

UNIVERSITY OF EDUCATION, WINNEBA

**ASSESSING TEACHERS' PARTICIPATION IN DECISION MAKING IN
SELECTED JUNIOR HIGH SCHOOLS IN KWADASO MUNICIPALITY OF
THE ASHANTI REGION**



**A Project Report in the Department of Educational Leadership, Faculty of
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**

AUGUST, 2020

DECLARATION

STUDENTS DECLARATION

I, ISAAC OPPONG, declare that this project report with the exception of quotations and references contained in published works which have all been identified and acknowledged, is entirely my original research and that no part of it has been presented for another degree in this university or elsewhere.

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

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

NAME OF SUPERVISOR: REV SIS. DR. MARY ASUMPTA

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DATE:

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DEDICATION

To my wife, Felicia Animah and my daughters, Akosua Ampomah Oppong, Akosua Agyemang Oppong and Akosua Animah Oppong.



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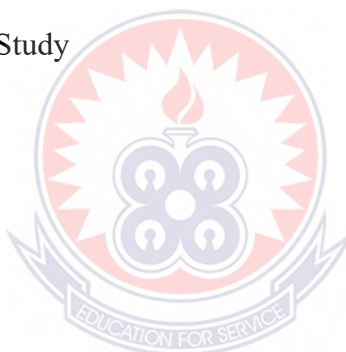
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ABSTRACT

The study was done to assess teachers' participation in decision making in Junior High Schools of the Agric Circuit in the Kwadaso Municipality. The objectives of the study were; determining teachers' participation in decision-making in the Junior High Schools, to establish the impediments to teachers' participation in decision-making in Junior High Schools, and to find out how the challenges to decision making could be addressed in Junior High Schools of the Agric Circuit in the Kwadaso Municipality. The study used descriptive survey design for the study. The target population of the study was 86 teachers. Census technique was used to involve all the 86 teachers in the study. Closed ended questionnaire was used to collect data for the study. The data were analyzed using descriptive statistics such as frequencies and percentages. Pre-testing obtained reliability coefficient of 0.81. The study found, among others, that teachers were involved in determining students' rights and welfare and determined teaching methodologies. Impediments to teachers' participation in decision-making were, lack of change skills and lack of training and support. Also, democratic leadership style by management, provision of congenial work environment and provision of training and support were some ways to address the challenges in decision making. It is recommended based on the findings that the Ghana Education Service in collaboration with the Municipal Director of education should ensure that the various challenges to participatory decision making are addressed in order to promote and sustain teachers' participation in school decision making.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

One of the basic activities that influence performance in any organization is decision-making and in our educational set up decision-making forms an integral part in all endeavors. Therefore, decision-making is a fundamental process in an organization. According to Dawson, Porter and Stevens (2006), the importance of decision-making in educational organization has been organized as a key function required by educational administrators. The authors maintain that decision-making is common to all walks of life i.e. formal or non-formal, academic or non-academic, school or home. Indeed, decision-making started in the Garden of Eden in the Bible. Biblically, Adam and Eve took decision to eat the forbidden fruit. Decision-making also permeates all administrative functions: from planning through organizing, staffing, directing, recruitment, selecting and controlling (Lumberg & Ornstein, 1991).

Teachers' participation in school decision making is mandatory for the attainment of schools' organizational objectives in democratic ways (Wadesango, 2012). 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 junior high schools show that some teachers have a greater participation while others do not want to be involved. It is the responsibility of the educational administrator to identify the capabilities and interests of individuals and assign each staff member according to the desired level of participation (Drah, 2011).

Teachers' participating in the school management system has various advantages. Teachers' participating in the school management system reduces inequalities among teachers. Secondly, it brings change on the management, and has important effects on teachers' performance and students' learning by making teachers more accountable to their community (Wadesango & Bayaga, 2013). However, different researchers around the world identified controversial results on the implementation and effect of teachers' participation in junior high schools' decision - making processes. For instance, Mokoena (2011) conducted a research in South African secondary schools and found that principals hindered the proper implementation of participatory decision making.

Olorunsola and Olayemi (2011) examined teachers' involvement in decision-making process in secondary schools in Nigeria. In this descriptive study, it was found that secondary school teachers were significantly involved in decision making processes. It was also identified that teachers' participation varies according to their experience and sex. Another study from South Africa, Wadesango (2012) found that the influence of insignificant teachers' participation in critical school issues result in low staff morale. To raise the morale of teachers, school heads should involve their teachers when making decisions in the school. School heads can also reduce the conflict in the school when teachers participate in decision-making, a product of agreement among teachers who are affected by it and those who can contribute to the solution of the problem. In recent times the morale of junior high school teachers has affected their performance in the teaching and learning process. Teachers are motivated and willing to perform better when they are involved in the decision-making process. Mokoena (2011) stated that teachers who feel

that they have a hand at decision making find a sense of purpose in a school, and thus work further towards its success. Mokoena further stated that participation in decision making makes teachers feel that they have the capacity to affect students' performance, and subsequently enables them to perform their jobs better as teachers.

The managerial tasks of understanding why some schools perform better than others and the need to finding strategies and implementing programmes that aim at improving the overall performance of low-performing schools are two of the various and complicated challenges faced by the school officials. Afful-Broni (2006) opines that leadership exists in every community, organization, whether formal or informal and is demonstrated when there is concerted action of a person. For educational institutions to attain their organizational objectives, it is important that the best administrative practices to be more functional. One of these practices is democratic governance with participatory decision making which indicates that teachers must be given the chance to play their defined and rightful roles in the decision making at their work place. Teachers who are paramount human resources in schools must be part of the decision-making process.

Wadesango (2012) indicated that, some teachers are willing to participate fully in decision making while others do not want to be involved. It is the responsibility of the head to identify the capabilities and interest of individuals and assign each member of staff according to the desired level of participation.

The participation of all stakeholders in education is essential to promote growth and development of students in junior high schools which ultimately will help to improve the performance of the school.

1.2. Statement of the Problem

Of late, lack of teacher's involvement in decision-making process has become the social canker that has eaten deep into the fabric of Ghanaian schools. Teachers' involvement in decision-making in schools in the Agric Circuit of the Kwadaso Municipality is alarming in its dimension and even sometimes result in conflicts as happened in one of the Parent Teacher Association meetings in which the researcher was present as a teacher in the circuit. It is an undeniable fact that peaceful interactions between school authorities and teachers ensure smooth administration of schools. The school, as a formal organization, must have laid down structures for school-based decision-making, so as to prevent indiscipline, immorality, unrest and poor academic work.

There is a growing perception that teachers are not involved in decision making process by some headmasters of some schools as they do everything by themselves, and as such, the teachers often complain. The teachers concerned feel that they are not needed or regarded as people who have the knowledge to participate in decision making for the success of the school. These teachers' attitude towards the development of the school are not encouraging as they vividly exhibit apathy and non-commitment to the teaching and learning process, and worst of all, contribute to indiscipline and poor performance of the school which adversely affects the quality of education in our educational institutions which we all desire. Even though basic schools in Ghana have structures for school-based decision-making, yet most teachers in the Kwadaso Municipality feels sidelined by their heads in their school-based decision-making process.

Also, literature available talks more about the leadership styles of head teachers and talk less about teacher participation and commitment to their duties. This have been the motivation for the researcher to investigate teachers' participation in decision making in selected Junior High Schools in the Kwadaso Municipality of the Ashanti Region

1.3. Purpose of the Study

The purpose of the study was to investigate teachers' participation in decision making in the Junior High Schools of the Agric Circuit in the Kwadaso Municipality of the Ashanti Region.

1.4. Objectives of the Study

Specifically, the study sought to:

1. determine the ways of teachers' participation in decision-making in the Junior High Schools of the Agric Circuit in the Kwadaso Municipality.
2. establish the impediments to teachers' participation in decision-making in Junior High Schools of the Agric Circuit in the Kwadaso Municipality.
3. find out how the challenges to decision making be addressed in Junior High Schools of the Agric Circuit in the Kwadaso Municipality

1.5. Research Questions

1. How do teachers participate in decision-making in Junior High Schools of the Agric Circuit in the Kwadaso Municipality?
2. What are the impediments to teachers' participation in decision-making in Junior High Schools of the Agric Circuit in the Kwadaso Municipality?

3. How can the challenges to decision making be improved in Junior High Schools of the Agric Circuit in the Kwadaso Municipality?

1.6. Significance of the Study

The study will be significant in the following ways: The findings of the study will also add to the existing knowledge on participatory decision-making process in schools. The outcome of the study will also help the Ministry of Education and the Ghana Education Service in formulating policies on participatory decision making in junior high schools. The findings of the study will again serve as a guide to would be researchers on participatory decision making in Junior High Schools. The outcome of the study will also inform heads of junior high schools to wholly involve teachers in school decision making to in order to reduce if not to avert conflict to improve school and students' performance.

1.7. Delimitation of the Study

The study focused on public Junior High Schools of the Agric Circuit in the Kwadaso Municipality in the Ashanti Region of Ghana to investigate teacher participation in decision making. The population of the study was teachers and headmasters of the 13 Junior High Schools in the Agric Circuit in the Kwadaso Municipality. The findings of the study may therefore be generalized with caution.

1.8 Limitation of the Study

The study was conducted to assess teachers' participation in decision making in the Junior High Schools of the Agric Circuit in the Kwadaso Municipality of the Ashanti Region.

The researcher used only questionnaire to collect data for the study. The sample of the study was also limited to teachers in Junior High Schools of the Agric Circuit in the Kwadaso Municipality. These limitations, notwithstanding, the researcher was able to gather the necessary data for the study as all the questionnaires administered were retrieved and fully completed.

1.9. Organization of the Study

The study was organized into five chapters. Chapter One talked about the background to the study which consisted of the statement of problem, purpose of the study, objectives of the study, research question, significance of the study, delimitation of the study, limitations of the study and organization of the study. Chapter Two dealt with the review of related literature relevant to the study.

