

UNIVERSITY OF EDUCATION, WINNEBA

INFLUENCE OF TEACHERS' PARTICIPATION IN DECISION MAKING
PROCESS IN BASIC SCHOOLS IN THE TANOSO CIRCUIT OF THE KUMASI
METROPOLIS



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Education and Communication Sciences, submitted to the School of Graduate
Studies, University of Education, Winneba in partial fulfilment of the
requirements for award of the Masters of Arts (Educational Leadership) Degree**

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DECLARATION

STUDENT'S DECLARATION

I, MILTON ERIC SENAYA, declare that this project report, with the exception of quotation and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part of whole, for other degree elsewhere.

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of project report as laid down by the University of Education, Winneba.

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DEDICATION

To my beloved wife Mrs. Veronica Amponsaa Darkwah and our children Gezelle
Eyram, Desiree Delali and Kenneth Elikplim.



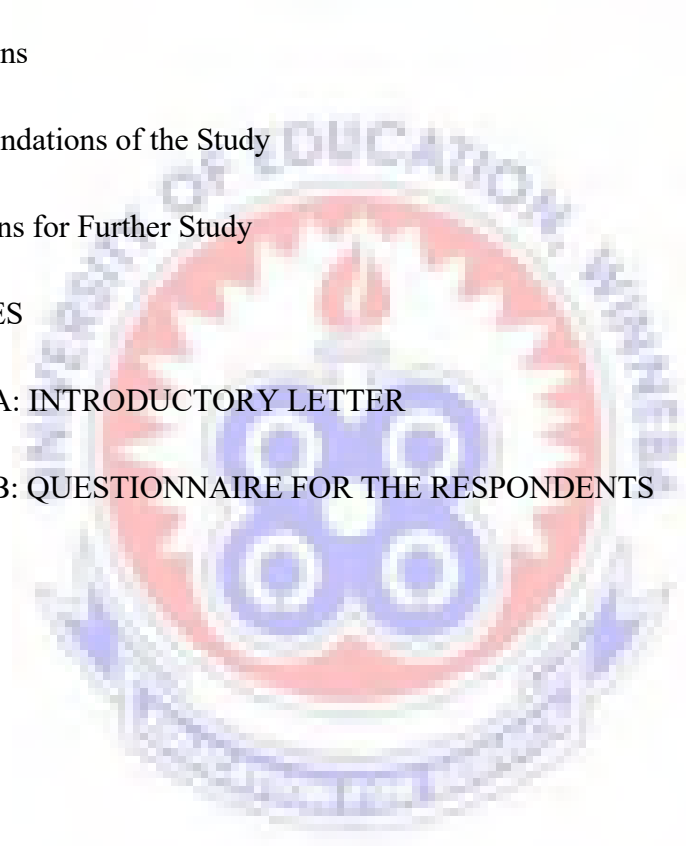
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ABSTRACT

The purpose of the study was to explore factors that influence teachers' participation in decision making process in basic schools in the Tanoso circuit of the Kumasi Metropolis in the Ashanti Region of Ghana. The objectives of the study were to find out ways teachers are involved in decision-making in Basic Schools, establish the effect of teachers' participation in decision-making on teachers' morale and to determine the factors that prevent teachers' participation in decision-making in Basic Schools. Descriptive survey design with quantitative method was used for the study. The target population was 325, consisting of 13 headmasters, 104 kindergarten school teachers and attendants, 78 primary school teachers and 130 Junior High School teachers. Purposive sampling method was employed to select the 13 headmasters. Simple random sampling was used to select 52 Kindergarten teachers and attendants, 39 primary school teachers, and 65 Junior High School teachers making a total sample size of 169 for the study. The study was analysed descriptively with the aid of the Statistical Product for Social Sciences (SPSS). The study found among others that teachers participate in decision making as they take part in defining students' rights and welfare. Again, participation in decision making, empower teachers. Teacher motivation and teacher empowerment were some of the factors affecting teachers' participation in decision making. It is recommended based on the findings and conclusions that Metropolitan, Municipal and District Directors of education should organize training workshops on the effect of teacher participation in school decision-making for heads of educational institutions to improve cooperation and performance among teachers and heads.

CHAPTER ONE

INTRODUCTION

This chapter consists of the background to the research, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitation of the study, delimitations of the study and organization of the study.

1.0 Background to the Study

A number of educational reforms (Educational Reform, 1987) have been initiated in Ghana since 1987. These reforms have changed the number of years spent in primary to senior high school education from 17 years to 12 years, increase access to basic education, improving the quality of teaching and learning and the introduction of Free Compulsory Universal Basic Education (fCUBE). The fCUBE programme was meant to ensure that all school going-age children receive free and compulsory quality basic education by 2005 (Mankoe, 2007). This policy helped to create motivation for a coordinated sector programme providing donor support to education and a drive for educational decentralisation with greater recognition of the important role of community and other stakeholder's participation in school management for school improvement.

The new educational reforms in Ghana also created the momentum for introducing the School Management Committee (SMC) and the Parent Teacher Association (PTA) with the intention to enhance stakeholders' and communities' sense of ownership and participation in all school decision-making (Mankoe, 2007).. To

attain the objectives of the FCUBE, the Government of Ghana adopted the Whole School Development (WSD) programme that was designed and managed by the Ministry of Education (MOE) with its funding from the Department for International Development (DfID) of the U.K (Mankoe, 2007). The WSD programme was viewed as a strategy to counter the paralysis that has come as a result of the centralisation of decision-making in basic education by devolving control of education to the metropolis, municipalities, districts, schools and the local communities. Notwithstanding the numerous efforts made by past governments to revamp stakeholders and community participation in issues concerning school improvement, there are still persistent problems affecting the policy of decentralisation of decision-making in schools due to the bureaucratic and archaic educational systems and policies still practiced in Ghana (Afful-Broni, 2004; Oduro 2009).

There is no doubt that as per the fCUBE objective, stakeholders (teachers and parents) and community participation in decision-making (PDM) has become one of the key issues on Ghana's education development agenda. Over the years, in pursuit of improving the standards of education, successive Governments of Ghana have made various efforts with the view to ensuring that education rendered to Ghanaians meets both social and economic expectations and individual aspirations. However, challenges such as lack of teacher participation, motivation, leadership styles, conflicts, and logistics had made it impossible to achieve such expectation (MOE of Ghana, 1994; Afful-Broni, 2004; Oduro, 2009).

Nevertheless, current studies shows that involving teachers in the decision-making process offers a variety of potential benefits which can generate the social

capacity necessary for excellent schools (Wadesango, 2011; World Bank, 2004). Research shows that such benefits range from improving the quality of the decisions made and enhancing teacher motivation (Somech, 2010). In addition, decision-making serves as an important conflict resolution tool, allowing the members of the school environment to resolve their differences before the educational process is hampered and student learning diminished (Afful-Broni, 2004).

Stressing the central role of decision-making in an organisation, Owens (1998) also asserts that organisational leaders are directly responsible for the quality and efficiency of the decision-making process. Teachers' participation in school decision making is necessary for the attainment of schools' organizational objectives in democratic ways (Wadesago, 2011). This means that all stakeholders including teachers must be given the opportunity to play their defined and legitimate roles (Mokoena, 2011). Therefore teachers, who are important human resources in schools, must be part of the decision making process. The present real situations in basic schools indicate that some teachers have a greater participation, some are not involved while others do not want to be involved. It is the responsibility of the educational administrator to identify the capabilities and interest of individuals and assign each staff member according to the desired level of participation (Drah, 2011). For schools to attain their organizational objectives, it is important that the best administrative practices be functional. One of such practices is democratic governance with participatory decision making. All stakeholders, teachers inclusive must be given the chance to play their defined and rightful roles. Therefore teachers who are important human resources in schools, must be part of the decision making process.

Participatory decision making process of teachers leads to the real improvement of school and academic achievement of students in schools Wadesago (2012). Participating teachers in the school management system have various advantages. First, it reduces inequalities among teachers. Second, it brings change on the management, and important effects on teachers' performance and students learning by making teachers more accountable to their community (Wadesango & Bayaga, 2013). Nonetheless, various researchers the world over identified controversial results on the implementation and effect of teachers' participation in schools decision - Making processes

Despite these benefits, studies in Ghana have shown that the majority of Ghanaian basic school teachers who are the implementers of educational policies are still not participating fully in school decision-making (Oduro, 2009). Regardless of the benefits and importance of teacher participation in school decision-making, Bloomer's (1991) assert that, in developing countries like Ghana, little is done about teacher Participatory Decision Making which is crucial for school improvement" is still relevant despite the implementation of various educational policies which calls for teachers, stakeholders and community participation in all school related issues. The scarcity of research and related literature regarding teacher PDM in the Ghanaian context which has created a gap in present understanding of teachers, stakeholders and community participation in school decision-making has driven the researcher to undertake this study.

1.2 Statement of the Problem

Teachers' participation in school decision making process is paramount for the achievement of school objectives. Ghana is part of the rapidly changing world, among the primary pre requisites for improving the quality of teaching in basic schools is full teacher participation in school decision-making process (Oduro, 2009). In this regard, one of the programmes that has made positive contribution to training of head teachers in Ghana is the Leadership for Learning Programme (LfL). The LfL, the Cambridge Network which was established in 2001 is a value- based network concerned with learning, leadership and their interrelationship(Oduro, 2009). In Ghana, the LfL in partnership with the Institute for Educational Planning and Administration (IEPA) at the University of Cape Coast have been able to train and organise workshops for an estimated 3000 head teachers throughout the country(Oduro, 2009). Additionally, the Ghana Education Service has adopted five policies of the LfL namely: conditions for learning; shared leadership, dialogue; and shared accountability has been adopted by the Ghana Education Service (GES) and included in the head teachers handbook. In spite of this, the positive impact in policy implementation and training of head teachers in leadership and learning, perhaps, is yet to be felt across basic schools in Ghana because as argued by Oduro (2009), the majority of the basic school teachers lack participation in school decision-making.

According to Somech, (2010) participation of teachers in school decision-making may motivate teachers to exert their intellectual and emotional involvement in group situations that may enable them to contribute to group goals and shared responsibilities for better school improvement. In addition, Oduro (2009) claim that lack of teacher

participation in decision-making is the cause to lack of positive student academic achievement in Ghana. Furthermore, Oduro (2009) believes that Ghana's fCUBE will be fully achieved through teacher participation in school decision-making. It appears the lack of participation of teachers in school decision-making has become a matter of great concern in the field of education in Ghana in recent years. Increasing teacher participation is a necessity for academic productivity and excellence in Ghanaian basic schools (Harris, 2012; Somech, 2010).

The Ministry of Education, Ghana (1994), in trying to understand the reasons for low achievements among pupils in schools suggested ten key causes which do not motivate teachers. These are unattractive incentives and the poor appreciation of the roles of teachers (teacher participation in school decisions) which were considered as key factors to school improvement. These concerns indicate the importance of teacher participation in school decision-making in Ghanaian basic schools. However, regarding the importance of teacher participation in school decisions, only few studies (Drah, 2011) have been conducted in Ghana specifically in the Northern, Greater Accra and Central regions to find solutions to the lack of teacher participation in school decision-making. It appears no empirical study has been conducted to find out teachers' participation in decision making process in basic schools in the Tanoso circuit. This has motivated the researcher to explore teachers' participation in decision making process in basic schools in the Tanoso circuit of the Kumasi Metropolis.

