

Participation in decision making and job satisfaction of teachers in a special education center in China

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Abstract

This descriptive research involved 3000 teachers at Chongqing Special Education Center in China. From this number, using the Raosoft calculator, 323 was established. A simple random sampling method qualified the teachers to participate in the study. It also explored the relationship between teacher participation in making decisions and job satisfaction. Specifically, it described the respondents specifics in terms of sex, age, years of service and employment status; determined the participation of teachers in decision making in the aspects of administrative work, education and teaching, and logistic support; assessed the satisfaction of respondents in their job in the aspects of security, work environment, job and responsibilities and community attachments and linkages; tested the difference of responses on participation and job satisfaction when categorized according to profile variables; tested the relationship between teacher participation and job satisfaction; and lastly, proposed a faculty development program for improved participation and job satisfaction. Results revealed that majority of the teachers who responded in this study are female, 31-40 years old, served the school for 16 years and above, and in regular or permanent employment status. Teachers agreed that they have a good level of participation, most particularly in administrative education and teaching responsibilities. Respondents perceived work environment to be the most influencing aspect of their job satisfaction, and the least is on community attachments or linkages. Age, years in service, and employment status are variables that post highly significant differences in the responses both to teacher participation and job satisfaction. Teacher participation is significantly related to job satisfaction in the aspects of administrative work, education teaching, and logistics support. A proposed faculty development program was developed based on the results of the study. Future researchers may investigate other aspects of teacher participation that may improve their job satisfaction and participation.

Keywords: teacher participation, job satisfaction, special education

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1. Introduction

With the development of society and the progress of civilization, the country pays more and more attention to the development of every child. The education of special children is an important part of the whole education. At present, through unremitting efforts and development, the development degree, living conditions, and teaching efficiency of China's special education have been significantly improved. But at the same time, we are also facing the problem of unbalanced and imperfect educational development. In January 2022, the "14th Five-Year Plan" Action Plan for the Development and Promotion of Special Education (I) was issued and deployed, putting forward the main goal of initially building a high-quality special education system by 2025 (Cheng, 2001).

The education of special children is an important part of the whole education. As such, it is integral that teachers are the ones also at the forefront of running the school since it involves a lot of effort, decision making, and conflict resolutions needed in the education for the special learners. Participatory decision-making is not an independent and systematic school of theory in the West. Its main point of view comes from the human resource development theory in organizational management. As Robert G. Owens points out, "the assumptions of human resource development constitute a kind of decision theory, with participatory decision making at its center." Owens further states that "human resource development theory is based on partially overlapping theories and concepts developed by scholars such as Douglas McGregor, Abraham Maslow, Frederick Herzberg, Chris Argyris, Lensis Lickett, James March, Carl Wake, and William Ozzie. The thought of participatory decision-making is to learn from the relevant contents of human resource development theory from the perspective of decision-making, to form some understandings about decision-making (Chen, 2000).

Job satisfaction is defined as an employee's positive or negative feelings about his or her work environment. The feelings and experiences that result from interaction. Job satisfaction is generally considered to be a measure of an employee's satisfaction with their assigned job. As a tool of satisfaction, high job satisfaction has a positive incentive effect on work (Wang, 2016). Through the analysis and collation of relevant literature, the teacher's job satisfaction is an attitude towards the working environment, working conditions and working state. It may be a kind of colorful feelings and emotions. The school management must be scientific and must also be an influencing factor to teaching effectiveness. Combining with the existing literature, the research focuses on the personal factors, school factors and social factors of middle school teachers. (Feng, 2018).

In the face of the rapid development of the current society, ordinary students not only need to learn knowledge in school, but also need to explore and learn to communicate with people in school and establish a healthy internal ecological peace. The education of students with audiovisual impairment carries the mission of lighting the light of hope for students with special needs, which is not only the practice of educational equity but also the contribution to cultivating diversified talents. Every student has unique characteristics, whether it's a physical handicap, an intellectual challenge, or an emotional struggle. In the process of teaching, teachers assume a very crucial role in the development of students. Also, teachers themselves need to constantly learn and develop. In the past work experience, teacher engagement and job satisfaction both play a significant role in the physical and mental aspects of teachers, and the personal improvement of teachers will also have an impact on the whole school. In particular, the needs of teachers in different age groups are different, but the implementation of relevant systems or measures is relatively slow, which will have a certain impact on the work development and enthusiasm of teachers. This will be very inconvenient for school management, not only for the students to confront new situations.

