

Tutors' Participation in Decision-Making and Its Effects on Job Satisfaction in Nursing Training Colleges in Ghana

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Abstract

This study sought to examine the impact of academic staff participation in decision-making on their job satisfaction in Nursing Training Colleges in Ghana. The study adopted the descriptive research design. Two hundred and sixty tutors were selected using multistage stratified random sampling. The questionnaire was used for data collection. The instrument was face validated by researchers and content validated by senior researchers. The Cronbach's Alpha reliability coefficient 0.89 was obtained for the research instruments. Data were analyzed using mean, standard deviation, ANOVA, independent t-test, correlation and simple regression. The study found that the level of tutor's participation in decision-making in the Nursing Training Colleges was moderate. Most tutors' participated in decisions on students' policies, curriculum and instructional development and college planning. The level of job satisfaction among the tutor's was moderate for freedom to use their own judgment and feeling of accomplishment from job. Tutor's participation in decision-making was directly related to sex, age, education, and rank. The study also found that contextual factors – knowledge; tutor - management relationship and college politics had direct relationship with tutors' participation in decision-making and impacted positively on their job satisfaction due to demographic and contextual factors. The study recommends among others increased level of participation of tutors in decision-making in the Nursing Training Colleges in Ghana.

Key words: *Tutor, Participation, Decision making, Job Satisfaction, Nursing Training College*

Introduction

Today's turbulent environment and intense competition in the job market has necessitated colleges to be flexible and rapidly adapt to the increasing demands for quality teaching, learning

and research. These dynamics have also led to the recognition that the academic staff is critical to the delivery of quality education. To be successful, college administrators have recognised the need to give a voice to their tutors to generate innovative and more productive ways of promoting quality teaching and learning. One key way of achieving this goal through participation in decision-making. Tutors' participation in decision-making has gained increased prominence in both organisational and academic literature due to its consequences on several organisational and employee outcomes including job satisfaction (De Dreu & Westi, 2002). Emphatically, tutors all of whom are adults, need to be part of the decision making process in their work places. This is one major requirement for their self- esteem and self - actualisation. Through participatory decision-making process, college management should use adult facilitators' experience and sift from it what is most valuable for the organisation.

Armstrong (2009) defines participation in decision-making as employees playing a greater part in the decision-making process by being given the opportunity to influence important management decisions and contributing to the improvement of organisational performance. Decision-making in turn is defined as choosing between various alternatives (Moorhead & Griffin, 2004). It is the outcome of mental processes (memory, thinking and evaluation) leading to the selection of a course of action among alternatives. In particular, tutors' participation in decision-making has dominated the focus of this subject of decision-making at the academic front. One key reason accounting for the continuing focus on tutors in academic participative management is because tutors (and indeed, professional tutors) are recognised as one of the most important factors in determining the effectiveness of a college system (Armstrong 2009). Equally, as adults who have gained a lot of experience will certainly assist colleges to arrive at very meaningful decisions.

A second strand to the argument is that, developing participatory decision-making environment involving tutors is a productive venture in effective management of college systems. Participation can occur at the individual or group level often through joint consultation or collective representation of elected leaders (Armstrong, 2009; Luthans, 2005). The degree of participation ranges from one extreme where there is unilateral management and tutors have a very little voice at all to the other extreme in which tutors might have full participation through complete self-management and control (Armstrong, 2009; Luthans, 2005). The degree of

participation is affected by several factors such as experience of the person/group and the nature of the task. The more the experience and unstructured the task, the more the participation there will be (Luthans, 2005). The essence of tutors' participation in decision making is given credence by Bown and Tomori (1979) who noted that a middle age adult who is a grandfather, a counselor or the owner of a large business will not take kindly if he is exempted from very key governance decisions that affect him.