1.3 Purpose of the Study

The purpose of the study was to explore teacher's participation in decision making process in basic schools in the Tanoso circuit of the Kumasi Metropolis in the Ashanti Region of Ghana.

1.4 Objectives of the Study

The objectives of the study were to:

1. find out ways teachers are involved in decision-making in Basic Schools in the Tanoso circuit of the Kumasi Metropolis.
2. establish the effect of teachers' participation in decision-making on teachers morale.
3. determine the factors that prevent teachers participation in decision-making in Basic Schools?

1.5 Research Questions

The study was guided by the following research questions:

1. In what ways are teachers involved in decision-making in in Basic Schools in the Tanoso circuit of the Kumasi Metropolis?
2. What are the effect of teachers' participation in decision-making on teachers morale?
3. What factors facilitate or prevent teachers' participation in decision making making in Basic Schools?

1.6. Significance of the Study

The outcome of the study will enable the Ministry of Education and the Ghana Education Service to have deeper knowledge on the effect of and barriers to participatory decision making.

The outcome of the study will again add to the existing knowledge on decision making process in educational administration and management in the district.

The outcome of the study will also enable heads of schools to see the need to involve teachers in decision making process which help to avoid conflict for school improvement.

The outcome of the study will enable the Ministry of Education and the Ghana Education Service to formulate policies for effective teacher participation in the decision making process to enhance school performance.

1.7. Delimitation of the Study

The study was delimited to teacher participation in the decision making process in basic schools in the Tanoso circuit of the Kumasi Metropolis of the Ashanti Region of Ghana. The population of the study was the basic schools in the Tanoso circuit of the Kumasi Metropolis only. The findings of the study may therefore not be generalized to all the basic schools in the Kumasi Metropolis.

1.8 Limitations of the Study

The researcher faced other problems that had direct influence on the outcome of the study. Some respondents delayed in filling the questionnaire so the researcher had

to remind them on several occasions before the questionnaire was filled. The results of this study may not be generalized since the study concentrated only on public basic schools in the Tanoso circuit of the Kumasi Metropolis of the Ashanti Region of Ghana. These limitations notwithstanding, the researcher was able to gather the necessary data for the study..

1.9. Organization of the Study

The study was organized into five chapters. Chapter One consists of the background to the study, statement of problem, purpose of the study, significance of the study, research question, delimitation of the study, limitations of the study and organization of the study.

Chapter Two deals with the review the related literature pertinent to the study. Chapter Three covers the research deign, population, data collection instrument, the procedure used in data collection procedure, data analysis and ethical considerations.

Chapter Four presents the analysis and discussions of the findings of the study. Chapter Five covers the summary of the findings, conclusions, recommendations and suggestions for further study.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter explores the educational system in Ghana, the current trends of teacher participation in school decision-making in Ghana and other African countries and the factors that influence teacher participation in school decision-making. This chapter also highlights the challenges or barriers to teacher participation in school decision-making and the role of stakeholders in school decision-making process.

2.1. The Educational System in Ghana

The extent of the quality of education a nation gives to its citizens determines the kind and level of its development. The education system of Ghana is modeled on that of the British school system. Pre-tertiary education in Ghana comprises nine years of basic education excluding kindergarten. These nine years consist of six years of primary and three years of Junior High School (JHS) (Ministry of Education, 2007). Various governments of Ghana since 1951 have attempted with varying degrees of success to provide quality basic education for all children starting with the 1951 Accelerated Development Plan for Education (MOE Sector Report, 2013). The Education Act of 1961, Kwapong Education Committee of 1967, Dzobo Education Committee of 1972, and the Education Commission's report in 1987 on Basic Education were part of the effort made to restructure Ghana's education system.

In 1983, the government of the Provisional National Defence Council (PNDC) enacted PNDC Law 42 to modify and reinforce, among others, the Education Act of 1961 Section (1) subsection (g) of the law which stated that educational facilities at all levels were to be provided and made available to the communities because it was the responsibility of the state to provide such facilities. Provision of material resources such as textbooks, classrooms and in-servicing training was intensified. While these inputs were necessary for the programme, they did not seem to be sufficient to transform the participation of teachers in school decision-making and the learning of the pupils.

Nevertheless, the most persistent criticism of the education system at the time was its structure, totalling 17 years of pre-tertiary education which was considered inefficient, highly selective and which generally marginalised participation of teachers, communities and the poor in education. Thus, the new educational reforms set the following targets (Oduro, 2009):

- i. Replacing the 6-4-7 school system with 6-3-3 thus shortening pre-tertiary education from 17 to 12 years
- ii. Improving the quality of teaching and learning by increasing school hours and introducing a policy to phase out untrained teachers
- iii. Making education planning and management more efficient and effective (p.113)

After the new structure of education had been set in place, the government introduced an educational sector policy in 1996 known as “Free Compulsory Universal Basic Education (FCUBE). FCUBE represented the effort to ensure that all school-age children received free and compulsory quality primary education by 2005. The new policy helped to create (a) motivation for a coordinated sector programme providing a framework for donor support to education, and (b) a drive for educational decentralization with greater recognition of the important role of community and teacher participation in school management for school improvement (Afful-Broni, 2004). The FCUBE was developed on the basis of three components (Afful-Broni, 2004):

- i. Improving quality of teaching and learning through the review and revision of teaching materials, new measures on teacher incentives, and a focus on in-service teacher training.
- ii. Strengthening management at both central and district level; and
- iii. Improving access and participation especially through schemes that encouraged girls’ participation at primary level.

It also created the momentum for introducing School Management Committees (SMCs) and Parent-Teacher Associations (PTAs) with the intention to enhance communities’ sense of ownership and participation in education service delivery. To deliver the objectives of FCUBE, the government adopted a large scale Whole School Development (WSD) programme that was designed and managed by the Ministry of Education with funding from the UK Department for International Development (DFID). The WSD was viewed as a strategy to counter the paralysis

that had come to characterize local decision-making in basic education by devolving control of education to districts, schools and communities. Regardless of these interventions by the government of Ghana, studies have shown that teachers still lack participation in school decision-making (Afful-Broni, 2004).

2.2 Concepts of Decision-Making in Organizations

The term decision-making has been defined by various authors in diverse ways. According to Olorunsola and Olayemi (2011), decisions are often described and understood as conscious deliberate choices made by an individual at the end of a process conventionally assumed to be of a rational nature. Hoy and Miskel (1991) from their rational paradigm perspective saw decision-making as “rational, deliberative, purposeful action, beginning with the development of a decision strategy and moving through implementation and appraisal of results” (p. 124) which they claim is common to all organisations. Jung (2014) perceived decision-making as a key process or activity in an organisation and what leaders ‘do’. Jung believe decision-making lies at the heart of managerial behaviour in all organisations. They further argue that decision-making is an important construct for all members of organisations to define themselves, their roles and their expectations for each other because people in organisations tend to think and act in terms of decision-making. Balcha (20012) also explained their conception of decision-making as the process of using critical thinking skills to optimize a decision. Balcha definition seem to echo the common normative conception in the literature of decision-making as a rational problem solving process.

Researchers such as Algoush (2010), Cheng (2008) and Wadesango (2011) attributed decision-making to choice, sufficiently reducing uncertainty, leadership and action oriented decision making towards a specific goal. From individual as well as educational organisation perspective, decision-making is seen an important activity for successful school improvement. According to Mualuko (2009), decision-making is a choice between alternatives. Mualuko argue, that decision-making can be regarded as an outcome of mental processes (cognitive processes: memory, thinking, evaluation) leading to the selection of a course of action among several alternatives which involves mapping the likely consequences of decisions, working out the importance of individual factors, and choosing the best course of action to take. In the decision-making process, Mualuko remind us that the decision maker's actions are always guided by a goal and each of the several alternative courses of action is also linked to various outcomes. The authors believe that information should be available on the alternatives, on the value of each outcome relative to the goal. The decision maker therefore chooses an alternative on the basis of his/her evaluation of the information available to him/her.

To sum it up, even though difficult to define, decision-making consist of numerous stages to discover what to do and why a decision is made. A decision maker should consider a wide range of inputs from other people in the process of decision-making. It is anticipated that, involving more people, who may have rich information and rich experience would result in a more effective decision- making because information from a large number of people can yield a positive decision. Thus, the

participation of employees and that matter teachers in the decision-making process is very vital.

2.3 Definition of Participation and Participative Decision-Making

Participative decision-making (PDM) is closely related to participative management. It is a more general term that refers to sharing decision by authority among stakeholders in a given context (Felipe, 2008). Felipe's conceptualisation of participative decision-making is consistent with the views about participative management, which assumes that participative decision making is a strategy. Armstrong (2006), however, defines participative decision-making as the inclusion of the employees in the decision-making process of the organisation. Armstrong believes that when employees are involved in decision-making, staff absenteeism is reduced, there is greater organisational commitment, improved performance, reduced turnover and greater job satisfaction.

According to Somech (2010, p.42) participative decision-making "is totally of the forms, i.e. direct (personal) or indirect (through representatives or institutions) and of interests; i.e., ranging from minimal to comprehensive, by which individuals, groups, collectively secure their interest or contribute to the choice process through self-determined choices among possible actions during the decision process". Somech's definition seeks to clarify the form in which stakeholders can participate and in issues that stakeholders should participate in. Lin (2014) noted that at a basic level, it simply means sharing or taking part in the decision that is in one's interest. Lin argue that in practice it tends to be highly controversial because by its nature,

participation is political as it relates to how groups and individuals are empowered to have control over their lives.

According to Luneberg (2010) participation is the range from the 'means' to being an 'end'. This implies that participation becomes a means when it is used to achieve some predetermined goal, utilising existing resources to achieve the set of objectives of a programme. However, participation as an end attempts to empower people to participate in their own development more meaningfully and to increase the role of people in development initiatives.

Kerby and Peggy (2001) notes that people are committed when they want to achieve something, and that people are apathetic when they do not. They stated further that understanding participation involves understanding the ability of different institutions to achieve what they want. He stressed that people are empowered when they have the ability and expertise to achieve what they want. He concluded that participation does not just happen; it develops through a process starting from initiation, through participation, and participation to continuation. In this process Wilcox argues that the school head teacher has a strong position to share how much or how little control to give to others.

It is therefore concluded that participation is about providing individuals and groups the opportunity to participate fully in the decision-making process from the formulation to the implementation of the decision (Schoenfeld, 2001). Stoker argues that participation will be achieved when teachers are allowed to take part in the implementation of decisions where their voices will be heard and actions taken into consideration.