Chapter Three comprised the research design, population, sample and sampling techniques, data collection instrument, validity and reliability of the research tool, the data collection procedure and data analysis procedure. Chapter Four analysed and discussed the findings of the study. Chapter Five presented the summary of the findings of the study, conclusions, recommendations and suggestions for further study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

The chapter discusses relevant literature concerning teachers' participation in decision making in public junior high schools which covered the following topics: Participation, Concepts of decision making in education, Participatory decision-making in schools, Models of Participative Decision Making (PDM), Structure of decision-making in Educational system, Importance of participation, Extent of teachers involvement in decision-making, Rationale for teachers' participation in school making, Areas of teachers' involvement in decision-making, Teachers' morale, Impediments to teacher participation in Decision-making and Factors affecting teachers participation in decision making.

2.1 Participation

Participation has been defined by various writers in various dimensions. Participation means that a person can influence, that is, have something to say about a decision that is beyond his formal authority (the degree of discretion in his job). Participation may be used to determine the way a job should be performed, how a group should divide up the work and what the goals might be (Bittel, 1985). Bage, (2000) defines participation as one or two process/processes in which an individual or a group takes part in specific decision-making and action and over which one may exercise specific controls. It is often used to refer specifically to processes in which primary stakeholders take an active part in planning and decision-making implementation, learning and evaluation. As Wadesango (2012) puts it, participation is the mental and

emotional involvement of a person in a group that encourages the individual to contribute to group goals and to share responsibility for them.

Participation focuses on the specific ways in which staff can be involved in the management process with the objective of improving the organization's effectiveness. Participating management rests on the principle of shared authority by which managers delegate powers as well as responsibility to their employees.

Afull-Broni (2006) the saying, "two heads are better than one", is quite true to the many who have adopted it in their leadership roles. This axiom is indigenous to the Ghanaian, and has practical illustrations in the administration of the ancient traditional leaders of most African communities. As powerful and as revered as the traditional chief is, everyone knows that the chief does not rule by himself. Even the major policies and pronouncements that he announces are the results of series of counsels with the elders whom he consults on a regular basis. A study of the traditional administration reveals a clear understanding of collaboration/participation.

In the view of Owens, (2001) participation is the mental and emotional involvement of a person in a group situation that encourages the individual to contribute to goals and share responsibility for them. Owens refers to this as the notion of "ownership" of "buying into decision".

Keith and Girling, (1991) state that participation management refers to the regular and significant employee involvement in organizational decision that affect the organizations as well as their individual standards, and making sure their organization is on target in terms of responding to the needs of clients. Ejiogu, (2004) suggests that such participation should not only transcend the involvement of the hand, but more

importantly the heart and the hand. Participation should therefore be physical and psychological in operation. Sourcing knowledge and views of teachers about classroom management is significant because they are powerful in influencing and determine policy goals. Ejiogu (2004) further proposed two forms of participation: involvement and influence. Involvement means obvious and active participation in one or more phases of decision making while influence refers to the quality of having an effect. An individual is influential in a decision if and only if the decision would have been different if the individual has not participated.

2.2 Concepts of Decision Making in Education

Several writers define decision making differently from different perspectives. Coleman (2005) defines decision-making as the process of specifying the nature of particular problem and selecting among available alternative in order to solve the problem. This definition of decision-making indicates that a problem precedes any decision and that there must be a number of alternative courses of action from which an optimum course will be selected. Similarly, Law and Glover (2003) have stated that decision making may be viewed as the process by which individuals or groups select a course of action from among alternatives to produce a desired result.

In the words of Coleman (2005) decision-making is considered to be the very heart of administration and leadership. In the different functions of managerial process: planning, organizing, staffing, directing, reporting and budgeting are where managers make decisions. As schools are organization principals who lead schools have to make decision at every managerial process in the organization. But, in researchers view the decision-making process at every managerial functions of the school are not practical.

Coleman's idea is also supported by Jonse and George (2009) as they stated that decision-making is applied in any of the organization activities.

Decision making therefore is a sequential process ending in a single decision or series of decision (choices) which stimulate or force to some actions. Every successful organization must make decision that enables the organization to achieve its goals and which meet the critical needs of members of the organization because decision making is cumulative and consultative process. Decisions are made daily in school about the conduct of work, the distribution of resources, and short-term goals. Decision maker of the school have to decide on what is to be done, who to do it, and when and where is to be done (Jonse & George, 2009).

2.3 Participatory decision making in schools

Participatory Decision-Making described the involvement of teachers in school management. However, participatory decision-making is conceived in just one aspect of shared leadership, and the idea of involving teachers in school-level decision-making is known by many names. Because of the similarities of various conceptions of teacher participation, this review includes related literature in the areas of teacher leadership, teacher empowerment, and shared governance.

Teacher empowerment as cited by Wadesango (2012) is a concept that is related to teacher participation in decision-making. Teacher empowerment represents an internal perception of teachers by having increased authority in their positions. According to Somech (2010), empowerment has been defined as process whereby school participants develop the competence to take charge of their own growth and resolve their own problems. Another closely related concept is teacher leadership which includes teacher

participation in decision-making as part of a broader leadership role both within and outside the classroom. Fullan (2007), among many others, describe in detail an image of teachers in developing a shared vision, planning and implementing instructional improvement, working with the community, and participating in professional development in job-embedded, collegiate ways in addition to participative decision-making. Fullan (2007) further emphasizes that democratic consultation should be observed in the decision-making process involving shared goals at appropriate levels. Operations shall be the responsibility of the operating officer concerned. Feedback mechanism shall be established to ensure coordination and open communication.

According to Wadesango (2012), participative decision-making does not mean that all staff members must participate in all decisions. There are two criteria, which could be used to determine which staff members should participate in which decisions. The first of these criteria is 'relevancy' and the second has to do with 'expertise'. 'Relevancy'- refers to the interest a specific person has concerning the problem and the subsequent decision. 'Expertise'- refers to the extent to which participants to decision-making are qualified by means of training and experience.

2.4 Models of Participative Decision Making (PDM)

Theories have advanced a variety of models to account for the positive effect of PDM on school and teachers' performance through which participation exercise its effects. In relation to this there are two main types of models: motivational (affect) and cognitive (Somech, 2010).

Motivation Model

Participatory decision making is a motivational technique used as means of raising job satisfaction, which in turn fosters school outcomes. With respect to the educational setting PDM promotes school and teacher outcomes through two motivation mechanism: organizational commitment and teacher empowerment (Somech, 2005). The motivational factor of commitment validated motivational theories that emphasize identification and self-control as central motivational factors (Latham & Pinder, 2005). Teacher's participation is believed to promote commitment to the decision that are made and to increase willingness to execute them in their work (Rehel, 2012).

Evidence on the role of teacher organizational commitment and empowerment as motivational mediators in the relationship of PDM to school and teacher outcomes are inconsistent. For example, Somech (2005) found a positive link between PDM and teacher empowerment. Accordingly, the author concluded that teacher empowerment serves as a motivational mechanism that mediates the relation of the participative approach to school and teacher outcomes.

Cognitive Model

Of late, scholars have suggested that the most consistent benefits of PDM lie in the cognitive realm (Sagie, Zaidman, Amichai-Hamburger, Te'eni & Schwartz, 2002). Cognitive models suggest that participatory decision making is a viable strategy because it enhances the flow and use of important information in organizations. If information flows freely among staff, strong relation will be created in school teachers and principals that can be the basis for more teachers' participation in different decision-making issues. Theories supporting such models propose that teachers typically have

more complete knowledge of their work than management; so, if teachers participate in decision making, decisions will be made with a better pool of information (Sagie et al., 2002).

To West (2002), the matter of teacher participation is thought to give administrators access to critical information closest to the source of many problems of schooling, namely, the classroom. Increased access to and use of this information are thought to improve the quality of curricular and instructional decisions. Cognitive models likewise suggest that if teachers participate in decision making, they will know more about implementing work procedures after decisions have been made (Sagie et al., 2002). Accordingly, participation encourages teachers to discover new opportunities and challenges, to learn through acquiring, sharing, and combining knowledge (West, 2002). This process includes clarification of problems, information seeking, data sharing, resonance of ideas, and synthesis of viewpoints (Sagie et al., 2002), which in turn may promote cooperation and collaboration that foster educative exchanges among teachers and administrators about matters of curriculum and instruction. But, teachers in school do not participate more in discovering new opportunities by identifying problems related to learning and teaching for students' achievement of which teachers of junior high schools in the Kwadaso Municipality are not an exception.

Participative decision-making processes may engage teachers in types of open and collaborative interactions most conducive to learning and change (Sagie et al., 2002). Consequently, these cognitive mechanisms have the potential to promote school and teacher outcomes. In summary, motivational and cognitive models are not mutually

exclusive, but each emphasize a different explanatory mechanism, and all play important roles in the participative process.

2.5 Structure of Decision-Making in Education System

Asare-Bediako, (1990) identifies five structure for organizational decision-making. In the first instance, he talks of “decision by authority” which refers to a situation when an individual in authority makes decision of the group. “Decision by minority” according to Asare-Bediako, (1990) also described the situation where a single person or small group of people takes a decision for a large group. “Decision by majority” is the third type of decision-making structure described by Asare-Bediako, (1990) and this refers to approach where the members of a group freely express their view on given issue, with majority opinion taken at the decision. “Decision by unanimity” this mode is seen as the ideal type, where every member of the group agrees to the decision taken. Finally, Asare-Bediako, (1990) regards consensus decision-making structure are one that involves a lot of discussion, so that members of a group understand and support the majority stance though not all them favour it.

Participative leadership in schools takes many forms. A variety of different decision procedures may be used to involve other people in making decisions. A number of leadership theorists have proposed different taxonomies of decision procedures, but there is no agreement about the optional number of decision procedures or the best way to define it (Heller, 2004). However, most theorists would acknowledge the following four decision procedures as distinct and meaningful: Autocratic decision: The manager makes a decision alone without asking for the decision; there is no participation, Consultation: The manager asks other people for their opinions and ideas, and then makes

the decision alone after seriously considering their suggestions and concerns, Joint decision: The manager meets with others to discuss the decision problem and make a decision together; the manager has no influence over the final decision than any other participant, Delegation: The manager gives an individual or group the authority and responsibility for making a decision; the manager usually specifies limits within which the final choice must fall, and prior approval may or may not be required before the decision can be implemented (Jonse & George, 2009).