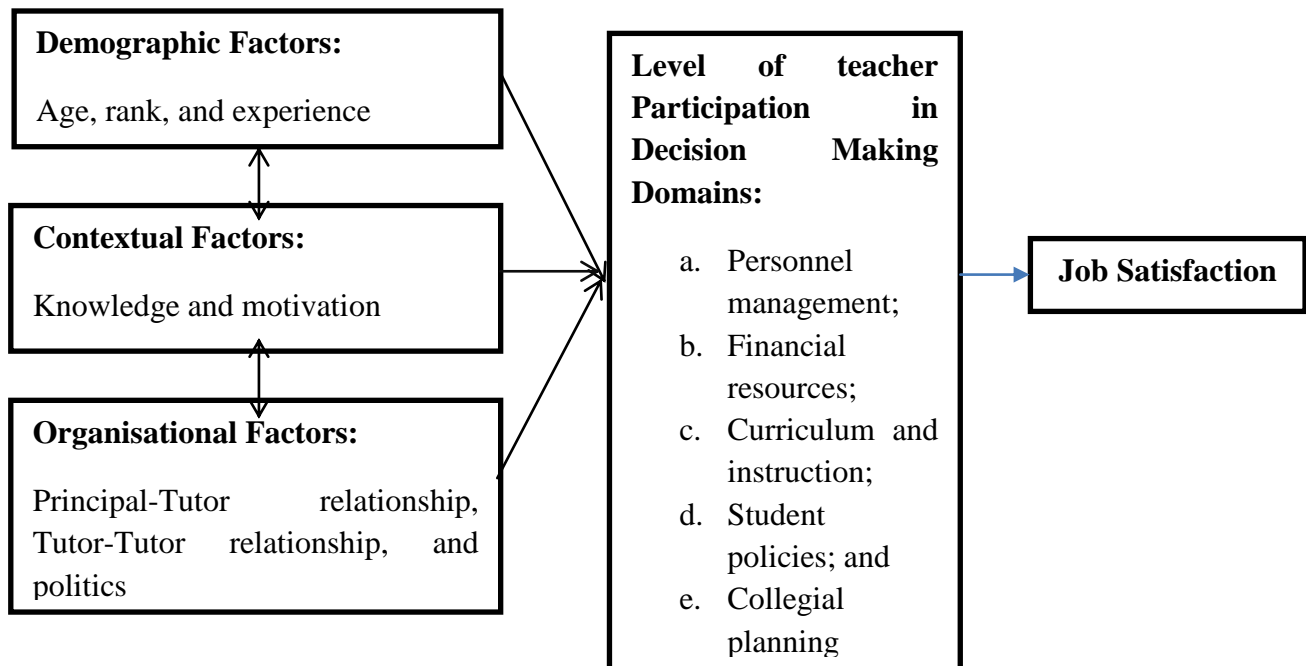
Historically, the Nursing Training Colleges in Ghana were known as Nursing Training Schools, and these were upgraded to tertiary status in 2012. They were tasked to provide tertiary education in fields of Community, midwifery and Clinical nursing and to award Diploma. Of much significance also is the extent of literature on the relationship between tutors' participation in decision-making and job satisfaction in nursing training colleges. The bedrock of such argument is that job satisfaction represents a positive state resulting from the appraisal of one's job experiences (Okoth, 2003). Job satisfaction depicts a situation of being fairly treated and is characterized by desirable features including interesting work, good pay, and job security (Okoth, 2003). Prior research has mostly provided a conclusive evidence that tutors' participation in decision-making increases job satisfaction (Appelbaum, Louis, Makarenko, Saluja, Meleshko & Kulbashian, 2013; Sarafidou & Chatziioannidis, 2013). There is also evidence that insufficient participation in decision-making leads to low level of tutors' job satisfaction (Appelbaum et al., 2013). Other studies indicated that the level of tutors' participation in decision-making depends on the particular domain of the decision. For instance, Sarafidou and Chatziionnidis (2013) found that even though there is high actual tutors' participation in decisions concerning students and teachers' issues, their levels of participation in managerial decisions is low. Evidence of studies conducted in Ghana showed limited participation of tutors' in student admission and placement; staffing as well as planning and budgeting decisions in the nursing training colleges (Agebure, 2013).

The normative question that arises is: if tutors' participation in decision-making leads to significant outcomes for nursing training colleges, why the discrepancy in tutors' participation in decision-making? In an attempt to understand the contextual and organisational factors that affect tutors' participation in decision-making on job satisfaction, it is expedient to examine the subject within the context of nursing training colleges in Ghana. Presently; job satisfaction has

been an important issue in nursing training colleges. The extent of experiencing such satisfaction differs from one college to another although there are widespread similarities. Therefore, it is disturbing to find that some of today’s tutors who teach are dissatisfied with their jobs because they do not partake in decisions (Agebure, 2013).