2.4 The Decision-Making Process

According to Anderson (2002), decision-making process involves action-taking steps indicating how to make and arrive at a decision. Jung (2014) also, argue that the making of decisions happens in complex and contingent social systems, involving diverse constituencies, ranging from routine administrative work to value laden dilemmas, which is subject to numerous and conflicting demands of people's intentions. Other scholars such as Anderson (2002), Jung (2014) argue that the decision-making process begins with the identification of a problem, followed by a logical procedure to the evaluation of the problem. In most cases, these and other scholars identify five to seven cycles of decision- making processes. This implies that decision-making process is cyclical because at the evaluation stage it is argued that further problems might evolve thus making leaders continue identifying the emerging problems. In contrast, Draht (2011) suggests that problems that occur frequently with a great deal of certainty are handled by rules, specific policies and standards operating procedures of the organisation making it unnecessary to develop and evaluate alternatives each time these situation occur. This suggestion by Daft implies that not all decision-making processes follow the cyclical nature proposed by the mentioned scholars. From the discussions so far, it implies that there are different types of decisions which need to be taken. Some are routine decision- making which are supported by established rules, policies and cultural norms. Others, on the other hand, are more strategic in nature and therefore respond to short, mid and long term goals of the schools. These types are discussed in the next section.

In effect, researchers such as Drah (2011), Hoy and Miskel (1991) and Anderson (2002) share the view that the decision-making process is cyclical which starts from identification of the problem to the evaluation of the problem

2.5 Decision-Making Styles

A school head teacher might choose an appropriate decision-making style that suits his/her followers and the situation confronting him/her. Wadesango (2011) believes that individuals may adopt one of these styles:

- i. Problem seeker – someone who actively seeks problems
- ii. Problem solver – someone who solves problems
- iii. Problem avoider – someone who avoids and/or ignores problem-relevant situation (p.132).

Wadesango (2011) postulated that the attitude of an individual towards involvement in decision-making will depend on the psychological orientation towards active problem solving. For example, it is assumed that a problem seeker may therefore not always seek solutions to a problem if the process and/or the perceived outcomes may cause, for example a high level of cognitive dissonance, which is psychological disruptive within the individual caused by actions that are not in line with his/her beliefs. Tibebu (2011), however, believes that four decision styles can be identified that relate an individual's 'way of thinking' to 'tolerance of ambiguity:

- i. Directive – low tolerance for ambiguity and a rational way of thinking

- ii. Analytical – high tolerance for ambiguity and a rational way of thinking
- iii. Conceptual – high tolerance for ambiguity and an intuitive way of thinking
- iv. Behavioural – low tolerance for ambiguity but an acceptance of intuitions (p.210)

These four styles according to Lin (2014) are based on decisions being related to the way in which an individual thinks; that is rationality set the use of intuition, and the desire for consistency and logical order set against inconsistency (ambiguity) of information and ideas. Lin further argue that the greater an individual's desire to be rational, the more that individual will seek to be entirely objective. However, it is believed among scholars (Shahzad et al., 2010) that the very nature of the decision and the context within which the decision is made will determine the style adopted.

Hoy and Miskel (1991) listed 5 decision-making styles that are commonly associated with shared decision-making:

- i. Autocratic decision-making style: The leader solves the problem unilaterally using the available information.
- ii. Informed-autocratic decision-making style: The leader solves the problem unilaterally after obtaining necessary information from subordinates. Subordinates may or may not be told the purpose, but they do not play a role in either defining the problem or generating or evaluating alternative solutions.

- iii. Individual-consultative decision-making style: The leader share the problem with subordinates, solicit their ideas individually without forming a group. The leader makes the decision, which may or may not reflect the influence of subordinates.
- iv. Group-consultative decision-making style: The leader shares the problem with the group and solicits their ideas and suggestions. He/she then makes the decision which may or may not reflect the influence of subordinates.
- v. Group-agreement decision-making style: The leader shares the problem with the group and together generates and evaluates alternatives in an attempt to reach consensus. The leader also acts as the chair of the group, but does not press the group to accept his/her solution. The leader is willing to accept and implement any group solution (p.102).

Hoy and Miskel (1991), however, cautioned leaders to be very careful when adopting any of the styles. They further added that leaders need to solicit ideas from subordinates who have expertise, skills and knowledge regarding the problem to be solved before making a decision.

2.6 Leadership and Decision-Making

There are many ways to define leadership as there are many different definitions of leadership as defined by various writers. Yukl (2006) noted that “the term leadership connotes images of powerful, dynamic individuals who command

victorious armies, direct corporate empires from atop gleaming skyscrapers, or shape the course of nations". Somech (2005) also indicated that leadership has been defined in terms of traits, behaviours, influences, interaction patterns, role relationships, and occupation of an administrative position. Most definitions of leadership according Yukl reflect the assumption that leadership involves a process whereby intentional influence is exerted over other people to guide, structure, and facilitate activities and relationships in a group or an organization.

Yukl (2006) defined leadership as a process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives in an organization. Northouse (2010) on the other hand sees leadership as a process whereby an individual influences a group of individuals to achieve a common goal in an organization. These definitions includes effort not only to influence and facilitate the current work of a group or organization, but also to ensure that it is prepared to meet future challenges.

Nevertheless, because leadership has so many different meanings to people, some theorists question whether it is even useful as a scientific construct (Paul, 2001). However, most behavioural scientist and practitioners seem to believe leadership is a real phenomenon that is important for the effectiveness of organisations. Irrespective of the different definitions of leadership, Yukl (2010) reminds us that the important responsibility of formal leaders is to make decisions about objectives, strategies, operational procedures, and the allocation of resources.

In their view Law and Glover (2011) indicated that in decision processes leaders are often faced with confusion and emotionality than by rationality. They argue that instead of careful analysis of likely outcomes in relation to predetermined objectives, information is often distorted or suppressed to serve preconceptions and biases about the best course of action. The emotional shock of discovering a serious problem and anxiety about choosing among unattractive alternatives may result in denial of negative evidence, wishful thinking, procrastination, vacillation between choices, and panic reactions by individual head teachers or by decision groups. With regards to making decisions Gardian and Rathore (2010), argues that a highly stressed leader is more likely to respond to serious threats and problems by relying on solutions used in the past or by imitating the practice of similar organisations. He stressed that individual leaders with strong negative affect (fear, anger, depression) are more likely to use dysfunctional methods for decision-making than individual leaders with positive affect. Similarly, research has shown that decisions often reflect the influence of intuition rather than conscious rational analysis of available alternatives and their likely outcomes (Drah, 2011).

On the other hand, Yukl (2010) argues that leaders try to determine if a problem is familiar or novel, and for familiar ones they apply past experience to determine the best course of action. But when leaders attached to mental models that are no longer adequate, Drah, (2011) concur that leaders find it more difficult to recognise novel problems or innovative solutions. Drah however stressed that involving people can improve the quality of problem diagnosis and decision choice, but only if appropriate processes are used by the leader. In contrast, Yukl (2010), however, believes that

involving different people in decision-making often leads to disagreement about the true nature of a problem and the likely outcomes of various solutions, due to the difference in perspectives, assumptions and values typical of leaders from different functional specialties and background.

2.7. Trends and Impact of Teacher Participation in School Decision-Making

Teacher participation in school decision-making remains an untiring theme in Ghana's educational reforms (Oduro, 2009). In 2002, for instance, the National Association of Graduate Teachers (NAGRAT) called for teachers to be involved integrally in making school decisions. In the same year, the Ghana National Association of Teachers (GNAT), the nation's largest teachers' union, also called for teacher participation in identifying the purposes, priorities and goals of the school. These actions by teacher unions indicate teachers' readiness to fully participate in decision-making that concern them and their schools. Regardless of these calls for participation teachers are yet to achieve full participation in all school decision-making (Oduro, 2009). Furthermore, the World Bank (2004), based on a national survey of public school teachers in Ghana, found that the majority of the teachers were not asked to participate in such crucial matters such as teacher evaluation, staff development, school budget, goals, and curriculum and instruction.

Even though current research has shown that there has been a significant increase in the training of head teachers and circuit supervisors in leadership and school administration in Ghana (Drah, 2011), some of them do not allow teachers to participate in all school decision-making. In support, the World Bank Report in

2004 and a report by Transparency International indicated that teacher participation in decision-making in Ghanaian basic schools has received little attention mainly due to unresolved debate about who should participate and at what level. Nonetheless, regardless of these reports, Oduro (2009) on the other hand attributed the lack of teacher PDM to the traditional top-down bureaucratic educational systems that place authority at the apex, which to them is a common feature in most African countries, including Ghana, which has made it impossible for teachers to participate fully in decision-making.

In 2004 the World Bank noted that the hierarchical institutional arrangement prevented teachers and lower level government agencies from making legitimate choices that would have seen schools enjoying substantial share of public expenditure allocated to primary schools. Furthermore, a case study of two rural and urban towns in Ghana revealed that in some parts of Ghana PDM is often perceived more as rhetorical than real because there was a tendency for bureaucratic establishments to protect their (authority) power and not to concede power to groups they did not trust (Oduro, 2009). The perception that the majority of the teachers in Ghana and other African countries are not willing to participate in school decision-making was debunked by the World Bank Report (2004) who found that an average of about 75% of teachers are willing to participate fully in all school decision-making regardless of its challenges. Perhaps, the major concern for these African school head teachers might be how to motivate, create and ensure a feeling of job satisfaction and high moral amongst teachers, which may result in teacher commitment and job performance.

Furthermore, Oduro (2009) also found out that the traditions and tensions in leadership in Ghanaian basic schools are also a major challenge to Teacher's Participation in School Decision Making due to how basic school head teachers are selected and appointed based on experience and long service to manage schools. They identified barriers to teacher participation to insufficient training, procedure used in appointing head teachers, and partly to the lack of distributed/participatory management styles, which they claim are poorly understood or applied by most Ghanaian basic school head teachers. Consequently, Ghanaian teachers, who are positioned at the bottom of the educational structure, are mostly recipient of decisions and instructions which have to be implemented at the school level, is the result of decisions made either at national, district or school levels (Drah, 2011). Also, Majority of the teachers in Ghanaian basic schools lack full participation in decision issues such as finance, teacher recruitment and long term goals of the school. In addition, Drah (2011) administered 125 questionnaires to teachers and interviewed 25 teachers in the Eastern Region of Ghana and found that 55.2% of the teachers agreed that they were not involved in issues concerning finance, goals of the school and school budgeting. He also established that the majority of the teachers were only allowed to participate in issues at the classroom level that concerned their teaching and learning.

A study conducted in Nigeria by OLorunsola and Olayemi (2011) also revealed that majority of Nigerian head teachers would confine teachers' participation to merely expressing their reaction to a tentative decision already made by the head teacher. A similar opinion had been given by Gardian and Rathore (2011) that the average extent of teacher's participation ranges from none to taking part sometimes. OLorunsola and

Olayemi (2011) added that the current level of teacher's participation in decision-making at Adama seems relatively very low in overall decision categories. They indicated that head teachers still monopolise decision-making in Nigerian schools despite literature stressing the benefits derived from participatory decision-making. On the contrary, Olorunsola and Olayemi (2011) found high teachers' participation in decision-making in some selected secondary schools in Ekiti state in Nigeria.

2.8 Factors Affecting Teacher Participation in the Decision-Making Process

There are some factors that play a role in determining the extent and the manner in which teachers can be involved in school decision-making processes. Some of these factors are organisational trust, teacher motivation, decisional zones, teacher empowerment, past experiences and individual differences (Somech, 2010). In line with the aims of the study, these factors are important not only for how the study was designed, but also for understanding how teachers and head teachers make sense of teachers' participation in school decision-making. These factors are reviewed in more details in the next subsections.

