

TEACHERS' LEVEL OF PARTICIPATION IN CHANGE MANAGEMENT AS PREDICTOR OF TEACHERS' MOTIVATION IN SECONDARY SCHOOLS IN AKWA IBOM STATE FOR SUSTAINABLE GLOBAL ECONOMY

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Abstract

This study was conducted to determine the predictive influence of teachers' level of participation in change management and teachers' motivation in secondary schools in Akwa Ibom State. Two research questions and two null hypotheses guided the study. This study adopted descriptive survey research design. The area of the study is Akwa Ibom State. The population for this study is 6,998. This comprises all the 243 principals and 6,755 teachers in all the public secondary schools in Akwa Ibom State in the 2022/20203 school year. A sample of 364 consisting of 120 principals and 244 teachers drawn from the population was selected for the study. The sample size was arrived at using Krejice and Morgan finite table. Multi stage sampling technique was employed in the sampling process. A researcher made instruments tagged "Teachers' Level of Participation in Management of Change Questionnaire" and "Extent of Teacher Motivation Questionnaire" were used for the study. The instruments were presented to three experts for face-validation. To determine the reliability of the instrument, 40 copies of the instruments were pretested on 20 principals and 20 teachers who did not take part in the main study but formed part of the study population. Data obtained was analysed using Cronbach Alpha statistical tool. The coefficient value was 0.82 and 0.87 for "Teachers' Level of Participation in Management of Change Questionnaire (TLPMCQ)" and "Extent of Teacher Motivation Questionnaire (ETMQ)" respectively. Simple linear regression model was used in answering the research questions and for testing the null hypotheses at 0.05 level of significance. Findings of the study revealed among others, that participation in change management significantly predicts teacher motivation in Akwa Ibom State. It was concluded that Teachers' level of participation in school curriculum management and school-community partnerships significantly predicts teachers' motivation in secondary schools. Based on the findings of the study, it was recommended that school principals should allow the teachers to participate in the process of curriculum change management.

Introduction

In today's world, institutions are undergoing continuous change more suddenly and frequently than before. Institutions are making huge investments into the course of change so that they may be in an improved position to compete in a global economy. Burtonshaw-Gunn and Salameh (2011) noted that change has now become a regular feature of business life as part

of the desire for continual increased business performance and the ever important need to demonstrate increased stakeholder value. As an organization, schools are social systems in which two or more persons work in a co-ordinated manner to attain common goals (Norlin, 2009). This specifies several important features of organizations: they consist, ultimately of people; they are goal directed in nature; attain their goals through some form of coordinated effort; and they interact with external environment. The school is considered as an institution designed to provide learning and learning spaces for students. It is a place that builds up the character of its learners even as it directs them towards the understanding of a particular discipline. Oshunniyi (2011) stated that secondary education is the formal education given to children and adolescence which bridges the gap between the primary and tertiary education. The principal guides the activities of the school towards achieving its set goals.

Secondary school is not just a bridge linking the Basic and Tertiary Education; it is the foundation for higher manpower development. It offers diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles of individuals. There are four types of secondary schools in Nigeria as stated in FRN (2013). These are: Federal Government Colleges, managed by the Federal Ministry of Education; Government Secondary Schools, managed by States Government; Mission or Islamic Secondary Schools, owned and managed by the Church or Islamic organisations; and Private Secondary Schools, owned and managed by individuals and organisations. This study focuses on Government owned Secondary Schools. Secondary schools as organizations are mandated to transform the youths through effective teaching and learning processes to equip their eventual products with the relevant skills, knowledge and attitudes to enable them serve the society either directly or after further training (FRN 2013). To do this, the managers of these institutions, who are basically the change agents, must learn fast about the societal needs while embracing current trends in education which include but not limited to strategic planning, performance based management, and performance appraisal. Government owned Secondary Schools in Akwa Ibom State are no different and they have been involved in managing change to improve performance (Udo and Akpanobong, 2017).