Despite references to the pivotal role of tutors in academic institutions and the essence of participation in decision-making, tutors’ participation in decision-making in the administration and management of nursing training colleges seems to remain a challenge. Cognisant of the apparent or reported cases of non-participation of tutors in decision-making, a lot of workshops, seminars and other sensitisations programmes have been organised to enable tutors in nursing training colleges to participate fully in decision-making in Ghana. However, there still appears to be no or little participation of tutors in decision-making.

Conceptual Framework



The study was underpinned by the *Contingency Model* which states that there is a need to achieve congruence between an organisation’s human resource and strategies within the context of the internal environment (Armstrong, 2009). For the purpose of this research, contingency

theory emphasises the relationship between participation in decision making and job satisfaction and this relationship varies according to influences such as age and sex.

In fact, prior research suggests that Principals of nursing training colleges take decisions all alone without involving the tutors (Mark, 2011) as most decision-making are done in the upper echelons of the colleges (Agebure, 2013). This tends to create apparent marginalisation of tutors and thus restrain them from participating in decision-making. This marginalisation has created the perception among college tutors that, although they are the subject and/or learning area specialists, little attention, if any, is given to their voices (Carl, 2005). The tutor has shown considerable evidence (Agebure, 2013; Carl, 2005; Mark, 2011) that for individual institutions, communities and researchers to fully appreciate the factors, issues and significance of participation of tutors in decision making in nursing training colleges, and unearth the constraints underpinning their participation in decision-making, in-depth investigations (systematic inquiry) would be needed. This study therefore sought to investigate the nature and level of a tutors' participation in decision-making and the effect of such participation on job satisfaction in selected nursing training colleges in Ghana.

Purpose and Research Questions

The purpose of this study was to examine the nature and level of nursing tutors' participation in decision-making and how it affects their job satisfaction in selected nursing training colleges in Ghana. Again, the purpose was to generalize from a sample to a population so that inferences are made. Findings of the study will contribute to the literature especially in Ghana by providing supporting or contrary evidence on the link between a tutors' participation in decision-making and job satisfaction.

The overriding research questions that guided this study were;

1. What is the nature of tutors' participation in decision-making in the nursing colleges in Ghana?
2. What factors affect tutors' participation in decision-making in the nursing colleges in Ghana?
3. What is the level of job satisfaction of tutors in the colleges in Ghana?

4. How do tutors' participation in decision-making relate to job satisfaction in the nursing training colleges in Ghana?

The hypotheses of the study are:

H₁₀: The degree of tutors' participation in decision-making is not affected by age.

H_{1A}: The degree of tutors' participation in decision-making is affected by sex.

H₂₀: The degree of tutors' participation in decision-making is not directly influenced by factors such as knowledge, motivation, tutor-management relationship, tutor-tutor relationship, and college politics.

H₃₀: Participation in decision-making has no higher effect on the job satisfaction of tutors.

H_{3A}: Participation in decision-making has Influence on the job satisfaction of tutors.

Method

The descriptive research design was adopted because it involves asking questions from a large number of people (tutors) about a particular phenomenon (their participation in decision-making). Further, this study sought to describe an accurate profile of persons (tutors), their participation in decision and its effects on job satisfaction. The study was conducted at a certain point in time. The target population for this study comprised all tutors, including heads of department in the nursing training colleges estimated at 600 in 10 nursing training colleges in Ghana. The total number of nursing training colleges as at the time of the study was 10 in Ghana. The sample size for this study was 260 tutors. The choice of this sample size was based on its feasibility for statistical purposes and logistical/financial considerations. The sample size was 43% of the population. A multistage stratified-random sampling technique was used to select the respondents. The essence of this procedure was its ability to ensure high degree of representativeness by providing the elements with equal chances of being selected (Babbie, 2007). In the first stage, four regions were selected using simple random sampling technique through the use of random numbers. The selected regions were Greater Accra, Ashanti, Central, and Eastern Regions. In the second stage, 4 nursing training colleges were purposively selected, one from each of the selected regions. Sixty-Five respondents were selected on the basis of equal proportion from each region.