2.8.1 Organisational trust

In its broadest meaning, organisational trust is the dispositional beliefs that employees have for their organisations. Organisational trust also reflects the perceptions of an employee related to the support provided by the organisation (Mankoe, 2007). Eldale (2011) conceptualise trust in financial context, as integrity, consistency and fairness of the decision makers and the decision-making process; the expertise of the decision maker; the effectiveness of the process; and the degree of

disclosure of financial information. This implies that head teachers and teachers who work together ought to have a trusting work relationship because if they do not trust one another, they are not likely to disclose information openly to each other. The issues of transparency, openness, accountability and democracy are some of the factors that influence organisational trust in most Ghanaian basic schools (Oduro, 2009). These factors are aimed at ensuring trust and faith in all educational institutions. The implication is that head teachers who work with teachers within educational institutions must have trust in each other, to enable them to ensure proper teacher participation in school decision-making. Somech, (2010) point out that the desire to be involved or not to be involved in the decision-making may stem from lack of trust in the decision makers and the decision-making processes.

Moreover, Somech, (2010) suggest that the challenge for school head teachers is to establish an environment of trust through the implementation of a process based on integrity, openness, consistency, fairness and professional approach to decision-making processes. Despite these suggestions, Somech, (2010) further noted that in circumstances where participative decision-making is based on full disclosure of information there is an absence of perceived bias in the decision-making process and implementation of the decision resulting from collaborative process.

Collaboration and trust takes place between autonomous partners who choose whether or not to participate and therefore, it is unlikely that collaboration will develop without at least a measure of trust having been established. A person who desires to be regarded to be trustworthy will need to demonstrate benevolence, reliability, competence, honesty and openness. However, studies have

demonstrated that due to the lack of skills and knowledge of basic school head teachers, they find it difficult to demonstrate benevolence, competency, honesty and openness which hinders teacher participation in decision-making (Oduro, 2009).

2.8.2 Teacher motivation

According to Algoush (2010) teacher motivation is associated with student learning outcomes. In a cross-country analysis of the relationship between teacher motivation and pupils performance, (Latham & Pinder, 2005) observed that countries with poor records of teacher motivation have low teacher performance leading to poor educational outcomes. In the educational sector, motivation may mean different things to different people depending on its application. Latham and Pinder (2005) conceptualises motivation as an inspiration or encouragement of a person to do his or her best. Armstrong (2006), however, define motivation as the forces that lead to the arousal, selection, direction, and continuation of behaviour. In their view, teacher motivation is a concept that assists us in understanding why teachers behave the way they do. Motivation to teach, according them, is a complex construct easier to define than to understand. Motivation is not observed directly but rather inferred from the teacher's behavioural indexes such as verbalisations, task choices, and goal directed activities (Latham and Pinder, 2005)

To Bennell (2004), teacher motivation are all the psychological processes that influence their behaviour towards the achievement of educational goals and yet these psychological processes cannot be observed directly due to many organisational and environmental challenges that affect the achievement of educational goals. Measuring the determinants and consequences of teachers'

motivation to work is therefore difficult. There are two important aspects of motivation that are inter-related. They are; “will-do” and “can do”, and 'will-do' motivation is “the extent to which an individual has adopted the organisation’s goals and objectives. On the other hand, 'can-do' motivation focuses on the factors that influence the capacity of individuals to realize organisational goals” (Bennell, 2004, p.8). Two main types of motivation, namely, intrinsic and extrinsic types are commonly used in the literature.

Intrinsic factors: Intrinsic factors are those which come from within a person whereas extrinsic motivation are those which are determined basically by the level and type of external rewards that are available (Bennell, 2004). Drah (2011) identifies a third factor and calls it altruistic. He defines altruistic factor as a love for and desire to work with children and/or young persons, and an inclination to serve society. Although extrinsic factors like higher remuneration and good working conditions “tend to attract the most attention, attempts to improve the substance of teachers' work, such as improvement of teaching materials or in- service training, can also be significant incentives” (Bennell, 2004, p. 4). Extrinsic teacher motivation are many and varied, however, the most commonly cited are attractive remuneration, student discipline, good working conditions, favourable educational policies and high occupational status (Bennell, 2004).

Intrinsic factors: Intrinsic motivators, on the other hand, are the “internal desires for personal and professional development and working in educational settings” (Drah, 2011, p. 4). Similarly, Bennell (2004) also define intrinsic motivation as that which comes from within a person. Research conducted by the Ghana National Association of Teachers and Teachers and Education Workers Union of Trade Union Congress in

2009 established that generally, females are more likely to be intrinsically motivated to stay in the teaching profession than men. Also, younger teachers have lesser motivation to teach and are more likely to leave the profession than older teachers (Oduro, 2009).

Confirming the relationship between motivation and teacher participation in decision-making, Drah (2011) observed that teachers in the Sekondi-Takoradi in Ghana were not satisfied with their job because they lacked both extrinsic and altruistic motivation to work. In order to ensure a good relationship between employers and employees, the general working conditions of the latter must be improved with their remuneration necessarily reflecting market conditions. Also, institutions of learning must provide facilities for teaching and learning that will enhance and entice teachers to stay and be dedicated to the profession.

2.8.3 Decisional zones

According to Hoy and Miskel (1991), head teachers find it difficult to motivate teachers because the majority do not have the expertise to know how and when to involve teachers in school decisions. The authors believe that it would be unrealistic and unproductive to expect head teachers to involve teachers in every school decision, especially those that relate to school financial management. They developed a normative model of shared decision-making. This model is based on two rules. The first rule has to do with whether or not the teacher has a personal stake in the decision. The second rule has to do with whether or not the teacher has the expertise to contribute in the decision. This means that subordinates may want to be involved in an area or issue because they have the expertise or personal stake in the decision. This

model advocate extensive teacher involvement in the decision in which teachers have personal stake and or expertise.

This model provides head teachers with a tool that they can use to decide on which decisions to involve teachers and how. In a school setting where a decision falls outside the teachers' "zone of acceptance", involving them in that decision will increase the likelihood that the decision will be accepted (Moran, 2009). In instances where a teacher has the expertise but no stake in that particular decision, teachers can be asked to share that expertise as a consultant, but full involvement in the decision may not be necessary (Hoy & Tarter, 2010 & 2011). This model is very important for head teachers when dealing with financial matters especially the school budget. The budget process entails many items which teachers have both the stake and expertise and some may have neither of the two. Regardless of the influential role the decisional zone plays in teacher participation in school decision-making, Hoy and Miskel (1991) argue that for head teachers to be able to apply the decisional zones they must first trust teachers.

2.8.4 Teacher empowerment

It is believed that when head teachers acquire the skills and knowledge in shared decision-making they will be able to motivate teachers and make use of teacher's expertise in school decision-making. Empirical research provides few detailed pictures of the day-to-day dynamics of sharing governance of a school with empowered teachers (Blasé and Blasé, 2000). This implies that for teachers to be able to participate fully in school governance (school decision-making) head teachers should be able to empower them to be more fully responsible for work-related decisions.

Cheng (2008) define teacher empowerment as “investing in teachers the right to participate in the determination of school goals and policies and the right to exercise professional judgement about the content of the curriculum and means of instruction” (p.83).

Chang’s definition assumes that teaching is fundamentally a moral (value based) activity and, as such, it requires that teachers have expertise to engage in thoughtful deliberations and professional authority to participate meaningfully in decisions about their schools and classrooms. For effective teacher participation in school decision-making it is the duty of the head teacher to embrace the concept of teacher empowerment rather than merely expecting teachers to implement other people’s visions for schools. This will accord teachers respect and dignity and will help them to be more fully responsible for work-related decisions (Blasé and Blasé, 2000).

Bennell (2004) believes that head teachers should regard teachers as concerned citizens, as protectors of the truth, and as participants in the schooling enterprise and be allowed to voice their opinions about educational policies for the improvement of the school. Blasé and Blasé (2000) however, argues that most head teachers are challenged with the ability to tap teachers’ expertise and experience to facilitate enlightened decisions and build better educational programs. In addition, Blasé and Blasé (2000) argue that failure in initiating active teacher involvement in decision-making may result, in part, because head teachers lack the particular leadership skills and basic knowledge essential to planning and change in shared decision-making.

2.8.5 Past experiences and individual differences

Another factor which is significant to the study with regard to school leadership in basic schools in Ghana, is the past experiences and individual differences of head teachers which is one factor that may either encourage or discourage teachers' participation in school decision making affairs. This includes the age and socioeconomic status, and a belief in personal relevance of the head teacher. Within the Ghanaian educational culture past experiences can have an impact on school decision-making. Bell (2005) indicate that past decisions influence the decisions people make in the future. It stands to reason that when something positive results from a decision, people are more likely to decide in a similar way, given a similar situation. On the other hand, people tend to avoid repeating past mistakes (Bennell, 2004). This is significant to the extent that future decisions made based on past experiences are not necessarily the best decisions. In this regard, head teachers who relied on programme decision-making style tend to repeat mistakes made because many decisions taken in the past might have not been evaluated. It must, however, be noted that although past experience can enable the head teacher to solve problems and make quick and wise decisions in no time, care must be taken as schools have evolved within the last century. It must also be noted that in school financial decision-making, highly successful head teachers do not make investment decisions based on past sunk outcomes, rather they examined the choices with no regard for past experiences; this approach conflicts with what one may expect (Bennell, 2005).

Individual differences may also influence school decision-making. Research studies have shown that age, socioeconomic status (SES), and cognitive abilities

influence decision-making (Lin, 2014). Lin established a significant difference in decision-making across age; that is, as cognitive functions decline as a result of age, decision-making performance may decline as well. With regards to age, there is evidence to support the notion that older adults prefer fewer choices than younger adults (Lin, 2014). These suggestions imply that older head teachers will prefer not to involve the majority of the teachers as he/she is overconfident in his/her decisions.

2.8.6 Communication

Good communication is essential for increasing efficiency, quality, responsiveness, and innovation. Communication occurs in various forms ranging from face to face conversation to written messages to the more subtle forms involving facial expression and body movements. Communication is the process by which information is transferred from one source to another source and is made meaningful to the involved sources (Bender, 2005)

In organization, there should be effective communication in keeping effective participation of staff members. This can be achieved through creating good coordination and cooperation between managers and staff members by building their moral (Caldwell & Brian, 2005). Therefore, to make decision there must be a good communication, cooperation, coordination between school heads and teachers to promote trust and respect among them. Otherwise the reverse will be true. Supporting this, Cheng, (2008) point out that, unless the staff members feel secure in communicating certain information and feel that what they are communicating will be taken seriously, they are not likely to increase their communication. This is true because

if the staff feels insecure in the communication process the staff will not divulge certain information.

2.9 Rationale for Teachers' Participation in School Decision Making

The participation of teachers in decision-making has been advanced for a variety of reasons. Most often, participation is thought to enhance communication among teachers and administrators and improve the quality of educational decision making. It also thought that participation may contribute to the quality of teachers work life (Algoush, 2010). Furthermore, because teachers have an opportunity to be involved in and to exert influence on decision-making processes, their participation is believed to increase willingness to implement them in class, hence to promote educational productivity (Somech, 2010).