Okiiya, kisiangani & Oparanya (2015) defines change as a process of continually renewing an organization's direction, structure, and capabilities to serve the ever changing needs of external and internal customers. Burnes in Okiiya *et al.* (2015) views change as an ever present feature of an organization's life, both at an operational level and strategic level. Change has been an integral part of human development with knowledge and education at its core (Kennedy and Lee in Okiiya *et al.*, 2015). Change management can be defined as a style of management that aims at encouraging organizations and individuals to deal effectively with the changes taking place in their work (Green in Wanza and Nkuraru, 2016). Kitur (2015) is of the view that change comes in an organization in many forms: merger, acquisition, joint venture, new leadership, technology implementation, organizational restructuring, and change in products or regulatory compliance. The change may be planned years in advance or may be forced upon an organization because of a shift in the environment. In Nigeria, change is as well inevitable. Most Schools in Nigeria have undergone tremendous changes due to growth and expansion of institutions of learning. In order to compete globally, educational institutions have embraced change management factors such as culture, technology, leadership and structure which affects both employee and organizational performance Wanza and Nkuraru (2016). In order to remain competitive, educational institutions have adopted cultural systems known to every employee which add value to their performance, for instance we value quality education.

Teachers' participation in management of school change is a crucial element in educational system. According to Wadesango (2011), teachers' participation refers to their involvement in decision making relating to various aspects of school management. Muindi (2011) defines teachers' participation as direct involvement of teachers in issues affecting their immediate work. According to Goksoy (2014) and Wadesango (2012) participation in decision making led to positive interpersonal communication, quality decisions and positive work

environment which attracted and retained quality teachers. Goksoy (2014) argued that participation in school change played a significant role in developing commitment and achievement of organizational goals thereby decreasing resistance to change.

Motivation is the internal drive that stations human beings to achieve goals. Being motivated means to be moved to do something; a person who feels no drive to act is being characterized as unmotivated. Vanbaren (2010) stated that teacher motivation is a process of stimulating teachers' desire and energy to perform their jobs effectively. Generally, motivated teachers are more likely to motivate students to learn in the classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfillment.

Muindi (2011) opined that organizations should implement systems that encompass both financial and non-financial aspects as this would ensure the satisfaction of different employees' needs, thus, increasing levels of employee commitment and performance. Non-financial remuneration systems include factors such as recognition, increased responsibilities, and teachers' participation. Muindi (2011) defined teachers' participation as direct engagement in consultations and resolutions relating to their immediate work. In secondary schools, recognition and increase in responsibilities could be in the form of teachers' level of participation in management of curriculum and instruction, teachers' level of participation in management of physical and material resources, teachers' level of participation in management of students' and teachers' activities, teachers' level of participation in management of school community partnership, and teachers' level of participation in management of school finance.

Teachers' participation in management of curriculum and instruction entails teaching and developing materials, setting and administration of examinations and curriculum implementation. This implies that the more the teachers are involved in such activities the more they get motivated to work. The motivation would lead to reduced absenteeism and improvement in the choice of teaching techniques hence quality grades as well as creativity. Jones and Anderson (2002) found that teaching staff want and need support, effective leadership, open lines of communication and positive relations between themselves and the Principals if change management is to be effectively instigated. Teachers' motivation would be manifested in form of creativity, good time management, new knowledge and skills, efficiency and effectiveness and quality teaching. Therefore, the level of teachers' participation in management of curriculum and instruction acts as the control variable in this study. This means that change in participation in management of curriculum and instruction leads to change in motivation.

Silver *et al.*, (2015) conducted a study on teachers' participation, dedication and vision in curriculum development and planning. The study was designed to investigate Nigerian science teachers' involvement, commitment and innovativeness in curriculum development, implementation and change. The sample consisted of 630 secondary school teachers drawn from the six southwestern states of Nigeria. Questionnaire tagged Teachers' Involvement, Commitment and Innovativeness (TICIQ) was used for data collection. The data collected was analyzed using frequency counts and percentage. The findings revealed among others that teachers are often drafted to classroom implementation of curriculum reforms but are seldom involved in the development and how best to implement such reforms but are yet to embrace modern methods, approaches and techniques which include the use of computer and internet resources in classroom science teaching.