Table 1: Sample Distribution of Respondents by Colleges and Regions

Region	Number of colleges	Sample Size
Greater Accra Region	1	65
Ashanti Region	1	65
Central Region	1	65
Eastern Region	1	65
Total	4	260

Source; Designed for the study, 2014

The final sampling stage involved the selection of 260 tutors from all the 4 selected colleges (from the four regions) using systematic sampling based on file list of tutors. The data collection instrument used for the study was a structured questionnaire. This structured questionnaire which was administered to sample Tutors in the selected nursing training colleges, comprised two main parts, the respondents' profile and questions that related to the study. The Likert –type scale interpretation of the questionnaire items were: (1.0.00-1.49-strongly disagree; 2, 1.50 – 2.49- Disagree; 3. 2.50 – 3.49- Uncertain; 4. 3.50 – 4.49-Agree; 5. 4.50 – 5.00- strongly agree) (Underwood, 2004). To ensure the validity of the questionnaire, both content and face validity were employed. Content validity was through expert perusal to ensure that the items used to measure the various variables included an adequate and representative set of items that tap the concept. To establish the reliability of the questionnaire, Cronbach's alpha coefficient was used to establish the internal consistency. The theoretical value of Cronbach's alpha coefficient ranged from zero (0) to 1 (one). Generally, the relatively large coefficients as shown in Table 3 indicate that the internal consistencies of the items in the questionnaire were high and therefore were good for data collection.

Descriptive statistics such as frequency counts, percentages, mean and standard Deviation were used. Inferential statistics used were ANOVA, multiple regression, and Pearson's correlation analyses. One-way analysis of variance was used to test the hypothesis that the degree of tutors' participation in decision-making is influenced by age, rank and lecturing experience, with a critical value of acceptance was 5%. The hypothesis that the degree of tutors' participation in decision-making is directly influenced by knowledge, motivation, management-

tutor relationship, tutor - tutor relationship, and college politics was tested using correlation and multiple regression analysis. Similarly, the effect of 1 tutors' participation regarding decision-making on the job satisfaction of tutors was analyzed using the same methods at 1% significance level. Pretesting of questionnaire was conducted on 30 tutors sampled from two colleges that were not part of the sample size to ascertain internal consistency of the items. Mean and standard deviation were used to analyse research questions one to three. Research Question four was analysed using t-test, ANOVA, correlation and regression

Table 3: Reliability Analysis of the Scales

Scales	No. of Items	Cronbach's Alpha
Participation in decision-making	19	0.887
Factors affecting participation in decision-making	18	0.860
Job satisfaction	19	0.925

Source: Field survey, 2018.

Results and Discussions

1. Research Question 1. What is the nature of tutors' participation in decision-making in the nursing colleges in Ghana?

Research question one sought to determine how tutors participated in decision-making in the nursing colleges. The data are in Tables 4 and 5.

Table 4: Participation in Decision-making on Financial Resources/Budgeting

Participation in Decision-making	Mean	SD
Formulating/developing the college's annual budget	2.30	0.97
Controlling and allocating annual budget/resources	2.24	0.93
Implementation of the college budget	2.36	0.98
Mean financial resources/budgeting score	2.30	0.96

Source: Field survey, 2018.

The results in Table 4 indicate that tutors' participation in decision-making regarding financial resources and budgeting in the nursing training colleges was mostly related to implementing college budgets ($M=2.36$; $SD=0.98$) and developing the college annual budget ($M=2.30$; $SD=0.97$) and controlling and allocating annual budget/resources ($M=2.4$, $SD= 0.93$). The weighted mean for financial resources and budgeting was 2.30 ($SD = 0.96$). The results therefore indicate that respondents disagreed with *tutors' participation in decision-making regarding financial resources and budgeting*. The low participation of tutors in decision-making regarding financial resources and budgeting as shown in Table 4 implies that the tutors did not have the capacity to engage in effective decision-making regarding the utilisation of the finance that the colleges generated and the kind of expenses that such financial resources were used for. This finding is consistent with prior studies, which found that teachers' participation in decision-making centred on decision-making regarding students (Canaya, 2008) and therefore have limited responsibility regarding decision-makings on finance (OECD, 2005). The limited involvement of tutors' in financial decision-making could be due to the particular decision-making situation and the feeling that relaying financial information to tutors could spark some agitations from them regarding improvement in their conditions of service. Ultimately, for an effective financial administration, there is the need to enhance the participation of tutors in decision-making to improve accountability in the use of financial resources in the nursing training colleges. The limited involvement of tutors in decision-making relating to finance runs contrary to the contingency theory which emphasizes congruent or harmonious relationship within an organization. Essentially, the limited involvement of tutors in crucial matters such as finance will not lead to optimal human relationship.

