers, six past pupils and twelve parents, selected from six type 1 C schools in the Colombo Educational+ Zone. Semi structured interviews, informal discussions and informal observation were employed to gather information. Thematic analysis was employed for analyzing the data. Although schools are expected to implement participatory management approaches in administering schools through the Programme of School Improvement (PSI), it seems that the majority of schools do not implement authentic, democratic and participatory decision making style and participatory management approaches in school management (67% schools). The government schools are instructed by the Ministry of Education to make decisions in a participatory manner via School Development Committees (SDC). However, it is proved that the more important decisions are made by the principal, or he/she directly influences the school decisions, and teachers merely represent it as the members of the SDC (83% teachers). The majority of teachers in the school are not empowered in decision making in a participatory manner (67% participants). However, the teachers are happy about the roles that they perform in school. But they are not happy about the avenues available for teachers to be involved in making school decisions (83% teachers). According to the responses made by the participants in this study, participatory decision making does not heavily affect teachers' job satisfaction. Therefore, teachers must be empowered for school decisions, and given opportunities in school management, and that can also be used as a motivational technique.

Key words: *Participatory Decision Making, Programme of School Improvement, School Development Committee, Teacher's Job Satisfaction*