According to Afful-Broni (2006), for effective teacher participation to occur there ought to be an atmosphere of as good amount of the following as possible:

Openness: If the head of a school is not open with staff, it would be difficult for the latter to open up to participate in the affairs of the administration even if invited. Teachers, in justice, need a fair amount of how things are going on even before they will be able to come onto the scene to participate.

Honesty: If there is no honesty, suspicion will reign, and then tensions will be the order of the day. Leaders must model the way to be honest. They must not say what ought to be done, but must even more, show what they believe in. This way, they will win the respect and admiration of the staff, who invited, will participate fully in the life and development of the organization.

Good collaboration: The heads are to insure the vision and interact well with the staff. There must be a good sense of welcome and the leader must create the necessary atmosphere in which all feel that they belong. In other words, it is possible for teachers to volunteer their services in many areas of the organization when there is good and healthy interaction among staff and leadership.

Quality of Information: There are two elements here: 1. Information that is quality, and 2. The provision of such information in a manner that is good. Every good leader needs a lot of valuable data. This data helps in the planning and management of affairs in the organization. The subordinates are usually competent agents of goods data. If therefore the leader shows respect for and belief in this important fact of the organization, he could very well involve the teachers whose inputs would be quite tremendous.

Mutual Trust: As much as it is a great idea to involve teachers, it is not something that must be done as though it were a compulsion. In fact, it is only when the head has demonstrated sufficiently that he trusts that the staff would also in turn trust him. Trust is a basic necessity for any healthy relationship. According to Jonse and George (2009), the state of trust must be in place even as the child starts dealing with the mother from the very start. That missing, other further psychological neurosis or problems are very likely to occur.

Exchange of Ideas: If a leader starts to nurture an atmosphere where ideas are not only given by him, but also taken from the staff and other subordinates, he would be creating the important grounds for more teacher participation.

2.6 Importance of Participation

Before discussion the aims of teachers' participation in school, two assumptions underlying the aims of participation have to be identified. The first one is the bureaucratic or administrative model which focuses on the formal authority of administrator to delegate responsibility to subordinates, formulate rules to govern subordinate behaviour, and implement centralized control, planning, and decision making. Participation here serves to gain teacher compliance with administrative decisions. The second assumption,

the professional model, emphasizes the professional discretion and expertise of teachers in diagnosing and addressing student learning needs. The aim of participation is then to furnish teachers with the rights they expect as professional in school (West, 2002).

Afful-Broni (2006) posited that the importance of participation lies in the administrative supervision of teachers and the building of teacher's loyalty to supervisors. Studies along this line of thought demonstrate that teachers – head relationship are strengthened and teachers are more accepting of administrator's directive when the superiors adopt a participative or human relations management style and participation is believed to bring about positive attitudes and job performance higher morale and productivity (West, 2002).

2.7 Extent of Teachers Involvement in Decision-Making

The perception of teachers to school management practices is linked with the extent to which teachers are involved in decision-making. The extent of teacher's participation in school decision-making practically varies from one school to another depending on the issue or problems under consideration. Jonse and George (2009), posits that under certain situation, there is a zone of indifference in each individual teacher within which orders are accepted without serious questions of the authority. Otherwise, participation in decision-making may not be important if the issue appears irrelevant to teachers. Teachers may accept the outcomes or orders from the decision without resistance or objection.

Some research findings have described areas of decision-making under which teachers take great personal interest. Owens (2001), for example, has also pointed out that, when dealing with problems that fall within “staffs zone sensitivity”, there is a

prevalence of high degree of participation in a group decision making process. On the other hand, if issues or problems are located in teacher 'zone of indifference', participation will be less effective (Hoy & Miskel, 2008). Hoy and Miskel (2008) indicated that, individuals or groups are usually intending to participate in the process of decision-making wherever they feel that the degree of teachers' participation is directly related to how well certain pre-requisite conditions are met. Some of this involvement pre-requisite occurs in the participants while others exist in the environment. So, the knowledge, skills, attitude of the teachers and the school climate affect the extent of teachers' participation in decision making processes.

On the extent to which teachers' participation can be influenced by certain prerequisites, Somech (2010) identified some major conditions that may exist in both the participants and their environment. These are: time to participate before action is required, the potential benefits of participation should be greater than its cost, and the subject of participants must be relevant and interesting to the employees. The participants must be able to mutually communicate, so as to exchange idea, neither party should feel that its position is threatened by participation and participation for deciding a course of action must be within the area of job freedom. Thus, the way an individual involves in school decision-making process may influence the extent of participation, and the more his/her participation is direct, the higher his power to influence the issue under consideration (Somech, 2010).

2.8 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 improve the quality of educational decision making. It is 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 decisions but also leads teachers to feel respected and empowered. Furthermore, teachers' participation in school decision making builds trust, helps teachers acquire new skills, increase school effectiveness and strengthen staff morale, commitment and team work (Gardian & Rathore, 2010). Algoush (2010) found five major benefits or impacts 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.

Afful-Broni (2006) posited that the participation of teachers in decision-making was perceived as forging links between administrators and teachers. The importance of decision-making in educational organizations has been recognized as a key function required by administrators. In schools where a clear commitment to students' learning is

apparent, participatory decision making by the teachers is crucial to the overall effective operation of the school. Afful-Broni further indicated that participate 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 great sense of commitment and ownership of decisions. In most cases the responsibility for obtaining objectives depends on teachers.

2.9 Areas of Teachers' Involvement in Decision-Making

Howes (2000) identified some areas of teachers' involvement in decision making. The areas include participation in school improvement programmes which are called school domains: teaching learning, favourable learning conditions, school leadership and community participation and other areas such as school activities' planning, school budget and income generation and students' affairs and school discipline.

2.9.1 Teachers Participation in School Improvement Programme

Teachers are the core human resources in the school for the attainment of school improvement goals: students' behaviour and learning and changing. So, the true school improvement keys are in the hands of teachers. School improvement guidelines indicate that teachers have to participate in planning, implementation and evaluation processes. This section mainly focuses on four school domains and their elements, learning and teaching; favourable learning condition and environment and community participation by revising teachers' participation in them (Howes, 2000).

2.9.2 Learning and Teaching Domain

This domain focus on effective efforts and initiatives of teachers; efforts of students and curriculum by identifying them under three elements. These are act of teaching; learning and evaluation; and curriculum. Since implementation takes place through the interaction of learners, the role and influence of teachers in the process is indisputable. Howes (2000) explained that a teacher can play a vital role in the socialization of the child under his charge and can exert a great influence upon the development of the responsibility of the child. They should not show any discrimination; they must ensure a safe and healthy social environment in which the children may absorb desirable values of freedom, quality, integrity, honest patriotism etc. Teachers are the main actors among the stakeholders in the improvement of school and growing of student outcome hence, they should have professional code of ethics and discharge their responsibility accordingly (MoE, 2012). This is to say that by being model, skillful and knowledgeable person teachers can shape students in the needed way.

Teachers should have the academic knowledge required to teach their subjects efficiently and they plan and implement the teaching task. As parents expect teachers to be professional role models to their children, efforts will be exerted to have a teaching staff that is well motivated, disciplined, and endowed with ethical values (MoE, 2005).

Teachers are also expected to use participatory teaching methodologies and other modern approaches in the learning – teaching process. In addition, more explicitly stated, teachers should give class work, homework, short tests and individual or group project works to their students containing the three features of education (knowledge, skill and attitude); record their results and give back their feedback. This will enable the teachers

to identify, based on their records, the weak performance and provide special assistance and discuss with the parents concerned (Howes, 2000).

Teachers are expected to assess the strength and weakness of their own capacity of teaching and make changes to their approach. In this regard, teachers should employ an approach to encourage their students to ask questions on unclear matters; to appreciate the response from students regardless of its correctness; to develop their self-confidence and protect their feeling (MoE, 2012).

On the issue of curriculum and instruction, it is believed that all subject are important though some subjects worth more attention due to their role to be the basis for others, hence, according to the existing situation of the country, English, Mathematics and Science are given special attention as they are the stepping stone for the advancement of school. In a nut shell, if teachers participate in decision made, students' outcomes will be upgraded in every element of teaching and learning (MoE, 2012).

2.9.3 Favourable Learning Condition and Environment

This domain mainly focusses on two elements: creating conducive conditions to improve school facilities and empowerment of students. The implementation of these issues in the school results in creation of favourable condition and environment of students and the missing parts will be addressed step by step whereby developing their interest for education and improving their capacity of acceptance (MoE, 2011).

Favourable learning condition and environment refers to all material resources available in the school which a child can see, touch, hear, smell, taste, feel and respond to. Examples are teachers, school children, school buildings, school compound, classrooms, other workers in the school, games and sporting equipment, facilities and

fields, recreational facilities, teaching and learning materials, the arrangement of seats and desks in the classroom, ventilation, the nature and position of the chalkboard. The relationship dimension refers to the rapport that should be created among the school administrators and teachers, between teachers and teachers and between teachers and students, as well as between students and students that affects students' affective and cognitive outcomes based on students' perception of classroom learning environment (Howes, 2000).

These listed resources comprise the school environment and they influence the physical, mental, social and emotional and personality development of school children. Data richness in the school is an important component of effective and improving schools. It is recently found that this factor is strongly related to improvement. However, being data rich does not just mean the collection of large amounts of data, but also their effective use, so that data can be turned into information as a basis for creating conducive school environment and classroom decision-making (MoE, 2011). Schools should collect and consolidate a wide variety of data, including exam results, standardized and teacher made test results, questionnaires and qualitative data. The organization of useful data can be done by leaders and teachers of the school. In effect, school principals and vice principals should facilitate the conditions that teachers take part in the creation of conducive learning school environment that improves students' learning and the learning outcome (MoE, 2011).

2.9.4 Community Participation

This school domain involves three elements. These are cooperation with parents; community participation and promoting education. A number of countries have recognized the importance of community participation as a school improvement programme and decision. Also, an increasing number have taken, or are taking steps to both increase awareness of, and strengthen mechanisms for community participation in school improvement programmes and decisions (West, 2002). Community participation is a process in which specific groups with shared needs, living in a defined geographical area, actively pursue identification of their needs and take decisions and establish mechanism to meet them (Tibebu, 2011). Community should participate in school planning, in decision making: in monitoring and on-going evaluation to improve school as community participation greatly benefit schools.