Table 5: Participation in Decision-making on Curriculum and Instructional Development

Participation in Decision-making	Mean	SD
Developing the college curriculum	2.67	1.19
Formulating curriculum policy for the college	2.71	1.34
Deciding which courses are offered and the course content	2.86	1.22
Selecting recommended textbooks for students	3.31	1.15
Developing academic calendar and programmes	3.33	1.24
Mean curriculum and instruction development score	2.98	1.23

Source: Field survey, 2018.

The results in Table 5 showed a range of mean scores from 2.67 to 3.33. The highest mean score was reported for *tutors' involvement in the development of academic calendar and programmes* (M = 3.33; SD = 1.24); followed by their *participation in selecting recommended textbooks for students* (M = 3.31; SD = 1.15). The reported mean score for *curriculum and instructional development* was 2.98 (SD = 1.23). The results indicated that most of the sampled tutors were uncertain with *participation in decision-making regarding curriculum and instructional development*. Participants' respond of *uncertainty* pertaining participation in decision-making in curriculum development suggests that the management of the colleges considered the tutors as somehow knowledgeable in developing the curriculum and therefore involved them in such decisions. This finding agrees with OECD (2005) that tutors are largely involved in decision-making regarding curriculum and instruction. However, Okoth (2003) found that even though tutors possessed a high degree of self-awareness about their responsibilities and professional capacity this was seen as a function of both the tutors and authorities.

Research Question 2. What factors affect tutors' participation in decision-making in the nursing colleges in Ghana?

Research question 2 examines factors affecting tutors participation in decision-making in the nursing colleges. Tables 6 and 7 contain the data

Table 6: Intrinsic Motivation as a Factor for Decision-Making

Factors	Mean	SD
I am committed to ensuring change in the administration of this college	3.17	1.19
I feel motivated intrinsically taking part in decision-making in this college	3.46	0.97
I am willing and ready to take part in decision-making in this college	3.94	1.12

Source: Field survey, 2018.

Data from Table 6 show the mean and standard deviation of the intrinsic motivation factors. It is evident from the data that greatest factor that motivated tutors to participate in decision-making in the colleges was their *willingness and readiness to take part in decision-making* (M = 3.94, SD = 1.12). The second major factor that motivated the tutors was *feeling intrinsically motivated to take part in decision-making* (M = 3.46; SD = 0.97). The mean score for motivation was 3.52

(SD = 1.09); suggesting that most of the tutors considered self-motivation as critical to participation in decision-making.

Table 7: Head-Tutor Relationship as a factor for Tutors’ Participation

Factors	Mean	SD
My head promotes openness, sharing, and discussion	3.32	0.86
My head consults tutors in making decision	3.54	0.78
My head provides constructive feedback about tutors’ performance	3.48	1.09
My head has a warm, supportive and friendly behavior	3.40	0.87
Mean Management-Tutor relationship	3.44	0.90

Source: Field survey, 2018.

Data in Table 7 indicate the mean and standard deviation of the head- tutor relationship in influencing tutors’ participation in decision-making. The results demonstrated that the main head- tutor relationship that influenced a tutor’s participation in decision-making was that the heads consulted tutors in making decision (M= 3.54, SD = 0.78); followed by “heads provides constructive feedback about tutors’ performance” (M ==3.48; SD = 1.09). The head - tutor relationship weighted score was 3.44 (SD = 0.90). Implicitly, heads that created positive relationships with tutors through seeking their views on decisions and providing constructive feedback about tutor’s performance were more likely to have their tutors’ participate in decision-making. One influential set of voices regarding this proposition was Yukl (2002) who found that trust created through heads- tutor relationship drives effective participation and outcomes in decision-making. At an even pragmatic level, Yukl (2002) demonstrated that the willingness of tutors to participate in college decision-making is primarily influenced by head- tutor relationship. In relation to the contingency theory, Miller and Monge (1986) explained that participation in decision-making is centered on several factors including superior-subordinate relationship values. The results largely demonstrated the need for building higher levels of relationship and trust between the heads and tutors to facilitate their willingness to participation in decision-making.

Research Question 3. What is the level of job satisfaction of tutors in the colleges in Ghana?