To put forward suggestions and measures for the management of all levels and types of schools in Nanan District with more practical significance, this paper conducts research on our special education group schools, finds out problems and puts forward suggestions by analyzing individual group schools under the current education strategy, and optimizes the development and management of group schools in a realistic manner. After continuous improvement, it can be further promoted and implemented in the South Bank area. This paper proposes a program to enable teachers to fully enjoy their jobs through maximized participation in decision-making. This study hopes to benefit schools through the activities that may be considered in strengthening the participation of teachers, thus, addressing satisfaction concerns.

Objectives of the study - This study aimed to explore the relationship between teacher participation in decision-making and job satisfaction; Specifically, it aimed to describe the profile of respondents in terms of sex, age, years of service, and employment status; determine the participation of teachers in decision-making in terms of administrative work, education and teaching and logistic support; determine job satisfaction of respondents in terms of security, work environment, job and responsibilities and Community Attachments and Linkages; test the difference of responses on participation and job satisfaction when grouped according to profile variables; test the relationship between teacher participation and job satisfaction; and lastly, propose a faculty development program for improved participation and job satisfaction.

2. Methods

Research Design - This study used a descriptive design aimed at describing the current situation and problems of teachers' decision-making participation and work. A descriptive method was used in this study to collect relevant information through standardized questionnaires. The relationship between variables was analyzed to serve as the basis for the output. The research method utilized surveys to provide an objective analysis and realistic description of the current state of participation and job satisfaction of the respondents. This study identified two research variables: teacher decision-making participation and job satisfaction. Through the introduction of the survey object and the analysis of the questionnaire, the influence on teachers' decision-making participation and job satisfaction is established. Descriptive research methods are used to measure two variables and determine the relationship between them.

Participants - The study involved teachers in Chongqing. There are 3000 teachers in the chosen school, special education center. From this number, using the Raosoft calculator, with 95% confidence interval and 5% margin of error, 323 was established. A simple random sampling method qualified the teachers to participate in the study. In the selection of actual participants, the method of simple random sampling is adopted. The reason for this approach is that in this approach, selected integrated education administrators and teachers were given a balanced and independent chance of involvement. Each participant who qualified in the criteria was given an equal probability of being part of the sample population.

Instrument - A questionnaire survey is a very important research tool used in this study. Validity analysis evaluates the quality and validity of questionnaire measurement results, including its content validity. To explore teachers' decision-making participation and satisfaction on their jobs, this study used a questionnaire survey to teachers. The results of the questionnaire survey provided effective data support for this study. Based on the theories of some researchers, the author designed a study on teachers' decision participation and job satisfaction in the Chongqing Special Education Center. The questionnaire was taken from the work from Romero and Bantigue (2017) in their study on Job Satisfaction Levels. The first part of the questionnaire focuses on the profile of teachers, such as sex, age, education, teaching years, employment status, in-service or temporary employment. The second part deals with teacher participation while the third part focuses on job satisfaction from teachers in various aspects.

The reliability result depicts the excellent reliability level of the items, showing a level higher than 0.9 by the Cronbach alpha coefficient value. This means that the instrument designed for this study is the best and

suitable and can warrant reliable results. These results also prove that there is valid data that can be expected and derived from the answers of the respondents.

Table 1.

Reliability Test Results

Indicators	Cronbach Alpha	Remarks
Administrative work	0.928	Excellent
Education and teaching	0.950	Excellent
Logistics support	0.966	Excellent
Security	0.950	Excellent
Work Environment	0.958	Excellent
Job Responsibilities	0.940	Excellent
Community Attachments/ Linkages	0.963	Excellent

Data Gathering Procedure - In order to collect the study data, the researchers first obtained permission from the Chongqing Special Education Center and sent an invitation to the school's teachers to participate in the study. After contacting the respondents and confirming that they understood and agreed with the purpose and ethics of the study, the researchers sent the respondents a link to an online questionnaire via an instant messaging platform. Teachers who accepted the invitation had the option of accessing the link and filling out the questionnaire using a mobile phone or computer. Once completed, the questionnaire data was automatically saved in the corresponding device. All collected survey data was securely stored on the back-end server of Survey Star (Google Survey Chinese). At the end of the data collection phase, researchers began to analyze and discuss the data. First, the researcher used quantitative measurement tools and strategies to conduct a descriptive statistical analysis of data, aiming to reveal the status quo, characteristics, patterns, and potential problems of things in a specific environment. This method produces quantifiable and comparable results, which helps the researcher to explore the research problem more deeply. In addition, the researcher applied statistical methods to interpret data, especially actionable items involving parents and teachers in school management. Through an in-depth analysis of these projects, the researcher came up with targeted recommendations and strategies. Finally, the research results are discussed and analyzed in depth by using relevant theories.