Community participation can also facilitate the development of the organization of services on a community basis. There should be a better planning of education system, in terms of better and more meaningful contributions in determining the need for educational facilities, their location and size, the number and types of personnel required, recruitment procedures, employment practices and personnel policies, the nature of financing and resources allocation (Tibebu, 2011).

The close relation between teachers and parents helps the school administrative committee and the school to improve the school-community interaction (Christensen, 2004). The school cannot separate itself from its community and it becomes increasingly more important for it to have a wholesome relationship to its community. Parent-teacher relationship should be continuous process. It has a dual advantage for both the school and

the parents. On one hand, parents can understand what is going on in the school, what the teacher is doing, what problems the school faces. On the other hand, the school can have an opportunity to explain its overall activities. Moreover, teachers could get the chance to advise the parents on how to handle the children outside the school. Furthermore, it promotes the cooperative study of home and school problems that result in mutual understanding of educational tasks to be achieved in schools (Tibebu, 2011).

One way of enhancing community participation is to involve parents in establishing a good relationship between the school and the home for the benefit of the child. Educating the children is the responsibility of both parents and the school hence there is the need for frequent contact between teachers and parents as regards the educational advancement of students. Parents may also assist with instruction of children. Therefore, the establishment of parent-teacher associations is an important component of community participation (Tibebu, 2011).

2.9.5 Participation in School Activities' Planning

Planning is one of the four principal tasks of management focusing on identifying and selecting appropriate goals. It is the process to decide in advance what is to be done; how and when it will be done; and who is responsible for following up and evaluating the achievement of the pre-planned programmes in schools. It is an essential feature of every successful organization (Jonse & George, 2009). In the case of school, planning is one of the basic school activities that teachers should involve and be concerned with during implementation. Planning means building a mental bridge from where you are; to where you want to be when you have to achieve the objective before you (Jonse & George, 2009).

The participation of teachers in school activities planning promotes teachers' commitment to the school policies, rules and regulations and increases their motivation to implement them as well (Jung, 2014). Concerning the importance of participative planning states that participation can increase the creativity, and information available for planning, and increase the understanding, acceptance and commitment of people of final plans (West, 2002). Thus, teachers' participation in school planning aids the school principals and PTA to direct their efforts towards the school goal.

Preparing school plan is not the sole duties of the school administrators; rather it involves teachers' participation to make quality decisions. So the best method of increasing the involvement of teachers in school decision-making is by involving teachers in the formulation of school plans. Besides the school principals should facilities the conditions that encourage teachers to take part in the formulation of school plan, policies, rules and regulations. Teachers should participate in planning of school finance because they are well placed in identifying what is lost or fulfilled regarding school resources (Jonse & George, 2009).

2.9.6 Students' Discipline

Students are very reasons for the establishment and existence of the school and therefore students' personnel management is a crucial aspect of human resource management. Most student at the secondary school are at the adolescent stage because of this they are easily malleable. They can be affected by peers and real situation in and out of school environment. As a result they can show some disciplinary problems. Students who exhibit problem not only hinder themselves but negatively affect the learning of other students as well. Therefore, the behaviour must be addressed (Thomas, 2002).

Some students show a disciplinary problem and that affect the learning and teaching and teaching conditions of the school. Therefore, disciplinary measure used should help to suppress, control, and redirect such misbehavior that is, behaviour that is aggressive, immoral or disruptive (Alemayehu, 2012).

Learning is often hampered or even prevented because of students misbehaving in the class and school compound. In order to tackle such situations, schools have to provide different services. Among the various student personnel services, the ones that are relevant and applicable to our school situation may include: library services, guidance and counseling services, records and file care services. Teachers play a major role in decreasing inappropriate behavior through the employment of effective instructional activities (Supaporn, 2000).

Student are born with different talents and have innate ideas and interests that appear in different opportunities. Co-curricular programme is one opportunity for students to demonstrate their talent in the school. Co-curricular activities is a programme or out-of-class activity, supervised and/or financed by the school, which provides curriculum-related learning and character building experiences that contribute for the total development of learning (Rehel, 2012). Co-curricular activities are voluntary and recognized as a source of enrichment and vitalization of the school curriculum, which are mainly through the nurturing of hobbies, interests, and growing talents.

Teachers can establish and maintain good student's behavior in the schools by incorporating and providing support through guidance and counseling services and involving students in co-curricular activities. In addition to this, they can devise strategy to establish good discipline by effective classroom management. one of the primary

functions of teachers is developing and maintaining good discipline in the school. To realize this, school principals should involve teachers and other non-teaching staff in any decision making of school affair and discipline (Rehel, 2012).

2.9.7 School budget and income generation

Financial management in education is the cost of education and sources of income to meet the educational costs and the spending of income in order to achieve the educational objective. Balcha (2012) states school budget is a financial plan for producing an education programme in a school context. Budget preparation is not only the sole responsibility of school principals and vice principals, rather it needs teachers and staff participation. Balcha further states that, consulting the staff will not only assure superintendent of securing of much needed information, but also contribute to employee morale and status and in this case, the teacher.

2.10 Teachers' Morale

Expectations placed on teachers seem to be expanding exponentially. Increasingly, their role encompasses not only teaching specific content and mentoring students in the love of learning, but functioning as frontline social workers. In addition, they are expected to deal with broader of problems that find their way into the classroom.

Many other pressures plague the teachers which tend to affect their morale. Morale according to Balcha (2012) is defined in terms of what it is, where it resides, whom it affects, and what it affects. Morale is a state of mind and spirit, affecting willingness to work, which in turn affects organizational and individual objectives. Morale may range from very high to very low. It is not an absolute but is subject to

change, depending upon the management's plans and practices. The simple definition emphasizes willingness to work.

Dissatisfaction of a group need not be a sign of poor morale when it is associated with a desire to improve through cooperation with organizational goals. Dissatisfaction with management could, however, be a sign of poor morale. The foregoing implies that morale is a group manifestation. A particular person may have a favourable attitude toward her own work and supervisor. But the group with whom she works may take a very unfavourable stand against certain company practices and the group reaction may well offset the effect of the employees' opinions. Balcha (2012) indicated that a teacher with high morale may also be considered a happy teacher.

Morale has been thought of variously as a feeling, a state of mind, a mental attitude, and an emotional attitude. It is the feeling a worker has about his job based on how the worker perceives himself in the organization and the extent to which the organization is viewed as meeting the worker's own needs and expectations. Balcha (2012) conceptualize morale as the professional interest and enthusiasm that a person displays towards the achievement of individual and group goals in a given job situation. Balcha (2012) further stated that when a healthy school environment exists and teachers' morale is high, teachers feel good about each other and at the same time, feel a sense of accomplishment from their jobs.

2.10.1 Factors that affect teachers' morale

As mentioned in the previous statements, healthy social environment and high teacher morale tend to be related. The principal should therefore have the ability to create positive school climate and culture since these affect teacher morale. As Ngambi (2011)

states, school heads that control many of the contingencies in the work environment and are the source of much reinforcement for teaching behaviour, are the keys to improving the morale and self-esteem of teachers. Ngambi says that because of their relative isolation from other adults, teachers have little opportunity to share their successes with colleagues and administrators. This results in greater reliance on student responsiveness for teachers' professional satisfactions.

Stress also affects morale. According to Ngambi (2011) stress can result in emotional and physical fatigue and a reduction in work motivation, involvement, and satisfaction. Feeling overly stressed can result in erosion of one's idealism, sense of purpose, and enthusiasm.

2.10.2 Importance of staff morale

According to Rebores (2007), morale may be defined as an intangible concept that refers to how positive and supportive a group feels toward the organization to which it belongs and the special feelings members of the group share with others, such as trust, self-worth, purpose, pride in one's achievement, and faith in the leadership and organizational success. Low morale therefore can be costly to an organization. Rebores further said that morale is regarded to be the fuel that drives an organization forward or the fuel that feeds the fires of employees' discontent and poor performance.

Ngambi (2011) posits that high employee morale leads to people coming to work on time, improved communication, less time wasted on gossip, improved recruitment and retention and more creative.

Rebores (2007) stated that, morale can have a positive effect on students' attitude and learning. He contends further that raising teacher morale level is not only making

teaching more pleasant for teachers, but also making learning more pleasant for the students. This creates an environment that is more conducive to learning. Morale and the Achievement are also related. Although teachers can take steps individually to preserve their morale, they must also be valued by the school principal to remain inspired and enthusiastic in the classroom. Students as well as teachers will be the beneficiaries (Robore, 2007).

The importance of good teachers is no secret. Schools and their communities have always sought out the best teachers they could get in the belief that their students' success depends on it. Good morale has some very important results for management and for employees. Management finds that subordinates are willing to follow their requests and commands with enthusiasm and respect. Indeed, work is done without the need of command or supervision. This is a very pleasant condition for the executive who will find that employees will work hard in the face of difficulties. When overtime or holiday work is called for, the response will be quick. And most of all, employees openly show the attitude of respect for and confidence in their leaders which is so satisfying to the leaders themselves (Robore, 2007).

Good morale has immediate effects upon employees, too. They work with satisfaction and pleasure. The hours of work go by in an atmosphere of relaxed effort. Nothing seems to drag, the days are not empty and boring, and a feeling of insignificance is absent. It is, in short, good to beat work and in association with one's co-workers and one's superiors (Robore, 2007).

2.11 Impediments to Teacher Participation in Decision – Making

There is no denying fact that organizational behavior has job satisfaction as an important area that cannot be underestimated. In the same vein, the positive impact of workers involvement in decision-making on organizational improvement cannot be left unattended to. The term job satisfaction in relation to impediments in decision-making has been defined in various ways by different writers (Anderson, 2002).

A note of caution then, in that while much has been said about the benefits of greater teacher participation in decision-making and teacher leadership in schools, there are very real constraints. These consist of lack of time, lack of training and support, isolation, lack of expertise, lack of confidence in teachers' own ability, politesse, role ambiguity, resistance by administrators, lack of change skills, lack of real formal authority, losses in collegiality, uncertainty about excellence, innovation overload, information and decision-making overload (Anderson, 2002). Also noted were the "time taken for work outside the classroom likely interferes with the time needed for students ... (the lack of) training and funding for leadership roles ... Cultures of isolationism ... lack of role definition ... requiring them to take on responsibilities outside their expertise" (Leithwood, Sammons, Harris, & Hopkins, 2006 p. 4).