Research question three looks at level of job satisfaction among tutors in the nursing colleges. The data are presented in Table 8.

Table 8: Level of Tutors' Job Satisfaction

	Mean	SD
Being able to keep busy all the time at school	3.42	0.94
The chance to work alone on the job	3.68	0.74
The chance to do different things from time to time	3.38	0.85
The way my head handles his/her staff	3.01	1.07
The competence of my head in making decisions	3.46	0.73
Being able to do things that do not go against my conscience	3.53	1.20
The way my job provides for steady employment	3.43	0.77
The chance to do things for my colleagues and other people	3.64	0.63
The chance to tell people what to do	3.60	0.63
The chance to do something that makes use of my abilities	3.70	0.58
The way this college policies are put into practice	2.75	1.29
My pay and the amount of work I do	3.16	0.10
The chances for advancement on this job	3.51	1.02
The freedom to use my own judgment	3.76	0.93
The chance to try my own methods of doing the job	3.19	1.12
The working conditions in this college	3.39	1.35
The way my colleagues get along with each other	3.17	1.13
The praise I get for doing a good job	3.62	1.12
The feeling of accomplishment I get from my job	3.74	0.89
Job satisfaction score	3.43	0.90

Source: Field survey, 2018.

It is evident from Table 8 that the satisfaction (agreed) of the sampled tutors related to their freedom to use their own judgment ($M = 3.76$; $SD = 0.93$). This was followed by the satisfaction of feeling of accomplishment they got from their job ($M = 3.74$; $SD = 0.89$); the chance to do something that makes use of my abilities ($M = 3.70$; $SD = 0.58$); and the chance to do work alone on the job (teaching, preparing lessons and administrative work) ($M = 3.68$; $SD = 0.74$). However, uncertainty response of participants on job satisfaction was reported for the way college policies were put into practice ($M = 2.75$; $SD = 1.29$); the way the leaders of nursing training colleges handled staff ($M = 3.01$; $SD = 1.07$); as well as the pay and the amount of work done ($M = 3.16$; $SD = 0.10$). This implies that most of the tutors were moderately satisfied with their job. Moderate job satisfaction among the tutors was probably due to the freedom to use

their own judgment; feeling of accomplishment from job; the chance to do something that makes use of abilities; and the chance to work alone on the job. Ladebo (2005) reports that the pleasure derived from teaching students enables tutors to continue and to be committed to teaching as a profession. Similarly, Carl found that tutors are more satisfied if their jobs provide opportunities for personal and professional advancement (Carl, 2005). It was also found that most tutors tended to be dissatisfied with limited or no opportunities for advancement and promotion (Okoth, 2007). The moderate level job satisfaction of the sampled tutors clearly demonstrated that they were neither satisfied nor dissatisfied with their jobs. Given that job satisfaction was measured in this study based on core job characteristics, namely, skill variety, task identity, task significance, autonomy, and feedback. The results largely implied that leaders of nursing training colleges focus on enhancing the job satisfaction of the tutors by focusing more on these job characteristics proposed by (Mark. 2011).

Research Question 4. How do tutors’ participation in decision-making relate to job satisfaction in the nursing training colleges in Ghana?

Research question 4 establishes the relationship between tutors’ job satisfaction and participation in decision –making. The data relating to research question 4 are found in Tables 9, 10, 11 and 12. Test of Hypotheses was used to analyse the research question.

Test of Hypotheses

H₁₀: The degree of tutors’ participation in decision-making is not affected by age and sex.

H_{1A}: The degree of tutors’ participation in decision-making is affected by sex.

Table 9: Summary of t- test Results on Sex and Tutors’ Participation Decision-making

Gender category	N	M	SD	t	Sig.
Male	125	2.95	0.95	2.707	0.007
Female	124	2.73	0.73		

Source: Field survey, 2018.

The mean difference is significant at the 0.05 level. With respect to sex (Table 9), the results revealed a statistically significant differences among the sex groups as determined by the independent t-test ($t(247) = 8.182, p=0.005$). The test revealed a statistically significant difference between males and females ($t=2.707, df=245.5, p < 0.007$). Male tutors ($M = 2.95,$

SD = 0.67) reported significantly higher levels of participation in decision-making than did female tutors (M =2.73, SD = 0.61). The results therefore demonstrated that male tutors were more likely to participate in decision-making in the colleges than their female counterparts.