Data Analysis - Statistical treatments such as Frequency and percentage were used to describe the profile of respondents in terms of sex, age, years of service, and employment status. Further, weighted mean and ranking were used to assess the participation of teachers in decision-making in terms of administrative work, education and teaching and logistic support and determine the job satisfaction of respondents in terms of security, work environment, job and responsibilities and Community Attachments and Linkages. Meanwhile, Analysis of Variance was used to test the difference in responses on participation and job satisfaction when grouped according to profile variables. Pearson's r was used to test the relationship between teacher participation and job satisfaction.

Ethical Considerations - To ensure that the privacy of the respondents is protected to the greatest extent possible, the researcher strictly adhered to the principle of confidentiality throughout the study and did not disclose any personally identifiable information of the participants. In personal interactions with participants, researchers always respect their privacy rights and seek explicit prior consent from participants if they need to access anything that may involve sensitive information. During the data analysis phase, the researcher put the well-being of the participants first, ensuring that all data is processed fairly objectively, and accurately represented in the study. The researcher avoids personal subjective opinions in the report, and all conclusions are based on the collected data and information and are based on rigorous statistical analysis. Participants were explicitly told that their responses would be kept strictly confidential and used only for this study and would not be used in any other setting. This commitment not only gives participants peace of mind but also enhances the credibility and reliability of the study. In addition, this study passed a rigorous ethical review process and received official approval from the relevant authorities before its launch. This ensures that the research meets all ethical and legal requirements and guarantees that the rights and interests of the participants are fully protected. The entire process of data collection, storage, analysis, and interpretation strictly complied with the code of

research ethics to ensure the privacy and information security of respondents.

3. Results and discussion

Table 2

Percentage Distribution of the Respondents' Profile

Sex	Frequency	Percentage %
Male	173	44.9
Female	212	55.1
Age		
20-30	61	15.8
31-40	135	35.1
41-50	84	21.8
51-60	79	20.5
60 and above	26	6.8
Years in Service		
0-5 years	62	16.1
6-10 years	72	18.7
11- 15 years	121	31.4
16 years and above	130	33.8
Employment status		
contractual	98	25.5
regular or permanent	287	74.5

Table 2 presents the demographic profile of 385 respondents who participated in this study. In terms of sex distribution, the respondents included 173 men and 212 women. It shows that there is slightly more female than male respondents in the study. This is because in any parts of the world, the female always dominates the teaching profession. There are more female respondents than men in the study, which reflects the high proportion of female teachers in the field of middle school education, because female teachers may have the characteristics of sensitivity and patience in education work, which is conducive to the development of education work, which is of big importance to the study of education issues.

In terms of age distribution, respondents aged 31 to 40 accounted for 35.1 percent, accounting for the highest proportion. This means that in teaching, many stay in the profession, and most of them are in the middle stage of their lives. Once teachers start to be in this profession, they tend to stay probably because of the sense of fulfillment they get in teaching. Respondents between the ages of 31 and 40 from the study sample, imply that middle-aged teachers hold an important place in the teaching population. Due to historical reasons, the population growth rate in the 1990s is relatively large, and the demand for teachers is relatively large. At the same time, they have rich teaching experience and profound professional knowledge and have unique opinions on the current education reform and development. In terms of years of service, 16 years and above accounted for the largest proportion, 33.8 percent. The second was for years 11 to 15 at 31.4 percent. The third is six to 10 years, accounting for 18.7 percent. The lowest proportion is 16.1 percent for years 0 to 5. As said in the previous discussion, this affirms that teachers stay in the profession for a long time. Teaching is for many a rewarding profession.

In terms of employment status, the highest proportion of fixed-term or permanent employment was 74.5 percent, and the lowest proportion of contract employment was 25.5 percent. More than half of the respondents have more than 11 years of service, which reflects that in order to improve the quality of teaching in China, by achieving a good working environment in schools, teachers are stable. This also implies that teachers in the responding school follow standards and regulations on regularization. Long-term practitioners may have a deeper understanding of the school's educational philosophy and development, while also accumulating extensive teaching and management experience. Although the proportion of respondents with 0-5 years of service is the lowest, new teachers are an important reserve force for the future development of schools. Their participation may bring new ideas and have a positive effect on the reform and innovation of the school, but at the same time, it will also trigger in-depth thinking about the development model of the past. The proportion of

teachers who are employed on a regular or permanent basis is as high as 74.5%, which indicates that the teachers in the surveyed schools have high employment stability.