According to Wadesango (2012), participative decision-making has been identified as an important contributor to successful educational management. It is not only facilitating implementation of decision but also leads teachers to feel respected and empowered.

Furthermore, teachers participation in school decision making builds trust, help teachers acquires new skills, increase school effectiveness and strengthens staff morale, commitment and team work (Gardian & Rathore, 2010). Algoush (2010) found five major benefits or impact of increased decision making authority on teacher work life: improve teacher morale, better informed teachers, improve teacher communication within and across school, improve student motivation and increased incentives that serve to attract and retain quality teachers.

The participation of teachers in decision-making was perceived as forging links between administrators and teachers (Afful-Broni, 2004). The importance of decision-making in educational organizations has been recognized as a key function required by administrators. In school where a clear commitment in students learning is apparent, participatory decision making by the teachers is crucial to the overall effective operation of the school. Mankoe (2007) also state that participative management ensures that members in organizations take ownership of the decision, and are willing to defend decision taken through collaborative means. This means that participative management results in a great sense of commitment and ownership of decisions. In most cases the responsibility for obtaining school objectives depends on teachers.

2.11 Barriers to Teacher Participation in Decision- Making Process

Participative management in an organization is not easy; it is fraught with challenges/barriers which make it difficult for both the leaders and sub-ordinates to work together. It is important that practitioners of participative management should be aware of these challenges so as to develop measures to mitigate their impact. Different barriers have been given with regards to different studies, its context and its location (Wadesango, 2011). However, the researcher found the following barriers to be more related to the study's context and location. These barriers include the fact that participative management is time consuming, the lack of requisite skills, as well as, the lack of trust and the bureaucratic structure of school management.

2.11.1 Time Consuming

Time is believed to be a very important resource for any organization. It is against the backdrop of such a view and belief that teacher participation in school decision-making processes can be regarded as time consuming for any head teacher in terms of time management. One of the most documented hindrance to participative management in general and financial management in particular is the fact that it is time-consuming (Somech, 2010). Other studies in Ghana, Draah (2011), Kenya, Kiprop and Kandie (2012), Nigeria, OLorunsola and Olayemi (2011) all found some element of time as a barrier to teacher participation in school decision-making. Regardless of time being a barrier, Moran (2009) believes that collaborative decision-making has the potential benefit of higher quality decision and greater ownership and implementation of decisions when time is managed well. The author also cautions that it can also be costly in terms of time and energy and that despite such huge investment in time, there is no guarantee that potential benefits will actually be realised.

White (1992) stated that teacher participation in school decision making involved a wide array of time-consuming activities, such as meeting to discuss school budget issues, serving on textbook selection committee and fund raising activities. White concludes that if sufficient time is allocated and managed well by head teachers for all these activities, time will not be a barrier to effective participation. The issue of time is reported to be the reason why some teachers ignore participation, because they prefer to stick to their classroom responsibilities. As a result some teachers choose not to participate. A study conducted by Draah (2011) found out that majority of the teachers in the Central, Western and Eastern parts of Ghana see participation in

decision-making and other management activities as time wasting. These findings reported that teachers have to cope with increased workload which to them had effect on their teaching and personal development. Drah (2011) argues that if head teachers manage time effectively; consider teachers views and implement all decisions taken, time will not be an obstruction but will aid teacher participation in school decision-making.

2.11.2 Lack of Requisite Skills and Knowledge

Moran (2009) postulated that head teachers' lack the requisite skills and knowledge that will enable teachers to effectively participate in the school decision-making and this makes the head teacher feel reluctant to extend genuine influence to teachers, perhaps assuming that they do not have the expertise to make valuable contributions or make decisions in the best interest of the school. White (1992) supports this view by stating that both head teachers and teachers lack the specific training in shared decision-making, school budget, curriculum, as well as, staffing decisions.

Oduro (2009) indicate that a considerable proportion of teachers and head teachers in some Ghanaian basic schools are not sufficiently qualified, trained or have the required skills and knowledge to lead schools or take part in decision-making processes. In this regard the researcher argues that it is therefore going to be difficult for teachers who are overworked and sometimes regarded as unqualified to accept and embrace the tenets and demands of participative decision-making. In this vein, the researcher shares a similar view with the mentioned scholars that teachers may perhaps, turn away from decision-making because first, they won't

be involved and even if they are, their contributions will not be taken into consideration. Secondly, teachers may see it as waste of time. Despite the perception of lack of requisite skills and knowledge, the majority of the teachers in Ghanaian basic schools still crave for full participation in all school decision-making activities (Drah, 2011).

2.11.3 Lack of Trust

Armstrong (2006) describe trust as the beliefs about the unselfishness of the other party, readiness to risk-taking and dependency at a certain level. Studies reveal that the most important discrimination about organisational trust is the distinction between setting ones trust in an individual and in the organisation (Armstrong, 2006). “Trusting somebody” and “trusting an organisation” are different concepts (Moran, 2009). Moran (2009) contends that if school head teachers, parents and teachers do not have trust in one another, especially on issues of school finances, it is apparent that participation will be very minimal. The author added that school management is very broad and it is impossible for head teachers and or the school committees to do everything. In this regard, if there is an element of distrust it will be very hard for head teachers to share responsibilities and authority with teachers (Moran, 1991).

Somech (2010) noted that when there is notable mutual trust and loyalty in the exchange relationship, subordinates are provided with more responsibility and discretion. Somech further points out that, teachers experiencing the reciprocal trust characteristics of high-quality exchanges with their immediate supervisors tend

to appreciate the opportunity to participate. This in turn foster their job satisfaction and performance which leads to school improvement.

2.11.4 Bureaucratic structures of school management

The bureaucratic structure of school management is also a hindrance to authentic participation. The bureaucratic nature of schools in Ghana has made it difficult for head teachers to effectively involve teachers in all aspects of school decision-making (Drah, 2011). In bureaucratically structured schools, Somech (2010) argues that significant decisions about strategy, policy and organising mode may lie outside the arena of participation. The inability to create flatter management structure is believed to militate against authentic management. Such views are echoed by Wilson (1996) who supports this view as she stated that the increased emergence of participative management in schools reflects the wide shared believe that flatter management and decentralised authority structures carry the potential for achieving outcomes unattainable by the traditional top-down bureaucratic school. Bush (2004) believes that participative management is at the discretion of the school head teacher, because of his or her official position and as a person accountable to external bodies.

Oduro (2009) and Drah (2011) also found that some of the head teachers in basic schools in Ghana feel that their position becomes threatened when teachers become empowered. They feel like their own power will diminish. Perhaps, this belief held by some basic school head teachers in Ghana have become an attitude and practice used by them to safeguard their position and job, and to deliberately refuse to involve teachers in all aspects of school decision-making.

2.12 Involvement of Stakeholders in Decision-Making

The term “stakeholders” is based on the assumption that certain groups and individuals have an interest, or a “stake” in the activities of an institution. According to Bush (2004) the stakeholders are all those people who have a legitimate interest in the continuing effectiveness and success of an institution. In contextualizing this definition, one gets a picture of an ideal situation where various stakeholders in a school setting (parents, teachers, learners and the head teacher) come together and make decisions in pursuit of a common interest. This reform in decision-making approaches followed by schools presents a challenge for head teachers in terms of their skills and capacities as they have to adopt more collaborative and inclusive decision-making processes.

Research into the ever-changing school environment and the changes experienced by head teachers clearly shows that there is now a far greater focus on head teachers’ interpersonal skills and capabilities, since head teachers are now required to lead the whole school community. By so doing they facilitate participation and collaboration among stakeholders in decision-making, planning and budgeting, their leadership skills and capacities are critical (Drah, 2011). Drah further noted that the majority of activities to be implemented by head teachers involve collaborative decision-making and that this demands sound interpersonal skills such as negotiation, conflict resolution, persuasion and collaboration.

Drah (2011) indicated that head teachers need to continually and increasingly involve staff in collective decision-making as it is key aspect of their job, and emphasize the importance of consultation, collective decision-making and delegated

responsibility. It is clear that these days there are marked changes in the roles and responsibilities of head teachers when they used to be the only decision-maker in schools in Ghana and other African countries. Scholars in the field of school leadership and stakeholder's involvement underscore the importance of facilitative leadership by school head teachers (Drah, 2011). Head teachers have to initiate, implement and sustain viable forms of teacher empowerment and shared decision-making at school level.

Leaders must be willing to let go of traditional authority roles, not only allowing teachers to have a greater voice but helping to prepare them, by providing support and establishing an environment of trust (Somech, 2010). In all, it is perceived that the role stakeholders play in school decision-making cannot be taken for granted if schools are to improve.

2.13. Summary

The related literature reviewed is convincing that teacher participation in school decision-making may improve schools. Regardless of the scarcity of available literature within Ghana and the rest of the African countries, the current and past available literature indicate that the majority of the teachers in Ghana and the rest of Africa are not fully participating in school decision-making despite its invaluable benefits. The majority of the teachers in Ghana for example were found to be participating at the classroom level where they were mainly concerned with teaching and learning. The available literature further shows that the majority of the head teachers in Ghana perceive their teachers as unskilled and unqualified to be

involved in the administrative issues like budgeting, finance, teacher recruitment and long term goals of the school.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

The chapter presents the methodology used to conduct the research work. The chapter comprises the research design, population, sample and sampling techniques, data collection instrument, validity and reliability of the instrument, data collection procedure, data analysis procedure and ethical consideration.

3.1 Research Design

A research design indicates the basic structure of the study, the nature of the hypothesis and the variables involved in the study. In every research, answers are obtained to the research questions or hypothesis formulated through a plan or research design which specifies how the data relating to the study should be collected and analyzed Gay (1992). The researcher used descriptive survey design with quantitative

method. The quantitative research method was adopted, which often is the most efficient and cost-effective research method (Gerhardt, 2004). According to Gay and Airasian, (2003), descriptive survey is concerned with conditions that exist, practices that prevail, beliefs and attitude that are held, processes that are on-going and trends that are developing.

Nonetheless, like any other research design, the descriptive survey has its own strengths and weaknesses. The major strength for using the descriptive design is that it provides researchers with a lot of information from various respondents. Also, the data collected are easy to analyze. On the other hand, one weakness of descriptive survey design is how to retrieve all the questionnaires distributed.

3.2 Population of the Study

Population is defined as a group of individuals that the researcher generalizes his or her findings to (Kusi, 2012). The Tanoso circuit of the Kumasi Metropolis has 13 double stream basic schools. According to the Metro Education Office, a double stream basic school has a total number of 25 teaching staff comprising one headmaster, 8 Kindergarten/Nursery teachers (i.e. 4 teachers and 4 attendants), 6 Primary school teachers and 10 Junior High School teachers.

In all, there were 13 headmasters, 104 kindergarten school teachers and attendants, 78 primary school teachers and 130 Junior High School teachers making a total population of 325 headmasters and teachers (Kumasi Metro Education Office, 2017)

3.3 Sample and Sampling procedures

Sample

A sample is the set of actual participants that are drawn from a larger population of potential data sources (Creswell, 2005).

To get an appropriate sample size for the study, an updated list of all the teachers in the 13 basic schools was obtained from the Kumasi Metropolitan Education Directorate.