The teachers' participation in management of school community partnership according to Petronilla (2018b) involves listening to community sentiments, building team-work, establishing linkages between the school and local community, collaboration in setting goals, sourcing funds for infrastructure development, promoting good relationships between the school, sponsors, parents and the local community, liaising with parents/ guardians over students difficulties, organizing the school in local community activities like tree planting/charity walks and facilitating research activities. Teachers' loyalty to school community partnership leads to

reduced absenteeism and improvement in dealings with parents and the local community. Thus teachers' motivation would be manifested in form of creativity, efficiency and effectiveness in dealing with parents and the community. Therefore, the level of teachers' participation in management of school community partnership acted as the control variable in this study. This means that participation in management of school community leads to change in motivation.

Ukpong and Uzoigwe (2020) researched on innovations in managing school community relations and Principals' administrative effectiveness: implications for attainment of sustainable development Goals in Nigeria. The aim of this study was to examine innovations in managing school community relations and principals' administrative effectiveness and its implications for attainment of sustainable development Goals in Nigeria. A researcher constructed questionnaire titled 'Innovations in Managing School Community Relations and Principals' Administrative Effectiveness Questionnaire' (IMSCRPAEQ) was used to gather data. The questionnaire was administered on the 200 respondents randomly selected from population of 505 teachers in public secondary schools in Calabar Municipality. Data obtained were subjected to statistical analysis using Pearson Product Moment Correlation. The results showed that a significant relationship exists between innovations in managing school community relations by principals in terms of open communication, involvement in decision making, interpersonal relation and their administrative effectiveness.

Thus teachers' motivation would be manifested in form of creativity, efficiency and effectiveness in dealing with parents and the community. Therefore, the level of teachers' participation in management of school community partnership acts as the control variable in this study. This means that participation in management of school community leads to change in motivation.

Statement of the Problem

Education is a multifaceted venture which involves various decision making processes regarding diverse issues and educational problems. Schools, like all formal organizations, are basically a decision-making structure. Decision making is a process that guides actions. When it comes to broad questions about public schools – like how money is spent, what classes are taught and what extracurricular programmes are offered – decisions are made at many levels and it can be unclear who to go to for answers. Schools today face intense pressure from rapidly changing external environments and the needs of an ever evolving global society. These pressures are creating new demands on schools not just to manage lean resources, but to respond wisely to changes in society. This is through policy implementation achieved through effective decision making. To cope with change management objectives, improving the quality of school effectiveness through the mobilization of teachers and providing them opportunities to participate in school decision making becomes a necessity.

The Federal Republic of Nigeria (2013) in her National Policy on Education states that Nigeria's philosophy of education is based on a set of beliefs. One of such beliefs is that education maximizes the creative potentials and skills of the individual for self-fulfillment and general development of the society. Thus, the engagement of the potentials of teachers in secondary schools ought to reflect the beliefs on which the Nigeria's philosophy of education is based. Education system in Nigeria places the school principal in pole position to make all major decisions. Often times, school management scarcely involves teachers in the decision making processes. In view of the changing nature of educational engagements and its implications on change management, depriving teachers of the opportunity to maximize their creative potentials and skills for self-fulfillment and general development of the society could have grave implications, especially as it concerns the teachers' motivation vis-a-vis the achievement of the goals of education in Nigeria.

A successful change management is accepted as a necessity in order to survive and succeed in today's highly competitive and continuously evolving environment. Okiiya *et al.*,

(2015) reported a failure rate of 70% of all change programmes initiated in secondary schools. The poor success rate indicates a fundamental lack of a valid framework on how to implement and manage change as what is currently available is a wide range of theories and approaches. Despite the efforts made to introduce change in the way secondary schools are managed, effective implementation of these changes and their management still remains questionable especially as it tends to lead to a decrease in teachers' motivation.