Table 3*Summary Table on Teachers Participation*

Indicators	Weighted Mean	Verbal Interpretation	Rank
Administrative work	2.88	Agree	1.5
Education and teaching	2.88	Agree	1.5
Logistics support	2.86	Agree	3
Composite Mean	2.88	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 3 shows the evaluation of the teacher participation summary table, and the comprehensive average value is 2.88, indicating general agreement. Administrative work and education and teaching tied for the first place at 2.88. Administrative work and education and teaching are more to support the daily work of school teachers, so teachers have a high degree of participation, and they agree with this, and specific needs and suggestions will be met. Abdulganiyu et al. (2020) provided an in-depth analysis of teacher's presence in decision-making in secondary schools in Kwara State, Nigeria. It showed a high level of participation in the decision-making process. In addition, the state's teachers also showed a high level of job performance. Specifically, when middle school teachers actively participate in the school's academic planning, their work performance level is correspondingly improved. This finding not only highlights the importance of teacher participation in decision-making but also highlights its positive role in improving teacher performance. Based on these findings, the study strongly suggests that school administrators should continue to maintain and encourage teacher participation in the decision-making process in order to further promote and improve teacher performance, thereby improving the quality of education and student outcomes throughout the school.

Meanwhile, while logistics support is the lowest at 2.86. This is because teaching is more determined by the recent fiscal policy of Chongqing, the district's revenue situation, and other aspects, so it is lower. The main purpose of teachers in the school will be to take care of the welfare of the students in the special education center, while logistics is usually in the hands of the administration. When middle school teachers actively participate in the school's academic planning, their work performance level is correspondingly improved. This finding not only highlights the importance of teacher participation in decision-making but also highlights its positive role in improving teacher performance. Based on these findings, the study strongly suggests that school administrators should continue to maintain and encourage teacher participation in the decision-making process in order to further promote and improve teacher performance, thereby improving the quality of education and student outcomes throughout the school (Abdulganiyu, et al., 2020).

Table 4*Summary Table on Job Satisfaction*

Indicators	Weighted Mean	Verbal Interpretation	Rank
Security	2.87	Agree	2.5
Work Environment	2.89	Agree	1
Job Responsibilities	2.87	Agree	2.5
Community Attachments/ Linkages	2.86	Agree	4
Composite Mean	2.87	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 4 shows the summary of responses on job satisfaction in terms of security, work environment, job responsibilities and community attachments and linkages. Topping them all is work environment with a weighted mean of 2.89 in rank 1. It was followed by security and job responsibilities in the same rank, 2.5 with a weighted mean of 2.87. It implies that the teachers are so happy with their workplace and they have found security and can perform their job responsibilities very well. Policymakers are urged to pay attention to the professional growth and development of teachers and provide rich professional development opportunities to enhance teachers' job satisfaction and teaching effectiveness. At the same time, they should also pay attention to the working environment

of teachers, especially the cooperative atmosphere among teachers, and the discipline management of schools to create a more supportive and collaborative working environment for teachers. These measures not only help to improve the job satisfaction of teachers, but also help to improve the overall teaching quality and cohesion of the school (Toropova, et al. 2019).

Last in the items is community attachment and linkages ranking 4th with a weighted mean of 2.86. These results imply that teachers seem to have not much concern in their job as the results posted good marks from them. The school has done a good job in ensuring their teachers' needs and expectations are met in all aspects of development since all of these domains were agreed to give respondents job satisfaction. Job satisfaction is seen as a concept with multiple aspects and intricacies. Job satisfaction includes external factors such as qualifications and requirements of the job, organization and governance, compensation and benefits, working conditions, workmates and colleagues, professional retooling and management, and cooperation among workmates. Internal factors of satisfaction at work may correspond to the expectations of employees in their work and their requests. Satisfaction at work allows employees to have a positive working attitude and initiative toward their jobs.