In a study by Jonse and George (2009), it was found that teachers lack opportunities for input in committees and faculty meetings. Most meetings were characterized by a limited scope of discussion and a domination of the agenda by the principal. Johnson then concludes that time constraints, the insular structure of schooling, and the lack of administrative expectation for teacher involvement limit collegial and teacher-administrator interactions.

Cheng (2008) revealed that some costs of participation, includes lack of time, loss of autonomy, teacher skepticism, and jeopardizing collective bargaining agreements. Jonse and George (2009) identified two barriers to teachers' participation in decision making at school level. At the outset, the first barrier was teachers' capacity for their involvement. Teachers needed to be empowered by four basic elements comprised of power, knowledge, information and reward.

Secondly, when empowered with authority of decision making, teachers had to change their beliefs and attitudes toward their roles outside the classroom and learnt how to think in new ways regarding what was possible. Sometimes it is not easy for teachers to adapt themselves to the new or strange circumstance which they were not familiar with at all. Some may feel that they did not prepare well for the acceptance of the new roles to join in the groups of making decisions. Others might complain that schools would increase their workload by means of their involvement in decision making instead of incorporating it into their work (Howes, 2000).

Despite these constraints, it appears that there is a consensus that all teachers should participate in decision-making. Quite simply, a truly meaningful shared decision-making process that encourages teachers, not just in participation but to lead, can overcome these obstacles and enhance teacher leadership opportunities and its benefits.

In studying actual participation, Ngambi (2011) related shared decision-making as sharing decisions by staying outside the teacher zone by indifference. He described the zone of indifference as the area in which an administrator's decision will be accepted unquestionably. When to include teachers can be determined by applying tests of relevance and expertise in determine whether to include teachers in decision-making.

Howes 2000) build on Ngambi's work by focusing on decisional participation to understand teacher satisfaction as per levels of participation. Howes (2000) define decisional deprivation as the discrepancy between current and preferred levels of participation. This was divided into three categories for analysis, deprivation (wanting more decision-making), equilibrium (satisfied with current levels), and saturation (wanting less). Each level of satisfaction has ramifications for teacher participation.

In another study on job satisfaction, Afful-Broni (2006) explained using research evidence that teachers were motivated more by intrinsic than by extrinsic motivation. These series of studies found that teachers obtained their greatest satisfaction through a sense of achievement in reaching and affecting students, experiencing and feeling responsible, as well as a sense of power and motivation. These studies explained that teachers were found to be motivated by desire to work with and for people, and to make a difference.

In a study conducted by Howes (2000) in the United States among groups of works randomly selected from the industrial and educational setting, it was concluded that decisional climate was a major factor influencing employee satisfaction level. Apparently, recognizing the potential of participation in decision-making and its job satisfaction, they went on to state specifically that, decision deprived individuals were found to be negative/impediment towards their employer, less committed to their job and experienced greater job related tensions. They were also found to have exhibited less mutual trust and were at the same time less satisfied with their boss.

One practical way of leading a school organization is to be open-minded and willing to get assistance from the important people with whom one works. If the leader

begins from the onset to look on his teachers as colleagues rather than as subordinates, he would be way ahead in his work of creating a stronger and more productive school in which there was trust, mutual respect, collegiality, and most important, genuine teaching and learning (Afful-Broni, 2006).

The process resulted in pairs of matched schools. Size, ethnic composition, economics levels, percentage of low income families and standardized test scores were for comparative purpose. Levels of participation in decision-making, levels of job satisfaction, and the relation between these two factors were computed and a significant relation was not found. The pattern of responses suggested that teachers on both groups participate in decision-making (Afful-Broni, 2006). The teachers in schools that participated in a formal decision-making process reported more actual participation, while desired participation was higher for teachers in schools that did not participate in formal decision-making process. The discrepancy level, the difference between the actual and desired participation, was also calculated. In all categories, the percentage of respondents with a zero discrepancy, no difference between their actual and desired participation, was higher for the teachers in schools that participated in a formal decision-making process (Afful-Broni, 2006). The difference between teachers in schools that participated in a formal decision-making process and schools that did not was most evident when matched schools were compared (Leithwood, Sammons, Harris, & Hopkins, 2006).

According to Leithwood, Sammons, Harris, and Hopkins (2006) participation has been viewed as a means of satisfying both organizational and employee need. They continue to say that the construct of job satisfaction was identified as the extent to which

a teacher perceived and valued various factors including participation in decision-making in his work place.

The success of teachers in influencing decisions and the substance of these decisions may be crucial in having teachers actually become leaders in schools. Influencing the decision-making process shifts their participation in the direction of teacher leadership. Leithwood, Sammons, Harris, and Hopkins (2006) argued that teachers experiencing a high degree of powerlessness often develop a high degree of alienation which predisposes them to locate the source of student learning difficulties in the students themselves, or their home background rather than school methodology. Leithwood, et al. (2006) believed that research asking about teacher participation in decision-making could be improved by asking teachers “about their influence in decision-making, rather than involvement in decision-making their actual influence may be low, or high, i.e., there is a qualitative difference in participation, which may affect their sense of efficacy, empowerment or alienation. Leithwood, et al. (2006) concluded that from this sample, it appears that perceived influence on decision-making is more closely related to alienation than deprivation. Teachers’ perception of their actual influence may affect their desire to participate in decision-making as well as to be leaders.

To build on the platform of existing body of knowledge, the researcher researched on the common barriers to decision-making process on our educational institutions. The question of why management, administrative leaders, share decision-making is more problematic. This study explored factors affecting teacher participation in decision-making (Leithwood, et al., 2006).

2.12 Factors Affecting Teachers' Participation in Decision Making

This section dealt with leadership and major factors that may influence teachers' participation in school decision making. These factors include behavior and styles of leadership, delegation of authority and responsibility, communication, motivation and teachers related factors.

2.12.1 Leadership Related Factors

The success or failure in managing the school and the full involvement of teachers in decision making in the school is highly depends upon the efforts of the head as it is believed that, the school head is well equipped in exercising the right authorities and principals of leadership within the school environment. Hence, leadership factor is one factor that may either encourage or discourage teachers' participation in school decision making affairs. These leadership factors are behaviors of leadership and styles of leadership that should be considered by the school leaders (Northouse, 2010).

2.12.1.1 Behaviors of Leadership

Studies that have been conducted on behaviors of leadership showed that there are many dimensions of leadership behaviors. Despite the fact that there could potentially be numerous leadership behaviors, Denhardt, Denhardt, and Aristigueta (2008) identified two specific kinds of leadership behaviors: task-oriented and relations-oriented behaviors. Task-oriented leaders are primarily concerned with reaching goals. They help their employees accomplish their goals by defining roles, establishing goals and methods of evaluations, giving directions, setting time lines, and showing how the goals are to be achieved. As a rule, task-oriented leaders use a one-way communication method to clarify what needs to be done, which is responsible for doing it, and how it needs to be

done. Task-oriented leaders coordinate, plan, and schedule work-related activities. They provide their employees with the necessary motivation, equipment, supplies, and technical assistance for completing the task (Northouse, 2010).

In the words of Northouse (2010), relations-oriented leaders, on the other hand, are more concerned with developing close, interpersonal relationships. They involve a two-way communication method to show social and emotional support while helping their employees feel comfortable about themselves, their co-workers, and their situations.

According to Yukl (2006), provide their employees with enough information to do the job, they allow individual autonomy in work, and they show appreciation.

Armstrong (2006) postulated that a good leader in order to inspire and serve this staff members, must possess a high quality of leadership skills that they come from the knowledge, experience and understanding of people and human relationship. The results of many research noted that school heads can highly influence their teachers if they focused on the following management strategies: staff development, communication about school norms, power sharing and manipulation of symbols to foster cooperative relationships with teachers (Northouse, 2010).

Again, Northouse (2010) posits that equitable of resources, assignment of administrative responsibility; expertise, personal example, and expressed personal interest are some of the actions and behaviors of principals' that have favorable impacts on teachers. Thus, it is assumed that in school decisions, teachers' participation can be influenced by the behavior of principals and vice principals. This is because they may encourage or discourage their teachers.

2.12.1.2 Leadership Styles

There are a number of factors that influence school leadership. Some of the most important factors influencing the choice of particular type of leadership style depend on the following factors: the leadership personality, the nature of the task, the type of people involved in the task, the expectation of the group, the relationship between the leader and the other members of the group, the nature and culture of the organization (Northouse, 2010). There are a lot of leadership style, but for the purposes of this study democratic, autocratic and laissez-faire leadership styles are enumerated.

Democratic leadership style: In this style the leader delegates responsibilities to subordinates and also ensures that their views are considered in decision-making. There is equity in the downward and upward of communication between the leader and subordinates. The organization keeps on functioning effectively whether the leader is present or absent. It is characterized by responses of cooperation, enthusiasm, acceptance of more responsibility, and recognition of the worth of each worker. A democratic leader considers himself or herself as first among equals and promotes greater group productivity, and personalities. This type of leadership are said to be more mature, more capable of objectivity, and less aggressive. A higher degree of staff morale is always promoted with this kind of leadership (Armstrong, 2006).

Autocratic leadership style: This type of leadership involves the use of force, especially when subordinates grumble about the leader's actions or orders. Group-inspired decisions are not allowed under this leadership style. The leader determines policy and assigns responsibilities to subordinates alone. This leadership style is sometimes called dictatorship, as it always deals with imposition. To the autocratic leader, the world is

essentially friendless; and therefore strives for power and toughness, become rigid in dealing with people. One best way to do this is to shelve essential documents and information from the group in order to lord over them (Armstrong, 2006).

.Laissez-faire leadership style: This terminology is borrowed from the French and literally means “let them do what they wish”. This style is where anything goes to speak. There are basically no hard and fast rules in the organization. The leader grants complete autonomy or freedom to the staff and members of the organization. In this type of leadership there is obviously a lot of indecision, vacillation, and even sometimes indifference on the part of the leader or his staff (Mankoe, 2007). The researcher was of the view that the participation or non-participation of teachers in decision making may depend on one or two of these leadership styles enumerated so far by their superiors.