All organizations need motivated workforce in order to accomplish their goals. Many studies show that teachers' participation in the change management was an avenue to enhance teachers' motivation (Wadesango, 2015). The discuss surrounding the desirability of teachers' participation in the change management for achieving improved organizational performance remain unresolved. Many scholars have not really taken critical study of teachers' participation in change management in relationship with teacher's motivation, thus the paucity of empirical data in this area. It is against this background that this study was undertaken to determine the extent to which teachers' level of participation in change management influences teachers' motivation in secondary schools in Akwa Ibom State.

Significance of the Study

The findings of this study would be of immense benefit to school principals, policy makers, the Government, professional bodies like Nigeria Union of Teachers (NUT). The findings would also be of benefit to teachers and researchers. The study would create awareness and understanding among the school principals on the importance of engaging teachers in management of school change. While revealing the ways teachers could be involved in participatory decision making, it further reveals the extent to which the involvement of teachers in the decision making process influences their level of motivation. The findings of this study would help principals appreciate the extent to which the involvement of teachers in the process of managing curriculum could impact on their level of motivation and by extent, teacher productivity.

The findings of this study would also reveal to the principal and school administrators the extent of influence to which participation in decision making as regards students activities could spur teacher motivation. The findings of the study would also help the school administrators and principals see the need to involve teachers in decision making as regards school-community partnerships and its effect on teacher motivation and effectiveness. The policy makers in education may use the findings to formulate policies that would ensure that all teachers are involved in the management of schools through participatory decision making. The State Secondary Education Board may use the findings to encourage principals of public schools to ensure that when making critical decision of the school, teachers are involved. Professional bodies may use the findings to develop evaluation tools that would ensure that teachers are involved in decision making in schools. Teachers may use the findings to redefine their role in participative management especially in improving school discipline, students' grades and performance of duties. Finally, the study may serve as a springboard from which further research may be conducted in relation to various aspects of school management.

Purpose of the Study

The main purpose of this study is to determine how teachers' level of participation in change management predicts teachers' motivation in secondary schools in Akwa Ibom State. Specifically, the study sought to determine:

- i) extent to which teachers' level of participation in curriculum management predict teachers' motivation in secondary schools in Akwa Ibom State.
- ii) the extent to which teachers' level of participation in management of school-community partnership predict teachers' motivation in secondary schools in Akwa Ibom State.

Research Questions

The following research questions are raised to guide the study:

- i) What is the extent to which teachers' level of participation in curriculum management predicts teachers' motivation in secondary schools in Akwa Ibom State?
- ii) What is the extent to which teachers' level of participation in management of school-community partnership predicts teachers' motivation in secondary schools in Akwa Ibom State?

Research Hypotheses

The following null hypotheses are formulated to guide the study and will be tested at .05 level of significance:

H₀₁: Teachers' level of participation in curriculum management does not significantly predict teachers' motivation in secondary schools in Akwa Ibom State.

H₀₂: Teachers' level of participation in management of school-community partnership does not significantly predict teachers' motivation in secondary schools in Akwa Ibom State.

Methodology

The descriptive survey research design was used for the study. The area of the study is Akwa Ibom State. Akwa Ibom is one of the 36 States that make up the Federal Republic of Nigeria. The population for this study is 6,998. This comprises all the 243 principals and 6,755 teachers in all the state government owned public secondary schools in Akwa Ibom State in the 2022/2023 session. A sample of 364 consisting of 120 principals and 244 teachers drawn from the population was selected for the study. This sample size was determined using Krejcie and Morgan's (1970) sampling model. This sample was drawn through multi-stage sampling technique. Bourley's proportional allocation formula was used to determine samples for the various schools selected for the study.