Table 10: Results on Age and Participation in Decision-making

Age category	N	M	SD	SE
20-29 years	50	3.21	0.57	.12
30-39 years	85	3.51	0.88	.07
40-49 years	109	3.46	0.38	.04
50-59 years	5	3.47	0.00	.22

Source: Field survey, 2015. The mean difference is significant at the 0.05 level.

Table 11: Summary of F-Test Result for Age and Participation in Decision Making

	Sum of Squares	df	MS	F	P
Between Groups	3.235	3	1.078	2.617	.052
Within Groups	101.312	245	0.414		
Total	104.547	248			

Regarding the age of the tutors (Table 10), the results revealed a statistically significant differences among the age groups as determined by one-way ANOVA ($F(3,245) = 7.542, p = 0.000$). A Turkey post-hoc test to establish whether differences exist between the two variables revealed that the mean for participation of tutors in decision-making in the nursing colleges belonging to the age group 30 – 39 years ($3.51 = 0.88$ years, $p = 0.001$) was significantly higher than that of those belonging to the age group 50 – 59 years ($3.47 = 0.00$ years, $p = 0.016$). Moreover, the mean for participation of tutors in decision-making for these age groups were higher than those between the age group 40 – 49 years ($3.46 = 0.38$ years, $p = 0.052$). The results therefore suggested that tutors between the ages of 30 and 39 years reported significantly higher participation in decision-making compared to the other older age groups. Evidence from prior studies has confirmed this study. Finucane et al. (2005) found a significant difference in decision-making across ages. Reed et al. (2008) established that older adults prefer fewer choices than younger adults do. The results demonstrated that ages of tutors could be a significant determinant of their willingness to participate in decision-making in the nursing training colleges.

H₂₀: The degree of tutors' participation in decision-making is not directly influenced by knowledge, motivation, tutor-management relationship, tutor-tutor relationship, and college politics.

Table 11; Descriptive Statistics and Correlations of the between Tutors' Participation and Job Satisfaction

Variables	Mean	SD	1	2	3	4	5	6	7
1. Knowledge	3.20	0.87	1	0.626**					
2. Extrinsic Motivation	3.52	0.89	0.626**	1					
3. Head- Tutor relationship	3.45	0.75	0.339**	0.165**	1				
4. Tutor - Tutor relationship	3.40	0.66	0.576**	0.562**	0.531**	1			
5. Colleges politics	3.18	0.72	0.047	0.392	-0.101	0.248**	1		
6. Participation in decision-making	2.84	0.65	0.199**	0.079	0.462**	0.075	0.131*	1	
7. Job satisfaction	3.43	0.63	0.435 **	0.435**	0.610**	0.499**	-0.386**	0.273**	1

Source: Field survey, 2018. Correlation is significant at the 0.01 level (1-tailed). KEY: 0.00-0.19= very weak; 0.20-0.39 =weak; 0.40-0.59= moderate; 0.60 -0.79 strong; 0.80-1.00 very strong.

The results from Table 11 showed that there was a statistically weak relationship between knowledge and participation in decision-making ($r = 0.199^{**}$, $p < 0.001$). Moreover, head- tutor relationship was statistically moderate and related to participation in decision-making among the tutors ($r = 0.462^{**}$, $p < 0.001$), the results, however, indicated that extrinsic tutor motivation and tutor - tutor relationship did not influence their participation in decision-making.

The results largely showed that tutors' participation in decision-making in the colleges was influenced by the knowledge of tutors regarding the decision to be made, head- tutor relationship that exist in the colleges and college politics. It is evident that tutors who were knowledgeable about a particular decision-making were more likely to participate in decision-making. Similarly, nursing training colleges, which have good head- tutor relationships, tend to have tutors participating in decision-making. This is consistent with the findings of Yukl (2002), that the willingness of tutors to participate in college decision-making is primarily influenced by head- tutor relationship. Such relationship is considered as the strongest single influence on tutors' willingness to participate in four areas of decision: personnel, staff development, curriculum and instructional and general administrative decision (Yukl, 2002).