2.12.2 Delegation of Authority and Responsibility

Delegation is the process by which schools’ heads transfer of their authority to subordinates (teachers) for the performance of certain tasks and responsibilities of their schools. The role of the junior high school head is very crucial in meeting the objectives of the education in the school. However, the role of the school head has become more complex that the heads need to share the responsibilities with others in the school through delegation. While delegation involved empowerment of employees as stated above, certain factors should be taken into consideration such as defining the delegated task, capacity, and interest of the person to be delegated the task. Sutherland and Canwell (2004) asserted further that delegation usually began with the identification of an individual suitable to perform a particular task. The person needed to be prepared, and above all, given the authority in order to carry out the job properly. Further, delegation

required the leader to support and monitor progress, and once the tasks were completed, to acknowledge that the job was completed successfully (Mankoe, 2007).

Delegation of responsibility to teachers and other staff in the school relieves the principal from many pressures of work. Ineffective delegation of responsibility could lead to work overload, delayed or inaccurate decisions, stress, mistrust, resentment, and low morale among the staff. It was also apparent that, without effective delegation by school administrators, cases of inefficiency, disharmony, and a poor working environment could result (Mankoe, 2007). Despite the importance of delegation of responsibility in schools, there were still barriers that affected the effectiveness of delegation. There was, therefore, need to establish whether principals were not willing to delegate certain responsibilities, and find out constraints to delegation of responsibility. Delegation therefore, enables schools to take full advantages of staff members for their goal achievement. In other words, if staff members are well delegated, they will develop the intention of full participation in school affairs. Wodasengo (2012) states that delegation builds morale, develops and uncovers potential, and hence increases the quality of the work tone. Hence, school principals must properly delegate and they have to delegate wisely so that staff members develop and positive attitude towards their professional and willingly participate in school decision.

2.12.3 Communication

Good communication is essential for increasing efficiency, quality, responsiveness, and innovation (Jonse & George, 2009). 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 (Armstrong, 2006).

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 (Cheng, 2008). 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, 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 (Cheng, 2008).

2.12.4 Motivation

Jonse and George (2009) indicated that motivation is psychological forces that determine the directions of a person's behavior in an organization, a person's level of effort, and a person's level of persistence. Emily (2011) suggested in the research conclusion that motivation refers to reasons that underlie behavior that is characterized by willingness and volition.

Intrinsic motivation is animated by personal enjoyment, interest, or pleasure, whereas extrinsic motivation is governed by reinforcement contingencies. Motivation involves a constellation of closely related beliefs, perceptions, values, interests, and actions. The use of rewards may either encourage or diminish motivation, depending on the type of rewards and the context in which they are given.

According to Mokoena (2011), where teachers are given an opportunity to participate in decision making, indications are that they experience high morale. Many

factors influence teachers and other staff members' level of motivation at work. These include school climate, lack of recognition, head teachers skill in handling decisions, communication, how the past decisions have been handled, nature of task, fear, alienation, teacher expertise and victimization (Kiprop & Kandic, 2012).

Teachers' participation in decision making is meaningful for teachers' empowerment (Anderson, 2002). Muhammad (2011) states that, factors that positively affect motivation of teachers are income status, importance in the society, incentives and reward on showing good results. Motivation increases the morale of individuals motivation is important for both organization and individual, therefore, school heads must consider the importance of motivation in the school environment in order to motivate teachers towards the achievement of set objectives (Muhammad, 2011).



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology of the study, consisting of the research design, population, sample and sampling techniques, instrument for data collection, reliability and validity of the instrument, data collection procedure, data analysis procedure and ethical considerations.

3.1. Research Design

Research design serves as a master plan of the methods and procedures that should be used to collect and analyse data needed by the decision maker (Babbie & Mouton, 2004). Descriptive survey research design was used for the study. Descriptive survey research design is one which looks with intense accuracy at the phenomena of the moment and then describes precisely what the researcher sees.

Descriptive survey research design is a type of research whereby investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviours or characteristics of the population (Creswell, 2012). Creswell further believes that, this procedure involves collecting quantitative data using questionnaires, and statistically analyzing the data to describe the trends about responses to questions and test research questions or assumptions.

The researcher prefers the descriptive survey research design because it provides researchers with a lot of information from various respondents. The data collected are also easy to analyze. One major weakness of descriptive survey research design is how to retrieve all the questionnaires administered to respondents.

3.2. Population of the Study

According to Creswell (2012), population is the total collection of elements about which we wish to make some inferences (Creswell, 2012). The target population of the study was 86 consisting of 12 teachers from Agric M/A Junior High School, 11 teachers from Wamase M/A Junior High School, 11 teachers from Atwima Aman from SDA Junior high school, 14 teachers from Ohwimase M/A Junior high school 'A', 12 teachers from Ohwimase M/A Junior High School 'B' and 26 teachers from Ohwimase Anglican Junior High School of the Agric Circuit all of the Kwadaso Municipality. The Agric Circuit of the Kwadaso Municipality has six junior high schools. The Agric circuit where the study took place has six junior high schools with 86 teachers. All the 86 teachers were willing and therefore consented to their participation in the study.

3.3 Sample and Sampling Technique.

A sample according to Creswell (2012) is the set of actual participants that are drawn from a larger population of potential data sources. How it and Cramer (2011) also posited that the quality of a piece of research does not only stand or fall by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted. In order to determine an appropriate sample size for the study, an updated list of all the teachers in Junior High School in the Agric Circuit of the Kwadaso Municipality was obtained from the Kwadaso Municipal Director of Education.

Census sampling was used to involve the schools and teachers. Census technique was considered appropriate because the researcher collected and analyzed from all the 86 teachers. Creswell (2007) postulated that census sampling is used in schools to find out

respondents opinions on possible issues and it covers the whole population. Census technique is unbiased and is totally representative. A total of 86 respondents were used for the study.

3.4. Data Collection Instrument

Questionnaire with closed ended questions was the instrument used to collect data for the study. According to Kusi (2012), a structured questionnaire is a data collection instrument which is often used in quantitative studies. It contains predetermined standardized questions or items meant to collect numerical data that can be subjected to statistical analysis. The researcher personally designed the questionnaires from the literature with guidance from his academic supervisor.

The questionnaire was divided into four sections. Section A dealt with the demographic characteristics of respondents. Section B solicited opinions on the extent to which teachers participate in decision-making. Section C was used to find out the school decision making areas teachers are involved and Section D asked questions on the impediments to teachers' participation in decision-making in Junior High Schools of the Agric Circuit in the Kwadaso Municipality.

It was a 4-point likert scale of 4= Strongly Agree, 3 = Agree, 2 = Disagree, 1= Strongly Disagree in which higher score indicate more perceived positive responses.

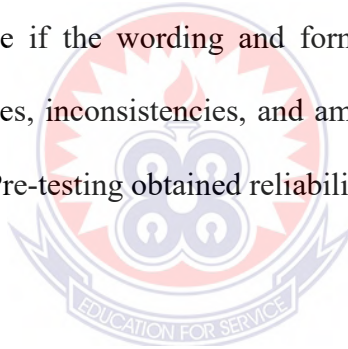
The researcher used likert style type scale to save time as well as to facilitate easy analysis as they would be in usable form immediately (Bell, 2008).

Questionnaires are simple to administer and relatively cheaper to analyse (Bell, 2008). A questionnaire is easy to use on a large number of subjects. The main reason for using questionnaire was to obtain factual information, opinions and attitudes from large

number of subjects within a short period of time. The researcher administered the questionnaire personally to the respondents during break time at the teachers' common room of each of the schools. The researcher collected the questionnaire after two weeks had elapsed.

3.5 Pilot Testing of the Instrument

The reliability and validity of the instrument was obtained by pilot-testing the instrument on 30 teachers of the Kwadaso Beposo M/A Cluster of Basic Schools. According to Bell (2008) the reason for piloting is to get the bugs out of the instrument for respondents not to experience difficulties in filling the questionnaire and also to have preliminary analysis to see if the wording and format of the questionnaire items are appropriate. The weaknesses, inconsistencies, and ambiguities in the questionnaire were either revised or deleted. Pre-testing obtained reliability Cronbach Alpha of 0.81.



3.5.1 Validity

Validity is the degree to which a test measure what it is supposed to measure. The validity of the instrument was ascertained through literature searches, expert opinions from my research methods lecturer and my academic supervisor.

3.5.2 Reliability

Reliability is the degree to which an instrument yields consistency in its result after repeated trials. To obtain the reliability of the instrument, the questionnaire was administered to 30 teachers selected randomly from Kwadaso Beposo M/A Cluster of Basic Schools, twice in the pilot study with two weeks interval between the first and

second test and the result of the two tests correlated to know the reliability of the instrument. The reliability test yielded Cronbach Alpha of 0.81.

3.6 Data Collection Procedure

The researcher submitted an introductory letter from the educational leadership department to seek authorisation from the Kwadaso Municipal Director of Education which the researcher was given. The researcher thereafter visited the school concerned to seek permission to conduct the research work.

After permission was given by the head teachers of the schools, the researcher briefed the respondents about the purpose of the study and also established rapport with the respondents to make them to become comfortable in giving responses to the questionnaires. The questionnaire was thereafter administered to all the respondents. The researcher was present to explain items which were not clear to the respondents. The researcher collected the filled questionnaires after a grace period of two weeks.

3.7. Data Analysis Procedure

The data collected were edited, evaluated and classified according to the specific research questions to ensure their completeness, consistency, accuracy and relevance. The data were then coded and entered into the Statistical Package for Solutions and Services (SPSS) version 20.0. The data were analysed descriptively and presented in tables with frequencies and percentages and answer the research questions.

3.8. Ethical Considerations

A written informed consent was sought from the teachers for them to voluntarily participate in the study. The researcher assured respondents of confidentiality and data protection.

The respondents were given a waiver regarding the anonymity of their identity as there was no need for them to write their names on the questionnaire. The respondents' cooperation was eagerly sought after, and they were assured that the data gathered from them would be treated with the utmost confidentiality that they deserved.



CHAPTER FOUR

DATA ANALYSIS AND DISCUSSIONS

4.0 Introduction.

This chapter presents the analysis and interpretation of the data gathered through questionnaires. It is divided into two major sections. The first section presents the demographic characteristics of the respondents while the second section shows the answers and discussions based on the research questions of the study.