The researcher-developed instruments titled "Teachers' Level of Participation in Management of Change Questionnaire (TLPMCQ)" and "Extent of Teacher Motivation Questionnaire (ETMQ)" were used to gather data for the study. The Teachers' Level of Participation in Management of Change Questionnaire (TLPMCQ)" was administered to the teachers in public secondary schools. The TLPMCQ items are based on the variables under review. The instruments were designed with a 5-point likert scale with response options and ratings of Very Great Extent (VGE-5), Great Extent (GE-4), Moderate Extent (ME-3), Less Extent (LE-2) and Very Less Extent (VLE-1). The instrument had a total of 46 items excluding the demographic variables. The instrument was validated by three research experts; two from the Department of Business Education and one from the Measurement and Evaluation unit, Department of Educational Foundations, Guidance and Counseling all in the Faculty of Education, University of Uyo. Reliability of the instrument was ascertained through a pretesting of the instruments on 40 respondents (20 principals and 20 teachers). The respondents were not part of the sample for the study. Thereafter, Cronbach's alpha coefficient was used to compute the reliability coefficient. This gave coefficient values of 0.82 and 0.87 for "Teachers' Level of Participation in Management of Change Questionnaire (TLPMCQ)" and "Extent of Teacher Motivation Questionnaire (ETMQ)" respectively. The researchers with the aid of the research assistants administered the questionnaire to the respondents. The questionnaires were retrieved after the respondents completed filling them. The useable questionnaires out of the 364 was 334, representing 91.76%. Simple linear regression analysis was used in answering the research questions and in testing the null hypotheses at .05 level of significance.

The value of *r*, beta and *R* square (or coefficient of determination) obtained in the regression model were used to answer the research questions and to determine the extent to which the independent variable influence the dependent variable as $+/_{0.81}$ to 0.99 = Very Strong influence; $+/_{0.61}$ to 0.80 = Strong influence; $+/_{0.41}$ to 0.60 = Somewhat weak

influence; $+/- 0.21$ to 0.40 = Weak influence; and $+/- 0.00$ to 0.20 = Very weak influence. In testing the null hypotheses, when $P \leq .05$, the null hypothesis will be rejected. On the other hand, when $P \geq .05$, the null hypotheses will be upheld

The researcher sought for and obtained the permission of principals of the schools sampled for the study before administering the instruments. The researcher also obtained the consent of the research assistants. All the teachers who participate in the study did so voluntarily without any form of compulsion. Confidentiality of information was ensured. All information obtained from the various sources for the study such as data from the various institutions were treated with utmost confidentiality and used purely for research purpose. All sources of information used in the study were duly acknowledged using references.

Results and Discussion of Findings

Research Question 1: What is the extent to which teachers' level of participation in curriculum change management predicts teachers' motivation in secondary schools in Akwa Ibom State?

Table 1: Summary of Simple Linear Regression Results for Influence of Teachers' Level of Participation in Curriculum Change Management on Teachers' Motivation

Model		Unstandardized Coefficients		Standardized Coefficients	R	R ²
		B	Std. Error	Beta		
1	(Constant)	9.942	1.419		.452	.204
	Curriculum Management	.278	.094	.262		

Field Work, 2023

Table 1 shows the summary of the Regression Coefficient results for extent to teachers' level of participation in curriculum change management predict teachers' motivation. The result shows that for every unit rise in teacher participation in curriculum change management, teacher motivation increases by 0.278. This indicates a positive influence. Also, the result shows that the correlation coefficient is 0.452, indicating a moderate positive relationship between Teachers' Level of Participation in Curriculum Change Management and Teachers' Motivation. The result further shows that the coefficient of determination (R^2) is 0.204, indicating that 20.4% changes in teacher motivation is as a result of Teachers' level of participation in curriculum change management when other variables are held constant.

Research Question 2: What is the extent to which teachers' level of participation in management of school-community partnership predicts teachers' motivation in secondary schools in Akwa Ibom State?

