

AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND  
ENTREPRENEURIAL DEVELOPMENT

TEACHERS PARTICIPATION IN DECISION MAKING IN SELECTED SENIOR  
HIGH SCHOOLS IN KUMAWU DISTRICT OF THE ASHANTI REGION



**A Dissertation in the Department of Educational Leadership, Faculty of Education and Communication Sciences submitted to the School of Graduate Studies, Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development, in partial fulfilment of the requirements for award of the Master of Arts (Educational Leadership) degree**

DECEMBER, 2021

## DECLARATION

### STUDENT'S DECLARATION

I, SIMON YAW JAPAAH, declare that this dissertation, 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 dissertation as laid down by the Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development.

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## ACKNOWLEDGEMENTS

My first and foremost gratitude goes to the Almighty God for his guidance and protection throughout my programme of study. I wish to appreciate all who in various ways gave me the support in my research work.

My supervisor Sr. Dr. Mary Assumpta Ayikue deserves special appreciation for her guidance to the realisation of this write-up. And to all my respondents who availed themselves to this study. All my lecturers deserve special mention. I also owe a special depth of gratitude to Mr. William Acheampong of Wesley Girls' SHS for the support and encouragements given me throughout this course of study.

To all scholars from whose material I made references to write my work, I extend my heartfelt thanks to them for their immense support through this academic endeavour. God bless you all.



## **DEDICATION**

To my wife, Mrs. Grace Japaah, my mother, Madam Adwoa Kumah and my children, Darlington B. Japaah, Josephine S. Japaah, Antoinette Y. Japaah, Barack Japaah Junior and Francisca N. Japaah.



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## ABSTRACT

The purpose of the study was to assess teachers' participation in decision making in selected Senior High Schools in the Kumawu District of the Ashanti Region. The objectives of the study were to establish the extent to which teachers are involved in decision-making in the Senior High Schools in the Kumawu District, determine the areas of decision making teachers are involved in Senior High School, and to ascertain the impact of teachers' participation in decision-making on teachers morale. Descriptive research design was used for the study. The sample size of the study was 152, sampled through purposive sampling. Closed ended questionnaire was used to collect data for the study. The data were processed using the Statistical Package for Social Sciences (SPSS) software package version 20.0. The reliability test yielded Cronbach Alpha of 0.87. The data were analyzed using descriptive statistics and presented in tables using frequencies and percentages to answer the research question. It was found out that the extent to which teachers are involved in decision-making were determining students' rights and welfare among others. The study also found out that the areas of decision making teachers were involved in were that school heads worked collaboratively with teachers to plan school budget and income generation activities, among others. The study again found out that the impact of teachers' participation in decision-making on teacher's morale were that teachers felt respected and empowered and also increased teachers' willingness to implement decisions in class. It is recommended for the District Education Directorate to ensure that to make it compulsory for heads of educational institutions to involve teachers in decisions that affect them to enhance the success of the school.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Decision-making process is a crucial issue that enhances academic performances, triggers socio-economic development, discipline, collective purpose, socio-culture development and above all, it promotes national development. 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. There is some public concern about the success and performance of some leaders in public office. A persons' knowledge base and background naturally counts in defining his leadership. To this end, some teachers also complain of the leadership style of some headmasters in senior high schools as teachers are not much involved in decision making in the schools. Teachers feel that they should be part and parcel of the decision making in the school as they aspire to become leaders in the near future (Knezevich, 2012).

Teachers' participation in school decision making is mandatory for the attainment of schools' organizational objectives in democratic ways (Wadesago, 2011). This means that all stakeholders, including teachers, must be given the opportunity to play their defined and legitimate roles (Mokoena, 2011). Therefore teachers, who are important human resources in schools, must be part of the decision making process. The present real situations in senior 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 have various advantages. First, it 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 senior 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 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, Wadesago (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. Of late the morale of senior 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. Makoena 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 (2008) posits that leadership exist 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.

According to Wadesago (2012), some teachers are willing to participate fully in decision making whiles others do not want to be involved. It is the responsibility of the head masters to identify the capabilities and interest of individuals and assign each member of staff according to the desired level of participation. Administration is defined by Agyenim-Boateng et al. (2009) as the means by which formal goals are achieved

through co-operative human effort; the careful and systematic arrangement and use of human and material resources, situations and opportunities for the achievement of the specific objectives of a given organization.

Managing educational institutions in contemporary Ghana demands some level of competencies and professionalism as required in other organizations to ensure efficiency. Full participation of all stakeholders in education is essential to promote growth and development of students in senior high schools which eventually will improve the performance of the school as a whole.

## **1.2. Statement of the Problem**

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.

Literature available talks more about the leadership styles of headmasters and talk less about teacher participation and commitment to their duties. This study therefore sought to investigate teachers' participation in decision making in selected Senior High Schools in the Kumawu District of the Ashanti Region with the aim of establishing the

degree to which teachers are involved in decision-making in public senior high schools in the study area.

### **1.3. Purpose of the Study**

The main purpose of the study was to assess teachers' participation in decision making in selected Senior High Schools in the Kumawu District of the Ashanti Region.