Sampling

According to Borg and Gall (2007), sampling is a technique used for selecting a given number of subjects from a target population as a representative of the population in research. Purposive sampling method was employed to select the 13 double stream basic school headmasters. Creswell (2005: 214) indicated that “in purposive sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon. Amin (2005) also stated that purposive sampling is appropriate in situations where respondents are targeted due to their position, expertise, situation, experience and so on.

Simple random sampling was also used to select 50% of teachers in each basic school level, getting, 52 Kindergarten teachers and attendants, 39 primary school teachers, and 65 Junior High School teachers making a total sample size of 169 comprising 156 teachers and 13 headmasters for the study. With simple random sampling, each of the school teachers in the study area has an equal and independent chance of been included in the sample (Mugenda & Mugenda, 2003). The lottery

method of the simple random sampling technique was used to select the 156 teachers for this study because it allows participants equal probability of selection and thus avoids bias.

3.4 Data Source

The data for this study were gathered through the use of primary and secondary data sources. The researcher used questionnaire as the source of primary data for this study. The questionnaires were distributed to respondents to obtain first-hand information based on the research questions.

The secondary data were obtained from reviewing journals and literature relevant to the subject matter of the study. The primary data formed the basis of the study as it afforded the opportunity in obtaining at first hand, relevant information.

3.5 Data Collection Instrument

According to Leedy and Ormrod (2005), a research tool or instrument is a specific mechanism or strategy, the researcher uses to collect, manipulate, or interpret data

The researcher used questionnaire as the data collection instrument. According to White (2005), questionnaire is an instrument that is designed to collect data for decision making in research. A questionnaire can also be described as a systematic compilation of questions that are administered to a sample of a population in research.

The researcher personally developed the questionnaire with guidance from his supervisor. The researcher administered the questionnaire himself to all the 169 respondents. The questionnaire was a 4-point Likert scale (1= Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree) in which higher score indicate more perceived positive responses.

The close-ended questionnaire was meant to assist respondents to provide uniformity of response and to enable more information to be gathered. They also provide easier and accurate analysis of the data to obtain precise interpretation of the responses and a high degree of respondent's objectivity and also enhance easy processing of responses (Bell, 2005). A questionnaire is cost effective and less time consuming as compared to other instruments. A major disadvantage of questionnaire is how to retrieve all the questionnaires that have been distributed. To overcome this problem the researcher kept reminding the respondents until all the questionnaires were retrieved.

3.6 Pilot -Test

The purpose for piloting is to get the bugs out of the instrument so that the respondents in the study area will experience no difficulties in completing the questionnaire and also enable one to have preliminary analysis to see whether the wording and format of questions is appropriate (Bell, 2005)

The questionnaire was piloted on 30 teachers in the Kwadaso circuit which has similar characteristics as the Tanoso circuit to determine its validity and reliability. The purpose of the pilot test was to enable the researcher to make necessary changes to items

which may be inappropriate and determine the level of ambiguity of the questions for corrections. Items which were not clear to respondents were modified.

3.6.1 Validity

According to Bell (2005), validity is the degree to which a test measures what it is supposed to measure. The researcher tested the face and content validity of the questionnaire. Face validity refers to the likelihood of a question being misunderstood or misinterpreted. Content validity refers to whether an instrument adequately covers all the topics concerned. The validity of the instrument was established through expert opinion of my supervisor, literature searches, and pre-testing of the questionnaire. The researcher contacted his supervisor to assess the items and determine whether they measure the intended purpose. The supervisor analysed the inappropriate and ambiguous items and the necessary corrections were done.

3.6.2 Reliability

Reliability is a measure of the degree to which a research instrument yields consistency in its results or data after repeated trials (Bell, 2005). A reliability test was conducted using Cronbach Alpha to determine the reliability of the questionnaire items for the main data. In order to obtain the reliability of the instrument, the questionnaire was administered on the same group of subjects twice in the pilot study and given two week interval between the first and second test and the coefficient of reliability from the two tests correlated. The reliability test yielded Cronbach alpha of 0.84 which showed that reliability was very high and therefore, the Cronbach Alpha was considered appropriate to use since almost all the items in the questionnaire have multiple scores.

Ary Jacobs and Rezzavieh (1990) indicated that Cronbach Alpha is used when items have multiple scores.

3.7 Data Collection Procedure

The researcher sought permission from the Kumasi Metropolitan Directorate of Education to conduct the study after the University approved the research topic. The researcher was given the authority to conduct the study. The researcher thereafter paid a working visit to all the schools sampled to interact with the sampled population. In each school the researcher contacted the head teacher and explained the objectives of the study to them. The researcher established cordial relationship with the respondents to make feel free in responding to the questionnaires. The questionnaires were afterwards administered to all the 169 respondents. The respondents were given a time frame of two weeks to respond to the questionnaire after which it were collected.

3.8 Data Analysis and Procedure

The data was cleaned with the aim of identifying mistakes and errors which may have been made and blank spaces which have not been filled. The data was computed using the Statistical Package for Social Sciences (SPSS) software package version 2.0. The data were analysed descriptively to answer all the research questions and presented in tables with frequencies and percentage.

3.9 Ethical Considerations

The respondents participated in the study on their own free will, they were not forced. The researcher explained the intent and purpose of the study to the respondents, although the questionnaire itself contained a request for respondents' cooperation in providing the required information for the study. The respondents were further assured of confidentiality of the information provided and that the study findings were to be used for academic purposes only. All these ethical issues were enumerated in the introductory letter to the questionnaire.



CHAPTER FOUR RESULTS AND FINDINGS OF THE STUDY

4.0 Introduction

This chapter presents the result and discussion of the study that sought to explore teacher's participation in decision making process in basic schools in the Tanoso circuit of the Kumasi Metropolis in the Ashanti Region of Ghana. This chapter analyses the data collected in relation to the specific objectives of the study. The discussions were made in line with the literature review and earlier studies conducted in the field of teacher's participation in decision making process.

4.2 Background Information of Respondents

Four items were measured with regards to the background information of respondents, which comprised their gender, age, highest educational qualification, and their teaching experience in the Ghana Education Service. The background information of respondents is presented in Table 4.1.

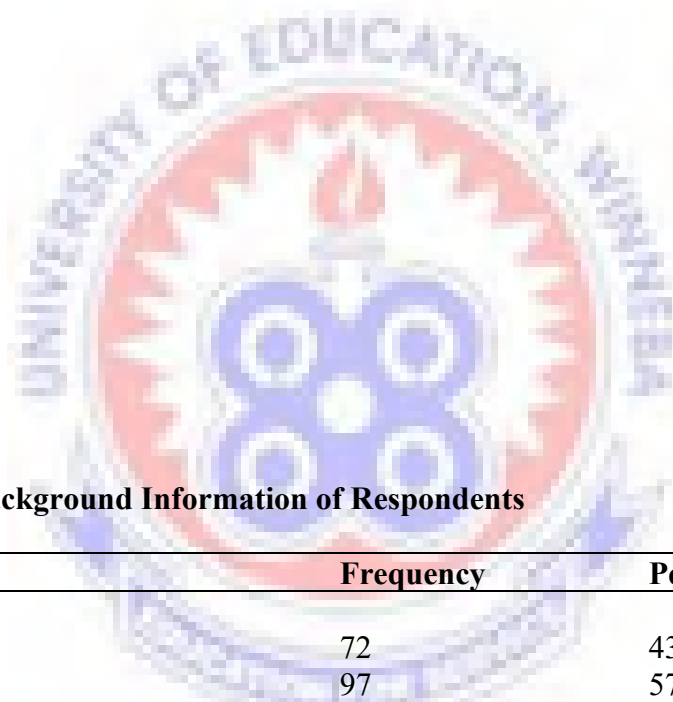


Table 4.1: Background Information of Respondents

| Variable | Frequency | Percentage |
|----------------------|------------------|-------------------|
| Gender | | |
| Female | 72 | 43 |
| Male | 97 | 57 |
| Total | 169 | 100 |
| Age | | |
| 21-30 | 18 | 11 |
| 31-40 years | 26 | 15 |
| 41-50 years | 70 | 41 |
| 51-60 years | 55 | 33 |
| Total | 169 | 100 |
| Qualification | | |
| Diploma | 22 | 13 |
| Bachelor's Degree | 87 | 51 |
| Master's Degree | 60 | 36 |
| Total | 169 | 100 |

| Teaching Experience | | |
|----------------------------|------------|------------|
| 1-5 years | 28 | 17 |
| 6-10 years | 26 | 15 |
| 11-15 years | 76 | 45 |
| Above 16 years | 39 | 23 |
| Total | 169 | 100 |

Source: Field Data 2018

Table 4.1 shows that majority of the respondents 97 (57%) were males while 72(43%) were females. This shows that there were more males participants than female in the study. Again majority of the respondents 70 (41%) were aged between 41 and 50 years, 55(33%) were aged between 51-60years, 26 (15%) of them were aged between 31 and 40 years while 18(11%) of them were aged between 21 and 30years. The result shows that the respondents are old enough to take part in the study. Majority of the respondents 87(51%) were holders of the Bachelor's degree, 60(36%) had Masters' degree as their highest educational qualification while 22(13%) had the Diploma certificate as their highest educational qualification. The result shows that the respondents had the requisite professional certificate as teachers.

On respondents teaching experience, 76(45%) of the respondents had been in the teaching profession for between 11 and 15 years, 39(23%) had been in the teaching profession for 16 years and above, 28(17%) had been in the teaching profession for between 1 and 5 years while 26(15%) had been in the teaching profession for between 6 and 10 years. The results show that the participants were matured and experienced teachers who could provide reliable information for the study.

4.2 Answers to the Research Questions

Research Question 1: In what ways are teachers involved in decision-making in in Basic Schools in the Tanoso circuit of the Kumasi Metropolis?

The respondents were requested to indicate the extent to which teachers participate in decision making. The result is presented in Table 4.2

Table 4.2: Ways Teachers Participate in Decision-Making

| Statements | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-------------------|----------|--------|----------------|
| | N (%) | N (%) | N (%) | N (%) |
| Defining students' rights and welfare. | 78(46) | 74(44) | 17(10) | - |
| Assessing the performance of my subject | 86(51) | 71(42) | 12(7) | - |
| Allocating teachers' duties in school. | 68(40) | 81(48) | 20(12) | - |
| Defining procedures to be used for assessing teachers. | 70(41) | 72(43) | 18(11) | 9(5) |

| | | | | |
|---|--------|--------|-------|---|
| Defining procedures for assessing student achievement in the various subjects | 88(52) | 81(48) | - | - |
| Defining teaching content in the school. | 62(37) | 97(57) | 10(6) | - |

Source: Field Data 2018

Table 4.2 shows that 78(46%) of the respondents strongly agreed that teachers participate in defining students' rights and welfare, 74(44%) of the respondents agreed while 17(10%) of the respondents disagreed. The result means that teachers are involved in decision making in defining students' rights and welfare. In addition, 86(51%) of the respondents strongly agreed that teachers participate in assessing the performance of the subject they teach, 71(42%) of the respondents agreed while 12(7%) of the respondents disagreed. The result means that teachers are involved in decision making in assessing the performance of the subject they teach

Also, 68(40%) of the respondents strongly agreed that teachers participate in allocating teachers' duties in the school, 81(48%) of the respondents agreed while 20(12%) of the respondents disagreed. The result means that teachers are involved in decision making in allocating teachers' duties in the school.