Table 5

Difference of Responses on Teachers Participation When Grouped According to Profile

Sex	F-value	p-value	Interpretation
Administrative work	18185	0.887	Not Significant
Education and teaching	17083.5	0.245	Not Significant
Logistics support	18150.5	0.862	Not Significant
Age			
Administrative work	105.604	0.000	Highly Significant
Education and teaching	98.17	0.000	Highly Significant
Logistics support	83.105	0.000	Highly Significant
Years in Service			
Administrative work	187.721	0.000	Highly Significant
Education and teaching	179.521	0.000	Highly Significant
Logistics support	169.902	0.000	Highly Significant
Employment Status			
Contractual	1410	0.000	Highly Significant
Permanent or Regular	1832.5	0.000	Highly Significant

Legend: Significant at p-value < 0.05

Table 5 displays the interaction of responses regarding participation as clustered according to profile dimensions. It can be observed that there is no significant difference in responses on teachers' participation when grouped by sex. It means that both male and female have the same responses and perceptions of their participation in Administrative work, Education and teaching, and Logistics support.

Notably, it was observed that there is a pronounced difference in the responses made by the respondents when categorized according to age, years in service, and employment status since the computed p-values were less than the alpha level. This means that the responses vary statistically and based on the values of the test conducted. It is also found that respondents aged 20 to 30 years, who have been working for more than 16 years and on a contractual term, have higher assessment than the others. This means that the longer the teacher stays in their job, the more that they find that level of participation in what they do. Worth noting as well, is that even those on a contractual basis can still find active participation in school very important. This may be because they are eyeing regularization in the future and their involvement and active participation matters to the school. Also, teacher participation is not found to post any difference when it comes to sex. It means that both male and female teachers have a good level of participation in school matters.

Table 6 shows the variations in the responses made on job satisfaction when grouped according to profile variables. It can be noted that there is a significant difference on the responses made when grouped according to age, years in service including employment status since the computed p-values are less than the alpha level. This means that the responses have differences when tested and measured statistically. Also, based on the post hoc test conducted, it is revealed that those who are 20 to 30 years old, working for more than 16 years and contractual

gave better assessment than others.

Table 6

Difference of Responses on Job Satisfaction When Grouped According to Profile

Sex	F-value	p-value	Interpretation
Security	17613.5	0.502	Not Significant
Work Environment	17065	0.239	Not Significant
Job Responsibilities	16971	0.206	Not Significant
Community Attachments/ Linkages	17741	0.581	Not Significant
Age			
Security	93.457	0.000	Highly Significant
Work Environment	106.381	0.000	Highly Significant
Job Responsibilities	117.202	0.000	Highly Significant
Community Attachments/ Linkages	98.372	0.000	Highly Significant
Years in Service			
Security	200.296	0.000	Highly Significant
Work Environment	198.225	0.000	Highly Significant
Job Responsibilities	206.353	0.000	Highly Significant
Community Attachments/ Linkages	185.506	0.000	Highly Significant
Employment Status			
Security	1201.5	0.000	Highly Significant
Work Environment	1187	0.000	Highly Significant
Job Responsibilities	1029	0.000	Highly Significant
Community Attachments/ Linkages	1563.5	0.000	Highly Significant

Legend: Significant at p-value < 0.05

These results imply that the longer the teachers stay in the organization and as they age in the institution, the more that they attain satisfaction. This is perhaps because they gain a better understanding of the dynamics of the school. Notably, even those who are not yet permanent in the school or in a contractual tenure also do have good assessment in terms of their job satisfaction. This may be because the school knows how to really keep employees and have tangible ways to ensure that their teachers are satisfied. Satisfaction in jobs, regardless of the profession, is not only closely associated to the longer duration of stay of workers. It is also a contributing factor to the total wellness of teachers' being as well as the students' well-being. The overall smoothness of school dynamics, coordination and continuous enhancement of teaching as a profession or career are integral aspects of satisfaction in the teaching field. Also, the workload of teachers, their cooperative behavior, the way they perceive how students are disciplined in school are important factors that can be connected to their satisfaction. Meanwhile, in terms of teacher attributes, female teachers and those who are more seasoned with vast professional development records, are more effective teachers and tend to have higher levels of satisfaction in their job. Moreover, the association between the degree of teacher cooperation and job fulfillment or happiness was seen to be more noticeable and prominent among male teachers. Also, student discipline was deemed to be important for teachers with lower self-efficacy for them to attain job happiness. (Toropova, et al. 2019).