4.1. Demographic Characteristics of Respondents

The demographic characteristics of the respondents which include gender, age educational qualification and teaching experience are shown in Tables 4.1, 4.2, 4.3 and 4.4.

Table 4. 1 : Gender of Respondents

Variable	Frequency	Percentage (%)
Male	48	57
Female	36	43
Total	84	100

Source: Field Data 2020

Table 4.1 shows that 57% of the respondents were males while 43% of the respondents were females.

Table 4. 2 : Age of Respondents

Variable	Frequency	Percentage (%)
21-30 years	12	14
31-40 years	18	21
41-50 years	30	36
51-60 years	24	29
Total	84	100

Source: Field Data 2020

Table 4.2 shows that 14% of the respondents were in the age bracket of 21-30 years, 21% of the respondents were in the age bracket of 31-40 years, 35% of the respondents were in the age bracket of 41-50 years while 29% of the respondents were in the age bracket of 51-60 years.

Table 4. 3 : Highest Educational Qualification of Respondents

Variable	Frequency	Percentage (%)
Diploma	10	12
Bachelor's Degree	46	55
Master's Degree	28	33
Total	84	100

Source: Field Data 2020

Table 4.3 shows that 12% of the respondents had Diploma as their educational certificate, 55% of the respondents had Bachelor's Degree as their educational certificate while 33% of the respondents had Master's Degree as their educational certificate.

Table 4. 4 : Teaching experience of Respondents

Variable	Frequency	Percentage (%)
1-5 years	14	17
6-10 years	16	19
11-15 years	32	38
Above 16 years	22	26
Total	84	100

Source: Field Data 2020

Table 4.2 shows that 17% of the respondents had been teaching for between 1-5 years, 19% of the respondents had been teaching for between 6-10 years, 38% of the respondents had been teaching for between 11-15 years while 26% of the respondents had been teaching for between 16 years and above.

4.2 Analysis of the Research Questions

Research Question 1: Research Question 1: How do teachers' participation in decision-making in Junior High Schools of the Agric Circuit in the Kwadaso Municipality?

The respondents were asked to rate their opinion on ways of teachers participation in decision making in the Junior High Schools of the Agric Circuit. The result is shown in Table 4.5.

Table 4. 5 : Ways of Teachers Participation in Decision-making in Junior High Schools

Statements	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
Determining students' rights and welfare.	26(31)	43(51)	6(7)	6 (7)
Evaluating the performance of the subjects I teach	24(29)	38(45)	22(26)	-
Allocating teachers' duties in school.	37(44)	40(48)	7(8)	-
Determining the procedures to be used for evaluating teachers.	42(50)	24(29)	11(13)	7(8)
Selecting Head of Department	40(48)	37(44)	7(8)	-
Determining teaching methodologies.	32(38)	42(50)	10(12)	-
Determining teaching content.	38(45)	35(42)	11(13)	-
Developing procedures for assessing student achievement in the subjects I teach	32(38)	30(36)	15(18)	7(8)

Source: Field Work, 2020

Table 4.5 shows that 31% of the respondents strongly agreed that teachers were involved in determining students' rights and welfare, 51% of the respondents agreed, 7% of the respondents disagreed while another 7% strongly disagreed. The result means that teachers were involved in determining students' rights and welfare.

Also, 29% of the respondents strongly agreed that teachers were involved in evaluating the performance of the subjects they teach, 45% of the respondents agreed while 26% of the respondents disagreed. The result means that teachers were involved in evaluating the performance of the subjects they teach.

Again, 44% of the respondents strongly agreed that teachers were involved in allocating teachers' duties in school, 48% of the respondents agreed while 8% of the

respondents disagreed. The result means that teachers were involved in allocating teachers' duties in school.

More so, 50% of the respondents strongly agreed that teachers were involved in determining the procedures to be used for evaluating teachers, 29% of the respondents agreed, 13% of the respondents disagreed while 8% of the respondents strongly disagreed. The result means that teachers were involved in determining the procedures to be used for evaluating teachers.

Again, 48% of the respondents strongly agreed that teachers were involved in selecting head of department, 44% of the respondents agreed while 8% of the respondents disagreed. The result means that teachers were involved in selecting head of department.

Moreover, 38% of the respondents strongly agreed that teachers were involved in determining teaching methodologies, 50% of the respondents disagreed while 12%. The result means that teachers were involved in determining teaching methodologies.

Also, 45% of the respondents strongly agreed that teachers were involved in determining teaching content, 42% of the respondents agreed while 13% of the respondents disagreed. The result means that teachers were involved in determining teaching content.

Lastly, 38% of the respondents strongly agreed that teachers were involved in developing procedures for assessing student achievement in the subjects they teach, 36% of the respondents agreed, 18% of the respondents disagreed while 8% of the respondents strongly disagreed. The result means that teachers were involved in developing procedures for assessing student achievement in the subjects they teach.

From the analysis and discussions, the entire result is in tandem with Hoy and Miskel (2008) that ways of teacher's participation in school decision-making practically varies from one school to another depending on the issue or problems under consideration. Jonse and George (2009), posits that under certain situation, there is a zone of indifference in each individual teacher within which orders are accepted without serious questions of the authority. Otherwise, participation in decision-making may not be important if the issue appears irrelevant to teachers. Teachers may accept the outcomes or orders from the decision without resistance or objection.

Hoy and Miskel (2008) indicated that, individuals or groups are usually intending to participate in the process of decision-making wherever they feel that the degree of teachers' participation is directly related to how well certain pre-requisite conditions are met. Some of this involvement pre-requisite occurs in the participants while others exist in the environment. So, the knowledge, skills, attitude of the teachers and the school climate affect the extent of teachers' participation in decision making processes.

Research Question 2: What are the impediments to teachers' participation in decision-making in Junior High Schools of the Agric Circuit in the Kwadaso Municipality?

The respondents were asked to agree or disagree with the following statements on impediments to teachers' participation in decision-making in Junior High Schools of the Agric Circuit. The result is shown in Table 4.6.

Table 4. 6 : Impediments to Teachers' Participation in Decision-Making

Statements	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
Autocratic leadership style of management	27(32)	32(38)	15(18)	10(12)
Lack of change skills	35(42)	37(44)	12(14)	-
Lack of training and support	26(31)	42(50)	16(19)	-
Lack of real formal authority	24(29)	42(50)	18(21)	-
Resistance by administrators	27(32)	32(38)	15(18)	10(12)
Lack of confidence in teachers' own ability	35(42)	37(44)	12(14)	-
Lack of expertise in decision making	24(29)	48(57)	12(14)	-
Information and decision-making overload	32(38)	42(50)	10(12)	-

Source: Field Work, 2020

Table 4.6 shows that 32% of the respondents strongly agreed that autocratic leadership style of management impeded teachers' participation in decision-making, 38% agreed, 18% disagreed while 12% strongly disagreed. The result means that autocratic leadership style of management is an impediment to teachers' participation in decision-making.

Again, 42% of the respondents strongly agreed that lack of change skills impeded teachers' participation in decision-making, 44% agreed while 14% disagreed. The result means that lack of change skills is an impediment to teachers' participation in decision-making.

Also, 31% of the respondents strongly agreed that lack of training and support impeded teachers' participation in decision-making, 50% agreed while 19% disagreed.

The result means that lack of training and support is an impediment to teachers' participation in decision-making.

Again, 29% of the respondents strongly agreed that lack of real formal authority impeded teachers' participation in decision-making, 50% agreed while 21% disagreed. The result means that lack of real formal authority is an impediment to teachers' participation in decision-making.

Also, 32% of the respondents strongly agreed that resistance by administrators impeded teachers' participation in decision-making, 38% agreed, 18% disagreed while 12% strongly disagreed. The result means that resistance by administrators is an impediment to teachers' participation in decision-making.

Moreover, 42% of the respondents strongly agreed that lack of confidence in teachers' own ability impeded teachers' participation in decision-making, 44% agreed while 14% disagreed. The result means that lack of confidence in teachers' own ability is an impediment to teachers' participation in decision-making .

In addition, 29% of the respondents strongly agreed that lack of expertise impeded teachers' participation in decision-making, 57% agreed while 14% disagreed. The result means that lack of expertise is an impediment to teachers' participation in decision-making .

Lastly, 38% of the respondents strongly agreed that information and decision-making overload impeded teachers' participation in decision-making, 50% agreed while 12% disagreed. The result means that information and decision-making overload is an impediment to teachers' participation in decision-making.

All the analysis and discussions so far are in line with Anderson (2002) that the positive impact of workers involvement in decision-making on organizational improvement cannot be left unattended to. The term job satisfaction in relation to impediments in decision-making has been defined in various ways by different writers (Anderson, 2002).

A note of caution then, in that while much has been said about the benefits of greater teacher participation in decision-making and teacher leadership in schools, there are very real constraints. These consist of lack of time, lack of training and support, isolation, lack of expertise, lack of confidence in teachers' own ability, politesse, role ambiguity, resistance by administrators, lack of change skills, lack of real formal authority, losses in collegiality, uncertainty about excellence, innovation overload, information and decision-making overload (Anderson, 2002). Also noted were the "time taken for work outside the classroom likely interferes with the time needed for students ... (the lack of) training and funding for leadership roles ... Cultures of isolationism ... lack of role definition ... requiring them to take on responsibilities outside their expertise" (Leithwood, Sammons, Harris, & Hopkins, 2006 p. 4).

In a study by Jonse and George (2009), it was found that teachers lack opportunities for input in committees and faculty meetings. Most meetings were characterized by a limited scope of discussion and a domination of the agenda by the principal. Johnson then concludes that time constraints, the insular structure of schooling, and the lack of administrative expectation for teacher involvement limit collegial and teacher-administrator interactions. Cheng (2008) revealed that some costs of

participation, includes lack of time, loss of autonomy, teacher skepticism, and jeopardizing collective bargaining agreements.

Research Question 3: How can the challenges to school decision making be improved in Junior High School of the Agric Circuit in the Kwadaso Municipality?

The respondents were asked to agree or disagree with the following statements on how the challenges to school decision making can be addressed in Junior High Schools of the Agric Circuit. The result is shown in Table 4.7.