Again, 70(41%) of the respondents strongly agreed that teachers participate in defining procedures to be used for assessing teachers, 72(43%) of the respondents agreed 18(11%) of the respondents disagreed while 9(5%) of the respondents strongly disagreed. The result means that teachers are involved in decision making in defining procedures to be used for assessing teachers.

Once more, all the respondents 169(100%) strongly agreed that teachers participate in defining procedures for assessing student achievement in the various subjects. The result means that teachers are involved in decision making in defining procedures for assessing student achievement in the various subjects.

Lastly, 62(37%) of the respondents strongly agreed that teachers participate in defining teaching content in the school, 97(57%) of the respondents agreed while 10(6%) of the respondents disagreed. The result means that teachers are involved in decision making in defining teaching content in the school.

The entire results in Table 4.2 are in line with the National Association of Graduate Teachers (NAGRAT) who in 2002 called for teachers to be involved integrally in making school decisions. In the same year, the Ghana National Association of Teachers (GNAT), the nation's largest teachers' union, also called for teacher participation in identifying the purposes, priorities and goals of the school (Oduro, 2009). These actions by teacher unions indicate teachers' readiness to fully participate in decision-making that concern them and the schools they teach. The World Bank Report (2004) who found that an average of about 75% of teachers are willing to participate fully in all school decision-making regardless of its challenges.

Research Question 2: What is the effect of teachers' participation in decision-making on teachers' morale?

The respondents were requested to indicate their opinion on the effect of teachers' participation in decision-making on teacher's morale. The result is presented in Table 4.3.

Table 4.3: Effect of Teachers' Participation in Decision-Making on Teacher's Morale

| Statements | Strongly Disagree N (%) | Disagree N (%) | Agree N (%) | Strongly Agree N (%) |
|--|----------------------------|-------------------|----------------|-------------------------|
| Teachers are respected and empowered. | 76(45) | 93(55) | - | - |
| Increase teachers' willingness to implement decisions in the classroom | 82(48) | 77(46) | 10(6) | - |
| Improve communication among teachers and the head | 87(51) | 82(48) | - | - |
| Increases school effectiveness and staff morale | 69(41) | 92(54) | 8(5) | - |
| Improves teachers' commitment and ownership of decisions made | 78(46) | 81(48) | 10(6) | - |
| Teachers are better informed to improve teacher efficiency | 92(54) | 64(38) | 13(8) | - |

Source: Field Data 2018

Table 4.3 shows that the whole respondents 169(100%) strongly agreed that teachers are respected and empowered when teachers participate in decision-making. The result means that teachers are respected and empowered when teachers participate in decision-making

In addition, 82(48%) of the respondents strongly agreed that teachers' willingness to implement decisions in the classroom are increased when teachers participate in decision-making, 77(46%) of the respondents agreed while 10(6%) of the respondents disagreed. The result means that teachers' willingness to implement

decisions in the classroom are increased when teachers participate in decision-making.

Again, the whole respondents 169(100%) strongly agreed that communication among teachers and the head are improved when teachers participate in decision-making. The result means that teachers are respected and empowered when they participate in decision-making.

Also, 69(41%) of the respondents strongly agreed that school effectiveness and staff morale are increased when they participate in decision-making, 92(54%) of the respondents agreed while 8(5%) of the respondents disagreed. The result means that school effectiveness and staff morale are increased when they participate in decision-making.

Besides, 78(46%) of the respondents strongly agreed that teachers' commitment and ownership of decisions made, are improved when teachers participate in decision-making, 81(48%) of the respondents agreed while 10(6%) of the respondents disagreed. The result means that teachers' commitment and ownership of decisions made are improved when teachers participate in decision-making.

Lastly, 92(54%) of the respondents strongly agreed that teachers are better informed to improve teacher efficiency when teachers participate in decision-making, 64(38%) of the respondents agreed while 13(8%) of the respondents disagreed. The result means that teachers are better informed to improve teacher efficiency when teachers participate in decision-making.

The entire results in Table 4.3 are in support of Algoush (2010) that most often, participation is thought to enhance communication among teachers and administrators

and improve the quality of educational decision making. It also thought that participation may contribute to the quality of teachers work life. Furthermore, because teachers have an opportunity to be involved in and to exert influence on decision-making processes, their participation is believed to increase willingness to implement them in class, hence to promote educational productivity (Somech, 2010).

Contributing to this, Wadesango (2012) indicated that participative decision-making has been identified as an important contributor to successful educational management. It is not only facilitating implementation of decision but also leads teachers to feel respected and empowered.

Furthermore, teachers participation in school decision making builds trust, help teachers acquires new skills, increase school effectiveness and strengthens staff morale, commitment and team work (Gardian & Rathore, 2010). Algoush (2010) found five major benefits or impact of increased decision making authority on teacher work life: improve teacher morale, better informed teachers, improve teacher communication within and across school, improve student motivation and increased incentives that serve to attract and retain quality teachers.

The participation of teachers in decision-making was perceived as forging links between administrators and teachers (Afful-Broni, 2004). The importance of decision-making in educational organizations has been recognized as a key function required by administrators. In school where a clear commitment in students learning is apparent, participatory decision making by the teachers is crucial to the overall effective operation of the school. Mankoe (2007) also state that participative management ensures that members in organizations take ownership of the decision, and

are willing to defend decision taken through collaborative means. This means that participative management results in a great sense of commitment and ownership of decisions. In most cases the responsibility for obtaining school objectives depends on teachers.

Research Question 3: What factors prevent teachers' participation in decision making in Basic Schools?

The respondents were requested to indicate the perceived factors that prevent teachers' participation in decision making. The result is presented in Table 4.4.

Table 4.4: Factors that Prevent Teachers' Participation in Decision- Making

| Statements | Strongly Disagree N (%) | Disagree N (%) | Agree N (%) | Strongly Agree N (%) |
|---|----------------------------|-------------------|----------------|-------------------------|
| Lack of effective communication | 68(40) | 86(51) | 15(9) | - |
| Ineffective use of past experiences and individual differences | 78(46) | 80(47) | 11(7) | - |
| Decisional zones on how and when to involve teachers in decision making | 61(36) | 85(50) | 13(8) | 10(6) |
| Lack of organisational trust in decision making | 60(35) | 75(44) | 23(14) | 11(7) |
| Lack of teacher motivation | 86(51) | 83(49) | - | - |
| Lack of teacher empowerment | 58(34) | 96(57) | 15(9) | |

Source: Field Data 2018

Table 4.4 shows that 68(40%) of the respondents strongly agreed that lack of effective communication is a factor affecting teachers' participation in decision-making, 86(51%) of the respondents agreed while 15(9%) of the respondents disagreed. The result means that ineffective communication affect teachers' participation in decision- making. The result is in consonance with Bender (2005) that good communication is essential for increasing efficiency, quality, responsiveness, and innovation. Communication occurs in various forms ranging from face to face conversation to written messages to the more subtle forms involving facial expression and body movements. Communication is the process by which information is transferred from one source to another source and is made meaningful to the involved sources (Bender, 2005)

In organization, there should be effective communication in keeping effective participation of staff members. This can be achieved through creating good coordination and cooperation between managers and staff members by building their moral (Caldwell & Brian, 2005). Therefore, to make decision there must be a good communication, cooperation, coordination between school heads and teachers to promote trust and respect among them. Otherwise the reverse will be true, supporting this, (Cheng, 2008) point out that, unless the staff members feel secure in communicating certain information and feel that what they are communicating will be taken seriously, they are not likely to increase their communication.

Also, 78(46%) of the respondents strongly agreed that ineffective use of past experiences and individual differences is a factor affecting teachers' participation in decision- making, 80 (47%) of the respondents agreed while 11(7%) of the respondents

disagreed. The result means that ineffective use of past experiences and individual differences affect teachers' participation in decision- making.

As stated in the literature review, another factor which is significant to the study with regard to school leadership in basic schools in Ghana is the past experiences and individual differences of head teachers which is one factor that may either encourage or discourage teachers' participation in school decision making affairs. This includes the age and socioeconomic status, and a belief in personal relevance of the head teacher. Within the Ghanaian educational culture past experiences can have an impact on school decision-making. The result is in collaboration with Bell (2005) who indicated that past decisions influence the decisions people make in the future. It stands to reason that when something positive results from a decision, people are more likely to decide in a similar way, given a similar situation. On the other hand, people tend to avoid repeating past mistakes (Bennell, 2004). This is significant to the extent that future decisions made based on past experiences are not necessarily the best decisions.

Besides, 61(36%) of the respondents strongly agreed that decisional zone on how and when to involve teachers in decision making is a factor affecting teachers' participation in decision- making, 85(50%) of the respondents agreed, 13(8%) of the respondents disagreed while 10(6%) of the respondents disagreed. The result means that decisional zones on how and when to involve teachers in decision making affect teachers' participation in decision- making. The result is in agreement with Hoy and Miskel (1991) that it would be unrealistic and unproductive to expect school head teachers to involve teachers in every school decision, especially those that relates to school financial management. They developed a normative model of shared decision-

making. This model is based on two rules. The first rule has to do with whether or not the teacher has a personal stake in the decision. The second rule has to do with whether or not the teacher has the expertise to contribute in the decision. This means that subordinates may want to be involved in an area or issue because they have the expertise or personal stake in the decision. This model advocates extensive teacher involvement in the decision in which teachers have personal stake and or expertise.

This model provides school head teachers with a tool that they can use to decide on which decisions to involve teachers and how. In a school setting where a decision falls outside the teachers' "zone of acceptance", involving them in that decision will increase the likelihood that the decision will be accepted (Moran, 2009). Regardless of the influential role the decisional zone play in teacher participation in school decision-making, Hoy and Miskel (1991) argue that for head teachers to be able to apply the decisional zones they must first trust teachers

Furthermore, 35% 60(35) of the respondents strongly agreed that lack of organisational trust in decision making is a factor affecting teachers' participation in decision- making, 75(44%) of the respondents agreed, 23(14%) of the respondents disagreed while 11(7%) of the respondents strongly disagreed. The result means that lack of organisational trust in decision making affect teachers' participation in decision-making. In its broadest meaning, organisational trust is the dispositional beliefs that employees have for their organisations (Mankoe, 2007). Organisational trust also reflects the perceptions of an employee related to the support provided by the organisation. Eldale (2011) conceptualise trust in financial context, as integrity, consistency and fairness of the decision makers and the decision-making process; the

expertise of the decision maker; the effectiveness of the process; and the degree of disclosure of financial information. This implies that head teachers and teachers who work together ought to have a trusting work relationship because if they do not trust one another, they are not likely to disclose information openly to each other. The issues of transparency, openness, accountability and democracy are some of the factors that influence organisational trust in most Ghanaian basic schools (Drah, 2011). These factors are aimed at ensuring trust and faith in all educational institutions. The implication is that head teachers who work with teachers within educational institutions must have trust in each other, in order for them to be able to ensure proper teacher participation in school decision-making.