Table 7

Relationship Between Teachers Participation and Job Satisfaction

Administrative work	rho-value	p-value	Interpretation
Security	.637**	0.000	Highly Significant
Work Environment	.689**	0.000	Highly Significant
Job Responsibilities	.668**	0.000	Highly Significant
Community Attachments/ Linkages	.673**	0.000	Highly Significant
Education and teaching			
Security	.672**	0.000	Highly Significant
Work Environment	.632**	0.000	Highly Significant
Job Responsibilities	.653**	0.000	Highly Significant
Community Attachments/ Linkages	.629**	0.000	Highly Significant
Logistics support			
Security	.619**	0.000	Highly Significant
Work Environment	.646**	0.000	Highly Significant
Job Responsibilities	.613**	0.000	Highly Significant
Community Attachments/ Linkages	.620**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 7 shows the correlative connection between teacher participation and job satisfaction. The computer rho-values depict a strong direct connection. The p-values were all less than the alpha level, indicating that a significant relationship exists and suggests that the greater is teacher participation in school matters, the more that they can be satisfied in their job. The results imply that the measures or practices of the school to make their teachers involved are important for teachers. These give them a sense of satisfaction in their job.

Corroborating these findings, the school must continue what they do to maintain both important aspects that can be instrumental to school development. Teachers' participation can stimulate the enthusiasm of teachers and maximize their abilities and potential. There is also a detected connection between active participation in decision-making and job satisfaction not only in business industries but also in the education field. The results therefore confirmed that the PDM and JS model was empirically valid and reliable as indicated in these results. The results also showed a statistically significant effect of participatory decision-making on the level of work fulfillment. Also, work experience was found to play a notable role in participation in decision-making and job satisfaction. Thus, it is suggested that involvement in the decision-making process be required among workers, making this a norm in schools, as it is affecting their job satisfaction (Abdulwahab, et al. 2021). Congruent to the abovementioned, Saha and Kumar (2017) found that teachers' involvement in decisions indeed posted an acceptable and considerable connection with job satisfaction. It is suggested that workers' or teachers' participation in the decision-making process be made part of the process in schools since it uplifts employee identification with their respective organization as well as their loyalty.

Table 8

Proposed Faculty Development Program for Improved Teacher Participation and Job Satisfaction

Key Result Area	Objectives	Strategies/ Activities	Success Indicator	Persons Involved
Teacher Participation Logistics support 1.1. participating in all aspects of the school budget 1.2. school budgeting in the beginning of the semester	To involve the teachers in the logistic aspects of schools	Gather teachers in activities like planning and budget allocations. Ask teachers to propose and prepare a report or requests for materials or resources in school that may not be within the plan . Present and make the teachers informed about the expenses of schools. Encourage teachers' inputs or comments on the budget proposed every school year.	90% of the teachers participate / attend the meetings or sessions on budget planning	Management Teachers
2. Job Satisfaction Community Attachments/ Linkages 2.1. opportunities to encourage stakeholders to participate in all school-related activities 2.2. Social status in the community as a result of work	To improve the satisfaction of teachers in teaching special education learners	Conduct an annual gathering of stakeholders or community personalities in some school-related activities. Design community projects that will enable collaboration of teachers with the community. Organize some team building or networking activities that will involve school officials , teachers , parents and the community. Design a satisfaction measurement mechanism that will be monitored, reviewed, acted upon, and will be used for the school's continuous improvement.	90% of the teachers will have a feeling of satisfaction in their work as they are connected to the community.	Management Teachers Students Parents Community

4. Conclusions and recommendation

The majority of the teachers who responded to this study are female, 31-40 years old, served the school for

16 years and above, and are in regular or permanent employment status. Teachers agreed that they have a good level of participation, most particularly in administrative education and teaching responsibilities. Respondents are generally satisfied in their jobs, most particularly in the work environment aspect, and need some improvement in the aspect of community attachment/ linkages. Age, years in service and employment status are variables that post highly significant differences in the responses both to teacher participation and job satisfaction. Teacher participation has a significant connection and correlation to job satisfaction in all aspects such as administrative work, education teaching, and logistics support. A proposed faculty development program was developed based on the results of the study.

The school administrators may craft more tangible policies and standards that will ensure the great participation of teachers in all aspects or facets of their work. The Human Resources Office or community extension officer of the school may collaborate with communities to scout for opportunities for teachers to be more involved in community affairs. Teachers may openly discuss with their heads or department chairs their expectations and plans for professional growth. The proposed program for teachers may be reviewed, implemented, and evaluated for the continuous success of the school. Future researchers may investigate other aspects of teacher participation that may improve their satisfaction and overall well-being.

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