### **1.4. Objectives of the Study**

Specifically, the study seeks to:

1. establish the extent to which teachers are involved in decision-making in the Senior High Schools in the Kumawu District.
2. determine the areas of decision making where teachers are involved in Senior High School.
3. ascertain the impact of teachers' participation in decision-making on teachers morale.

### **1.5. Research Questions**

The study was guided by the following research questions

1. To what extent are teachers involved in decision-making in Senior High Schools in the Kumawu District?
2. Which areas of decision making in Senior High School are teachers involved in?
3. What is the impact of teachers' participation in decision-making on teacher's morale?

### **1.6. Significance of the Study**

The outcome of the study would be useful to the Ministry of Education and the Ghana Education Service to have indepth knowledge on the effect of participatory decision making.

The result of the study would also add to the knowledge base of the decision making process in educational administration and management in the district. The outcome of the study would also inform heads of educational institutions to fully involve teachers in decision making process to avoid conflict to improve school performance. The result of the study would complement the existing literature on teachers' participation in decision making in Senior High Schools.

### **1.7. Delimitation of the Study**

The study was delimited to selected public senior high schools in the Kumawu District of the Ashanti Region of Ghana. The study was conducted to assess teacher participation in decision making. The findings of the study may therefore not be generalized to all the senior high schools in the Kumawu District of the Ashanti Region of Ghana.

### **1.8 Limitations of the Study**

The researcher used only questionnaire to collect data for the study. The researcher encountered some difficulty in retrieving all the questionnaires administered to the respondents which may affect the findings of the study. Respondents were reluctant to fill the questionnaire which might have affected the outcome of the study.

## **1.9 Organization of the Study**

The study was organized into five chapters. Chapter One deals with the background to the study, statement of problem, purpose of the study, significance of the study, research question, delimitation of the study, limitations of the study and organization of the study. Chapter Two covers review of literature relevant to the study.

Chapter Three deals with the research design, population, research instrument for data collection and the procedure used in data collection and analysis. Chapter Four analysed and discussed the findings of the study. Chapter Five deals with the summary of the research findings, conclusions, recommendations and suggestions for further study.





## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### **2.0 Introduction**

The chapter discusses relevant literature concerning teachers' participation in decision making in public senior high schools. Topics covered include: participation, concepts of decision making in education, participatory decision-making in schools, Models of Participative Decision Making (PDM), importance of participation, extent of teachers involvement in decision-making, rationale for teachers' participation in school decision making, areas of teachers' involvement in decision-making, teachers' morale, . Factors Affecting Teachers' Participation in Decision Making,

#### **2.1. Participation**

Participation has been defined by various theorists in different perspective. Robbins (2015) defines participation as the mental and emotional involvement of a person in a group situation that encourages the individual to contribute to group goals and to share responsibility for them. However, in a deeper insight, Trethowan (2014) distinguish 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 had not participated.

## 2.1. Concepts of Decision Making in Education

Various authors 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 alternatives 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 decisions at every managerial processes in the organization. But, in researchers view the decision making processes at every managerial functions of the schools 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 organizational activities.

In summary, decision making is a sequential process ending in a single decision or series of decisions (choices) which stimulate or force to some actions. Every successful organization must make decisions that enable the organization to achieve its goal 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 it is to be done.

## **2.2. Participatory Decision-Making in Schools**

Participatory Decision-Making describes 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 Dlundla (2016) 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 Schweger and Leana (2017), empowerment has been defined as a 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. Kumar and Scuderi (2013), among many others, describe in detail an image of teachers in developing a shared vision, planning and implementing instructional improvements, working with the community, and participating in professional development in job-embedded, collegiate ways in addition to participative decision-making. Fullan (1997) 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 Van der Bank (1997), 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.

### **2.3. 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 exercises its effects. In relation to this there are two main types of models: motivational (affective) and cognitive (Somech, 2010).

#### **2.3.1. Motivational Model**

Participatory decision making is a motivational technique used as a means of raising job satisfaction, which in turn fosters school outcomes (Durham et al., 1997). With respect to the educational setting PDM promotes school and teacher outcomes through two motivational mechanisms: organizational commitment and teacher empowerment (Somech, 2005). The motivational factor of commitment validates motivational theories that emphasize identification and self-control as central

motivational factors (Latham & Pinder, 2005). Teachers' participation is believed to promote commitment to the decisions that are made and to increase willingness to execute them in their work.

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.

### **2.3.2. Cognitive Model**

Of late, scholars have suggested that the most consistent benefits of PDM lie in the cognitive realm (Sagie et al., 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).

According 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 schools do not participate more in discovering new opportunities by identifying problems related to learning and teaching for students' achievement.