Moreover, the whole respondents 169(100%) strongly agreed that lack of teacher motivation is a significant factor affecting teachers' participation in decision-making, 51% of the respondents agreed while 9% of the respondents disagreed. The result means that lack of teacher motivation affect teachers' participation in decision-making. Latham and Pinder (2005) conceptualizes motivation as an inspiration or encouragement of a person to do his or her best. To Bennell (2004), teacher motivation are all the psychological processes that influence their behaviour towards the achievement of educational goals. Two main types of motivation, namely, intrinsic and extrinsic types are commonly used in the literature.

Intrinsic factors are those which come from within a person whereas extrinsic motivation are those which are determined basically by the level and type of external rewards that are available (Bennell, 2004). Although extrinsic factors like higher remuneration and good working conditions “tend to attract the most attention,

attempts to improve the substance of teachers' work, such as improvement of teaching materials or in-service training, can also be significant incentives” (Bennell, 2004, p. 4). Extrinsic teacher motivation are many and varied, however, the most commonly cited are attractive remuneration, student discipline, good working conditions, favourable educational policies and high occupational status (Oduro, 2009).

Confirming the relationship between motivation and teacher participation in decision-making, Drah (2011) observed that teachers in the Sekondi-Takoradi of Ghana were not satisfied with their job because they lacked both extrinsic and altruistic motivation to do their job. In order to ensure a good relationship between employers and employees, the general working conditions of the latter must be improved with their remuneration necessarily reflecting market conditions. Also, institutions of learning must provide facilities for teaching and learning that will enhance and entice teachers to stay and be dedicated to the profession.

Lastly, 58(34%) of the respondents strongly agreed that lack of teacher empowerment is a factor affecting teachers' participation in decision-making, 96(57%) of the respondents agreed while 15(9%) of the respondents disagreed. The result means that lack of teacher empowerment affect teachers' participation in decision-making.

Empirical research provides few detailed pictures of the day-to-day dynamics of sharing governance of a school with empowered teachers (Blasé and Blasé, 2000). This implies that for teachers to be able to participate fully in school governance (school decision-making) head teachers should be able to empower teachers to be more fully responsible for work-related decisions. Cheng (2008) define teacher empowerment as

“investing in teachers the right to participate in the determination of school goals and policies and the right to exercise professional judgment about the content of the curriculum and means of instruction” (p.83. For effective teacher participation in school decision-making it is the duty of the head teacher to embrace the concept of teacher empowerment rather than merely expecting teachers to implement other people’s visions for schools. This will accord teachers respect and dignity and will help them to be more fully responsible for work-related decisions (Blasé and Blasé, 2000).

Bennell (2004) believes that head teachers should regard teachers as concerned citizens, as protectors of the truth, and as participants in the schooling enterprise and be allowed to voice their opinions about educational policies for the improvement of the school. Barth Blasé and Blasé (2000) however, argues that most head teachers are challenged with the ability to tap teachers’ expertise and experience to facilitate enlightened decisions and build better educational programs. In addition, Blasé and Blasé (2000) argue that failure in initiating active teacher involvement in decision-making may result, in part, because head teachers lack the particular leadership skills and basic knowledge essential to planning and change in shared decision-making.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

The chapter consists of the summary of findings, conclusions, recommendations and suggestions for further study.

5.1 Summary

The purpose of the study was to explore teacher's participation in decision making process in basic schools in the Tanoso circuit of the Kumasi Metropolis in the Ashanti Region of Ghana. The objectives of the study were to find out ways teachers are involved in decision-making in Basic Schools in the Tanoso circuit of the Kumasi Metropolis, establish the effect of teachers' participation in decision-making on teachers morale and to determine the factors that prevent teachers participation in decision-making in Basic Schools.

The study used descriptive survey design with quantitative method. The target population was all the 325 headmasters, teachers and attendants in the 13 double stream basic schools in the Tanoso Circuit of the Kumasi Metropolis consisting of 13 headmasters, 104 kindergarten school teachers and attendants, 78 primary school teachers and 130 Junior High School teachers. Purposive sampling method was employed to select all the 13 headmasters. Simple random sampling was also used to select 50% of teachers in each basic school level, getting, 52 Kindergarten teachers and

attendants, 39 primary school teachers, and 65 Junior High School teachers making a total sample size of 169 comprising 156 teachers and 13 headmasters for the study.

5.2 Key Findings

The study revealed that, defining students' rights and welfare, assessing the performance of my subject, allocating teachers' duties in school, defining procedures to be used for assessing teachers, defining procedures for assessing student achievement in the various subjects and defining teaching content in the school were the extent to which teachers participate in decision-making.

The study again revealed that respected and empowerment of teachers, increase in teachers willingness to implement decisions in the classroom, improving communication among teachers and the head, increase in school effectiveness and staff morale, improving teachers' commitment and ownership of decisions made and teachers being better informed to improve teacher efficiency were effects of teachers' participation in decision making.

The study lastly revealed that lack of effective communication, ineffective use of past experiences and individual differences, decisional zones on how and when to involve teachers in decision making, lack of organisational trust in decision making, lack of teacher motivation and lack of teacher empowerment were the factor affecting teachers' participation in decision making.

5.3 Conclusions

The study concludes based on the findings that teachers in the Tanoso circuit of the Kumasi Metropolis participate in school decision making to improve performance.

The study again concludes that teachers the participation of teachers in school decision making has significant effect of teachers morale as teachers are empowered and therefore own the decisions made to implement them better.

The study finally concludes that factors affecting teachers' participation in decision making such as ineffective communication, lack of organisational trust and lack of teacher motivation should be addressed to foster effective teacher participation in decision-making.

5.4 Recommendations of the Study

1. It is recommended based on the findings and conclusions that the Ghana Education Service and stakeholders in education should enhance the extrinsic motivation of teachers to boost their morale to participate in decision making to improve the implementation of decisions made in the classroom.
2. Metropolitan, Municipal and District Directors of education should organize training workshops on the effect of teacher participation in school decision-making for heads of educational institutions to improve cooperation and performance among teachers and heads.
3. Teachers should be sensitized through educational workshops and seminars on the importance of participatory decision making to enable them eschew apathy to improve performance.

5.5 Suggestions for Further Study

The study was conducted to explore teacher's participation in decision making process in basic schools in the Tanoso circuit of the Kumasi Metropolis in the Ashanti Region of Ghana. So further study should be carried out to explore teacher's participation in decision making process in the other basic schools in the Kumasi Metropolis



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APPENDIX A

QUESTIONNAIRE FOR RESPONDENTS

INTRODUCTION LETTER

Dear Respondent,

I am carrying out a research project to investigate teachers' participation in decision making in basic schools in partial fulfillment for the award of the Master of Arts in Educational Leadership. It is against this background that you have been selected to participate in this research work.

I would therefore be very grateful if you could frankly and openly fill the attached questionnaire which is intended to gather the needed information for the study.

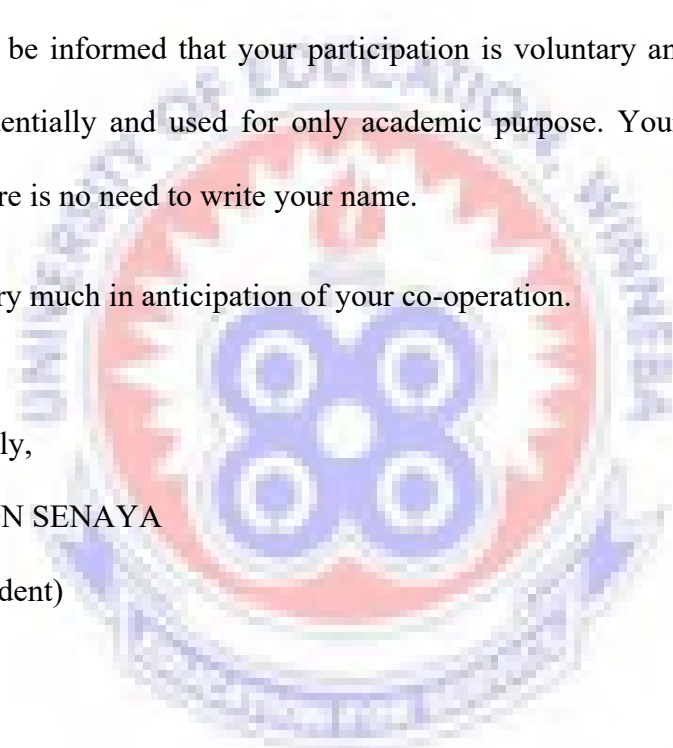
Please be informed that your participation is voluntary and responses will be treated confidentially and used for only academic purpose. Your anonymity is also assured as there is no need to write your name.

Thank you very much in anticipation of your co-operation.

Yours faithfully,

ERIC MILTON SENAYA

(Graduate Student)



APPENDIX B

QUESTIONNAIRE FOR THE RESPONDENTS

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

Please respond to all the questions as frankly as possible. Tick [] the appropriate box that match your response.

1. What is your gender?

Female []

Male []

2. What is your age?

21-30 years []

31-40 years []

41-50 years []

51-60 ears []

3. What is your highest education qualification?

Diploma []

Bachelor's Degree []

Master's degree []

4. What is your total years of teaching experience

1- 5 years []

6-10 years []

11-15 years []

16 years and above []

**SECTION B: EXTENT TO WHICH TEACHERS PARTICIPATE IN
DECISION-MAKING**

Indicate the extent to which you agree or disagree to the following statements by ticking the appropriate box.

| | Statements | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|-------------------|----------|-------|----------------|
| 1 | Defining students' rights and welfare. | | | | |
| 2 | Assessing the performance of my subject | | | | |
| 3 | Allocating teachers' duties in school. | | | | |
| 4 | Defining procedures to be used for assessing teachers. | | | | |
| 5 | Defining procedures for assessing student achievement in the various subjects | | | | |
| 7 | Defining teaching content in the school. | | | | |

SECTION C: EFFECT OF TEACHERS' PARTICIPATION IN DECISION-MAKING ON TEACHER'S MORALE

Indicate the extent to which you agree or disagree to the following statements by ticking the appropriate box.

| | Statements | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|--|--------------------------|-----------------|--------------|-----------------------|
| 1 | Teachers are respected and empowered. | | | | |
| 2 | Increase teachers' willingness to implement decisions in the | | | | |
| 3 | Improve communication among teachers and the head | | | | |
| 4 | Increases school effectiveness and staff morale | | | | |
| 5 | Improves teachers' commitment and ownership of decisions | | | | |
| 6 | Teachers are better informed to improve teacher efficiency | | | | |

SECTION D: FACTORS AFFECTING TEACHERS' PARTICIPATION IN THE DECISION- MAKING IN BASIC SCHOOLS

| | Statements | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---------------------------------|--------------------------|-----------------|--------------|-----------------------|
| 1 | Lack of effective communication | | | | |

| | | | | | |
|---|---|--|--|--|--|
| 2 | Ineffective use of past experiences and individual differences | | | | |
| 3 | Decisional zones on how and when to involve teachers in decision making | | | | |
| 4 | Lack of organisational trust in decision making | | | | |
| 5 | Lack of teacher motivation | | | | |
| 6 | Lack of teacher empowerment | | | | |