Table 4.7 : How the Challenges in School Decision Making can be improved in Junior High Schools

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
	N (%)	N (%)	N (%)	N (%)
Use of democratic leadership style by management	36(43)	38(45)	10(12)	-
Provision of congenial work environment	40(48)	28(33)	16(19)	-
Provision of training and support	26(31)	37(44)	12(14)	9(11)
Provision of incentives and reward systems to motivate teachers	40(48)	37(44)	7(8)	-
Presence of effective delegation of authority	36(43)	24(29)	17(20)	7(8)
Use of effective communication	33 (39)	36(43)	15(18)	-

Source: Field Work, 2020

Table 4.7 shows that 43% of the respondents strongly agreed that use of democratic leadership style by management was a way to address the challenges in participatory school decision making, 45% agreed while 12% disagreed. The result means that use of democratic leadership style by management is a way to address the challenges in participatory school decision making. The results corroborate that of Armstrong (2006) who states a democratic leader considers himself or herself as first

among equals and promotes greater group productivity, and personalities. This type of leadership are said to be more mature, more capable of objectivity, and less aggressive. A higher degree of staff morale is always promoted with this kind of leadership (Armstrong, 2006).

Again, 48% of the respondents strongly agreed that provision of congenial work environment was another way to address the challenges in participatory school decision making, 33% agreed while 19% disagreed. The result means that provision of congenial work environment is another way to address the challenges in participatory school decision making. The result is in line with Mokoena (2011) that where teachers are given an opportunity to participate in decision making, indications are that they experience high morale. Many factors influence teachers and other staff members' level of motivation at work. These include school climate, lack of recognition, head teachers skill in handling decisions, communication, how the past decisions have been handled, nature of task, fear, alienation, teacher expertise and victimization (Kiprop & Kandic, 2012).

Also, 31% of the respondents strongly agreed that provision of training and support was a way to address the challenges in participatory school decision making, 44% agreed, 14% disagreed while 11% strongly disagreed. The result means that provision of training and support is a way to address the challenges in participatory school decision making. Therefore management of schools should give training and support to teachers to boost their morale to participate in school decision making. The participation of teachers in school activities planning promotes teachers' commitment to the school policies, rules and regulations and increases their motivation to implement them as well (Jung, 2014).

More so, 48% of the respondents strongly agreed that provision of incentives and reward systems to motivate teachers was another way to address the challenges in participatory school decision making, 44% agreed while 8% disagreed. The result means that provision of incentives and reward systems to motivate teachers was another way to address the challenges in participatory school decision making. Teachers' participation in decision making is meaningful for teachers' empowerment (Anderson, 2002). The result is in tandem with Muhammad (2011) who states that, factors that positively affect motivation of teachers in participating in school decision making are income status, importance in the society, incentives and reward on showing good results. Motivation increases the morale of individuals motivation is important for both organization and individual, therefore, school heads must consider the importance of motivation in the school environment in order to motivate teachers towards the achievement of set objectives (Muhammad, 2011).

Moreover, 43% of the respondents strongly agreed that presence of effective delegation of authority was another way to address the challenges in participatory school decision making, 29% agreed, 20% disagreed while 8% strongly disagreed. The result means that presence of effective delegation of authority is another way to address the challenges in participatory school decision making. The result is in conformity with Mankoe (2007) that delegation enables schools to take full advantages of staff members for their goal achievement. In other words, if staff members are well delegated, they will develop the intention of full participation in school affairs. Wodasengo (2012) states that delegation builds morale, develops and uncovers potential, and hence increases the quality of the work tone. Hence, school principals must properly delegate and they have

to delegate wisely so that staff members develop and positive attitude towards their professional and willingly participate in school decision.

Lastly, 39% of the respondents strongly agreed that use of effective communication was another way to address the challenges in participatory school decision making, 43% agreed while 18% disagreed. The result means that use of effective communication is another way to address the challenges in participatory school decision making. The result is in tandem with Cheng (2008) that 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 (Cheng, 2008). 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, unless the staff members fell secure in communicating certain information and feel that what they are communicating will be taken seriously, they are not likely to increase their communication (Cheng, 2008).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the main findings of the study based on the objectives of the study. The chapter also presents the conclusions, recommendations and suggestions for further studies.

5.1 Summary

The purpose of the study was to investigate teachers' participation in decision making in the Junior High Schools of the Agric Circuit in the Kwadaso Municipality of the Ashanti Region. The objectives of the study were determining the extent to which teachers participate in decision-making in the Junior High Schools of the Agric Circuit in the Kwadaso Municipality, find out the school decision making areas teachers are involved in Junior High Schools of the Agric Circuit in the Kwadaso Municipality and to establish the impediments to teachers' participation in decision-making in Junior High Schools of the Agric Circuit in the Kwadaso Municipality.

Descriptive survey research design was used for the study. The target population of the study was 86 teachers in the six Junior High Schools in the Agric circuit. Census technique was used to involve all the 86 teachers in the six junior high schools in the Agric circuit. Closed ended questionnaire was used to collect data for the study. The reliability test yielded Cronbach Alpha of 0.81. The data were analysed with descriptive statistics.

5.2 Key Findings

Ways of Teachers' participation in decision-making in junior high schools

The study discovered that the ways of teachers' participation in decision making were determining students' rights and welfare, evaluating the performance of the subjects they teach, allocating teachers' duties in school, determining the procedures to be used for evaluating teachers, selecting head of department, determining teaching methodologies, determining teaching content and developing procedures for assessing student achievement in the subjects they teach.

Impediments to Teachers' Participation in Decision-Making

The study discovered that impediments to teachers' participation in decision-making were autocratic leadership style of management, lack of change skills, lack of training and support, lack of real formal authority, resistance by administrators, lack of confidence in teachers' own ability, lack of expertise and information and decision-making overload.

How the Challenges in Decision Making can be addressed

The study lastly revealed that use of democratic leadership style by management, provision of congenial work environment, provision of training and support, provision of incentives and reward systems to motivate teachers, presence of effective delegation of authority and the use of effective communication were measures that could be used to address the challenges in decision making.

5.3 Conclusions

It is concluded based on the findings that there was participatory decision making in Junior High Schools in the Agric Circuit of the Kwadaso Municipality, and for that matter there was serene and congenial atmosphere in the school environment with highly motivated and confident teachers who have good working relations with their heads to promote teaching and learning.

It is again concluded that there are some impediments to teachers' participation in decision making. Notable among them were autocratic leadership style of management, lack of change skills, lack of training and support, lack of real formal authority, resistance by administrators, lack of confidence in teachers' own ability, lack of expertise and information and decision-making overload.

It is lastly concluded that the various impediments to teachers' participation in decision making in general if addressed, would go a long way to consolidate the successes of the schools.

5.4 Recommendations

It is recommended based on the findings and conclusions that;

1. The Ghana Education Service should collaborate with the Municipal Director of Education to make it mandatory with strict enforcement for heads in the educational sector to allow teachers to participate in decisions making processes that concern and bind them in the implementation process to improve academic standards of the school since a small number of respondents disagreed that teachers participate in some decision making in the school.

2. The Ghana Education Service in collaboration with the Municipal Director of education should provide adequate training and support systems for head of schools and teachers in order for educational institutions to function very well to ensure full implementation of participatory decision making for the success of the school.
3. The Ghana Education Service in collaboration with the Municipal Director of education should ensure that the various challenges to participatory decision making are addressed in order to promote and sustain teachers' participation in school decision making.

5.5 Suggestion for Further Study

The study was done to investigate teachers' participation in decision making in the Junior High Schools of the Agric Circuit in the Kwadaso Municipality of the Ashanti Region. Therefore further study should be conducted in the remaining districts, municipalities and metropolis of the Ashanti Region

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APPENDIX

UNIVERSITY OF EDUCATION, WINNIBA

QUESTIONNAIRE FOR RESPONDENTS

This questionnaire seek to obtain information about teachers' participation in decision making in selected Junior High Schools in Kwadaso Municipality of the Ashanti Region

The information that you would provide would be used for academic purposes only, and would be treated anonymously and confidentially.

INSTRUCTION:

Please (✓) tick the most appropriate response.

SECTION A

DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

1. Gender

a. Female []

b. Male []

2. Age

a. 21- 30 years []

b. 31-40 years []

c. 41-50 years []

d. 51-60 years []



3. Educational Qualification

a. Diploma []

b. Bachelor's Degree []

c. Master's degree []

4. Teaching Experience

a. 1- 5 years []

b. 6-10 []

c. 11-15 [] .

d. Above 16 years []



SECTION B: WAYS OF TEACHERS PARTICIPATION IN DECISION-MAKING

This section contains items on ways of teachers' participation in school decision-making.

Please answer all questions using the likert scale of 4= Strongly Agree 3= Agree 2=

Disagree 1= Strongly Disagree

	Statements	Strongly Agree Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree Disagree N (%)
1	Determining students' rights and welfare				
2	Evaluating the performance of my subject				
3	Allocating teachers' duties in school				
4	Determining the procedures to be used for evaluation teachers.				
5	16. Establishing classroom management and control policies				
6	17. Determining appropriate teaching and learning methods				
7	Determining teaching content.				
8	Developing procedures for assessing student achievement in the subjects 1				

SECTION C IMPEDIMENTS TO TEACHERS' PARTICIPATION IN DECISION-MAKING

This section contains items on the impediments to teachers' participation in decision-making. Please answer all questions using the likert scale of 4= Strongly Agree 3= Agree 2= Disagree 1= Strongly Disagree

	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Autocratic leadership style of management				
2	Lack of change skills				
3	Lack of training and support				
4	Lack of real formal authority				
5	Resistance by administrators,				
6	Lack of confidence in teachers' own				
7	Lack of expertise in decision making				
8	Information and decision-making				

SECTION D: HOW CHALLENGES IN SCHOOL DECISION MAKING CAN BE ADDRESSED

This section contains items on how the challenges in school decision making can be addressed. Please answer all questions using the likert scale of 4= Strongly Agree 3= Agree 2= Disagree 1= Strongly Disagree

	Statements	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
1	Use of democratic leadership style by management				
2	Provision of congenial work environment				
3	Provision of training and support				
4	Provision of incentives and reward systems to motivate teachers				
5	Presence of effective delegation of authority				
6	Use of effective communication				