Again, college politics was likely to influence the decision of tutors to participate in decision-making in the nursing training colleges. Tutors who were knowledgeable and perceived positive relationship with their heads and participated in college politics were more willing to participate in decision-making and were apparently satisfied with their involvement in the decision-making process. The study therefore shows resemblance to prior studies, which found that tutors' participation in decision-making, is positively associated with their job satisfaction (Amissah, 2012). The results therefore indicate that these factors could be seen as significant predictors of tutors' participation in decision-making in the nursing training colleges.

H₃₀: Participation in decision-making has no higher effect on the job satisfaction of tutors.

H_{3A}: Participation in decision-making has higher effect on the job satisfaction of tutors.

Table 12: Correlation of Tutors' Participation in Decision-Making and Job satisfaction

	Coefficient	Std. Error	t-ratio	p-value
Constant	2.280	0.590	3.865	0.000**
Participation in decision-making	0.518	0.151	3.424	0.001**
R	0.722			
R ²	0.621			
F	42.979**			

Source: Field survey, 2018. **. Correlation is significant at the 0.01 level (1-tailed).

The results from Table 12 indicated that the coefficient of determination (R^2) was 0.621 was significant at the 1% level. This means that 62% of the variation in job satisfaction is explained by tutors' participation in decision-making. The remaining 38% could be accounted for by other factors rather than tutors' participation in decision-making. Tutors' participation in decision-making had a coefficient of 0.518; suggesting that, on the average, the more tutors participates in decision-making, the more they will be satisfied with their job. The results demonstrated that tutors' participation in decision-making could significantly influence their job satisfaction. The results are therefore consistent with prior studies by Dery and Puopiel (2013) and Amisshah (2012) that tutors are satisfied with their jobs if they participate in decision-making because they feel motivated using their competences and talents in driving a change agenda in the colleges. Hence, heads of the training colleges must focus on engaging tutors more in decision-making. Indeed, in an image and status conscious age in which the image of tutors tends to be eroding (Drah, 2011); it is incumbent upon heads in training colleges to practice participatory management.

Conclusions and Implications

The findings of the study have implications for educational policy and college governance. By implication, college administrators must integrate contextual and organizational factors into the development of policies regarding tutors' participation. A second insight from the study is that tutors need to be encouraged and empowered to be involved in decision-making and take part in the implementation of college activities.

The study has shown disparities in the participation of tutors in the various decision-making domains in the Nursing Training Colleges. Decision-making in the colleges has largely been at

the instance of the heads or administrators. A related issue was how tutors were only involved in decision-makings regarding student policies as well as curriculum and instructional development. Decisions regarding administrative issues and financial resources were mostly limited to tutors; a sole responsibility of the principal and administrators. Implicitly, the implementation of educational reform tailored towards shared decision-making within the training college could significantly promote the participation of tutors in college decision-making. The study has shown that demographic and contextual factors studied in this study could be significant factors that should form the basis for decision-makings in the nursing training colleges. Overall, the study concludes that tutors' participation in decision-making influenced positively their job satisfaction in terms of demographic and contextual factors. Policy makers and practitioners should consider the significant demographic and contextual factors that shape tutors participation in decision-making in the colleges. As the world moves to embrace the new Sustainable Development Goals participation in decision-making (a veritable tool for organizational efficiency) should be emphasized in the Nursing Training Colleges in Ghana.

Recommendations for Policy Makers

Based on the findings, the following recommendations are made:

1. Tutors should be allowed to fully participate in all domains of decision-making, especially in relation to financial resources planning. In achieving these, Principals of Nursing Training Colleges, the NCTE as a policy maker and heads of department should improve communication with tutors to establish better relationships between them.
2. The principals of Nursing Colleges should take cognizance of different age groups and sex of staff and harness strategies to involve them in decision and activities towards attainment of overall objectives of the colleges.
3. College principals should make deliberate attempts to enhance the job satisfaction of the tutors. More emphasis should be placed on implementation of college policies, handling of staff, as well as ensuring fair and adequate pay and manageable workload. The expertise of the tutors should be improved by plausible means in contributing meaningfully to the design and implementation of job characteristics that are relevant to the enhancement of the job satisfaction of tutors in training college.

4. Administrators of the colleges to build good, positive and collaborative college culture and environment that creates positive interaction among tutors and between heads and tutors.
5. College principals and the Ministry of Education as policy makers should notice the complex relationship and the interconnected patterns of interactions among various factors that influence tutors' participation in decision-making and recognize the roles of tutors' in doing so.

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