Table 2: Summary of Simple Linear Regression Results for Influence of Teachers' Level of Participation in management of school-community partnership on Teachers' Motivation

Model		Unstandardized Coefficients		Standardized Coefficients	r	R ²
		B	Std. Error	Beta		
1	(Constant)	7.531	1.138		.475	.226
	school-community partnership	.399	.068	.475		

Field Work, 2023

Table 2 shows the summary of the Regression Coefficient results for extent of prediction of teachers' level of participation in management of school-community partnership and teachers' motivation. The result shows that for every unit rise in teacher participation in management of school-community partnership, teacher motivation increases by 0.399. This indicates a positive

influence. Also, the result shows that the correlation coefficient is 0.475, indicating a moderate positive relationship between Teachers' Level of Participation in management of school-community partnership and Teachers' Motivation. The result further shows that the coefficient of determination (R^2) is 0.226, indicating that 22.6% changes in teacher motivation is as a result of Teachers' level of participation in management of school-community partnership when other variables are held constant.

Hypothesis 1: Teachers' level of participation in curriculum management does not significantly predict teachers' motivation in secondary schools in Akwa Ibom State.

Table 3: Summary of Regression test for significant influence of teachers' level of participation in curriculum management on teachers' motivation

Model		Sum of Squares	Df	Mean Square	Fcal	Sig. of (pvalue)	Decision
1	Regression	195.297	1	195.297	22.216	.004 ^a	*
	Residual	2918.512	332	8.791			
	Total	3113.808	333				

*significant @ $p < .05$. Field Work, 2022

Table 3 gives a summary of the regression analysis result for significant influence of teachers' level of participation in curriculum change management on teachers' motivation. The result shows that the calculated F value is 22.216. The probability value of F is .004. Since the probability value (.004) is less than the alpha value of .05 ($p < .05$), the result is statistically significant. Thus, teacher's level of participation in curriculum management does not significantly predict teachers' motivation in secondary schools in Akwa Ibom State.

Hypothesis 2: Teachers' level of participation in management of school-community partnership does not significantly predict teachers' motivation in secondary schools in Akwa Ibom State.

Table 4: Summary of Regression test for significant influence of teachers' level of participation in management of school-community partnership on teachers' motivation

Model		Sum of Squares	Df	Mean Square	Fcal	Sig. of (pvalue)	Decision
1	Regression	103.967	1	103.967	11.468	.001 ^a	*
	Residual	3009.841	332	9.066			
	Total	3113.808	333				

*significant @ $p < .05$. Field Work, 2023

Table 4 gives a summary of the regression analysis result for significant influence of teachers' level of participation in management of school-community partnership on teachers' motivation. The result shows that the calculated F value is 11.468. The probability value of F is .001. Since the probability value (.001) is less than the alpha value of .05 ($p < .05$), the result is statistically significant. Thus, teachers' level of participation in management of school-community partnership significantly predicts teachers' motivation in secondary schools in Akwa Ibom State.

Findings

- i. On the influence of Teachers' level of participation in curriculum change on motivation, the result shows that the correlation coefficient is 0.452, indicating a moderate positive relationship between Teachers' Level of Participation in Curriculum Change Management and Teachers' Motivation. The result further shows that the coefficient of determination (R^2) is 0.204, indicating that 20.4% changes in teacher motivation is as a result of Teachers' level of participation in curriculum change management when other variables are held constant. Therefore, teachers' level of participation in curriculum change management significantly predicts teachers' motivation in secondary schools in Akwa Ibom State.
- ii. On school-community partnership, the result shows that the correlation coefficient is 0.475, indicating a moderate positive relationship between Teachers' Level of Participation in management of school-community partnership and Teachers' Motivation. The result further shows that the coefficient of determination (R^2) is 0.226, indicating that 22.6% changes in teacher motivation is as a result of Teachers' level of participation in management of school-community partnership when other variables are held constant. Thus, Teachers' level of participation in management of school-community partnership significantly predicts teachers' motivation in secondary schools in Akwa Ibom State.

Discussion of Findings

Teachers' Level of Participation in Curriculum Change and Teacher Motivation

The result of analysis indicates a positive influence of Teachers' Level of Participation in Curriculum Change Management and Teachers' Motivation. The result also indicated a correlation index of 0.452, which showed a moderate positive relationship between Teachers' Level of Participation in Curriculum Change Management and Teachers' Motivation. The corresponding hypothesis test indicates that there is a significant influence of teachers' level of participation in curriculum change management on teachers' motivation in secondary schools in Akwa Ibom State. The result shows that the involvement of teachers in the process of management of curriculum motivates the teachers. This finding is supported by Jones and Anderson (2001) who found that teaching staff want and need support, effective leadership, open lines of communication and positive relations between them and the Principals if change management is to be effectively instigated. The majority of teaching staff also want to influence the design of quality systems so that they will bring meaningful benefits to them and their students.

Teachers' Level of Participation in Management of School-Community Partnership and Teacher Motivation

Findings from the analysis of research question shows that the correlation coefficient is 0.475, indicating a moderate positive relationship between Teachers' Level of Participation in management of school-community partnership and Teachers' Motivation. The result further shows that the coefficient of determination (R^2) is 0.226, indicating that 22.6% changes in teacher motivation is as a result of Teachers' level of participation in management of school-community partnership when other variables are held constant. The related hypothesis test indicates a significant influence of teachers' level of participation in management of school-community partnership on teachers' motivation in secondary schools in Akwa Ibom State. Leveraging the skills of teachers in building effective school-community partnerships will serve the principal and the school well. It also provides the platform where the teachers can showcase their skills outside of the classroom, which in itself, is a source of motivation. This finding is supported by Ukpong and Uzoigwe (2020) which found a significant relationship exist between innovations in managing school community relations by principals in terms of open

communication, involvement of teachers in decision making, interpersonal relation and teacher motivation and effectiveness.

Conclusion

Based on the findings of the study, it is participation in change management significantly predicts teacher motivation in Akwa Ibom State. Teacher motivation is influenced by multiple educational changes. Specifically, teachers' level of participation in curriculum change management significantly predicts teachers' motivation in secondary schools. It is also concluded that Teachers' level of participation in student activities, school finance, school-community partnerships and management of school resources significantly predicts teachers' motivation in secondary schools.

Educational Implications of the Findings

This research investigates how teachers' level of participation in change management predicts teachers' motivation in secondary schools in Akwa Ibom State. It established the predictive power of involving teachers in school decision making as regards change management and its effect on teacher motivation. The results obtained from this study have coincided with many other educational research studies investigating teachers' level of participation, motivation and teacher effectiveness. While it is the within the purview of the principals to make decisions as administrative heads and leaders of schools, it is also an effective leadership strategy to accommodate the teachers as stakeholders in the decision making and effective running of the schools. This in turn, creates a sense of value among the teachers, which always carried the tendency to spur motivation and increased commitment. Thus, educational training institutions should stress the need for inclusive decision making models as part of the training modules for teachers and school administrators.

Contribution to Knowledge

The findings of this study can assist in enhancing teacher effectiveness by improving motivation through participation in decision making. It can assist pre-professional teachers develop new paradigms in school management, effective school decision making process and processes of enhancing motivation among staff.

Recommendations

Based on the findings of the study, the following recommendations are made

1. The teachers are the key implementers of the curriculum. It would be of advantage to the school if the school principals should allow the teachers to participate in the process of curriculum change management. This can be done through empowering teachers in the development of curriculum materials as well as creating a curriculum team within the unit and the school in general. This will motivate the teachers in effective discharge of their duties.
2. Stakeholders outside the school, the host communities as well as the principals should endeavour to involve teachers in community matters as regards social and educational issues that affect the students and the school. These activities may include identifying projects that benefit both the community and school, student-parent relationships, develop linkage with donors and carry out research activities.

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