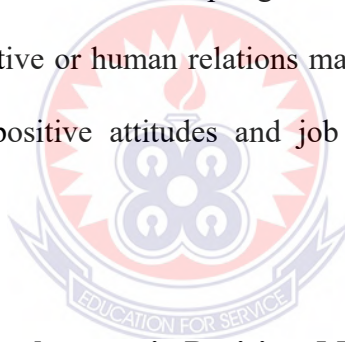
Participative decision making processes may engage teachers in the types of open and collaborative interactions most conducive to learning and change (Sagie et al., 2002). Consequently, these cognitive mechanisms have the potential to promote school and teacher outcomes. In summary, motivational and cognitive models are not mutually exclusive, but each emphasizes a different explanatory mechanism, and all play important roles in the participative process

## **2.4 Importance of Participation**

Before discussing 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 administrators to delegate responsibilities 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 professionals in school (West, 2002).

Afful-Broni (2008) posited that the importance of participation lies in the administrative supervision of teachers and the building of teacher loyalty to supervisors. Studies along this line of thought demonstrate that teacher - head relationship are strengthened and teachers are more accepting of administrator's directives 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).



## **2.5. Extent of Teachers Involvement in Decision-Making**

The perception of teachers to school management practices are linked with the extent in which teachers involve in decision-making. The extent of teachers' Participation in school decision-making practically vary from one school to another depending on the issue or problems under consideration. Daft (2003) posits that under certain situation, there is a zone of indifference in each individual teacher within which orders are accepted without serious question 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, R.G. (1998), 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, 1991). Daft (2003) 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, 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.

## **2.6. Rationale for Teachers' Participation in School Decision Making**

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

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

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

The participation of teachers in decision-making was perceived as forging links between administrators and teachers (Afful-Broni, 2008). The importance of decision-making in educational organizations has been recognized as a key function required by administrators. In school where a clear commitment in students learning is apparent, participatory decision making by the teachers is crucial to the overall effective operation of the school. Mangunda (2003) also state that participative management ensures that members in organizations take ownership of the decision, and are willing to defend decision taken through collaborative means. This means that participative management results in a great sense of commitment and ownership of decisions. In most cases the responsibility for obtaining school objectives depends on teachers.

## **2.7 Areas of Teachers' Involvement in Decision-Making**

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

### **2.7.1. Teachers Participation in School Improvement Programme**

Teachers are the core human resources in the school for the attainment of school improvement goals: students' behavior and learning outcome improvement. They are the real source to weaken or strengthen students 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; favorable learning condition and environment and community participation by revising teachers' participation in them.

### **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.

Aggrawal (2004) 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, equality, integrity, honest patriotism etc. Teachers are the main actors among the stakeholders in the improvement of schools 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 result and give back their feedback. This will enable the teachers to identify, based on their records, the weak performers and provide special assistance and discuss with the parents concerned (Aggrawal. 2004).

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 subjects 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,

### **Favorable Learning Condition and Environment**

This domain mainly focus 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 favorable 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).

Favorable learning condition and environment refers to all material resources available in the school which a child can see, hear, touch, 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 student's perception of classroom learning environments (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 (Potter, 2002). 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.

### **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 mechanisms 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 systems, 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 resource allocation.

The close relation between teachers and parents helps the school administrative committee and the school to improve the school-community interaction (Christenson,

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 relationships should be a 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.

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 (Awash, 2001) 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.

### **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 (Jones & George, 2009). In the case of schools, 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 (Aداire, 2010).

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 (West, 2002) states that participation can increase the creativity, and information available for planning, and increase the understanding, acceptance and commitment of people of final plans. 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 facilitate 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.

### **Students' Discipline**

Students are the very reason for the establishment and existence of the school and therefore Students' personnel management is a crucial aspect of human resource management. Most students 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 behavior must be addressed (Thomas, 2002). Some students show a disciplinary problem and that affect the learning and teaching conditions of the school. Therefore, disciplinary measure used should help to suppress, control, and redirect such misbehavior that is, behavior 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).

Students 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 activity 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 learners (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.

### **School Budget and Income Generation**

Financial management in education is concerned with the cost of education sources of income to meet the educational costs and the spending of income in order to achieve the educational objectives (Kinight, 1993). Balcha (2012) states school budget is a financial plan for producing an educational 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.

### **2.8 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, would 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' personal 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. Prozesky and Mouton (2005) 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. Prozesky and Mouton (2005) 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.

### **2.8.1 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. Goodlad (1984) 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 satisfaction.

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.

### **2.8.2 Importance of Staff Morale**

According to Rebore (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 employee 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 creativity. Another study by Prozesky and Mouton (2005) revealed that low morale can gradually destroy employee's commitment, adversely affect the productivity or service they offer and alienate the clients and customers they serve.

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 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.

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.

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.

## **2.9. 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.

### **2.9.1. 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 principles 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).

### **2.9.1.1 Behaviors of Leadership**

Studies that have been conducted on behaviors of leadership show 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 behaviors 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, who 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 (2013), they 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 his 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 distribution 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.

### **2.9.1.2. 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.

### **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.

### **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 so 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.

### **2.9.2. Delegation of Authority and Responsibility**

Delegation is the process by which school heads transfer part of their authority to subordinates (teachers) for the performance of certain tasks and responsibilities of their schools. The role of the senior 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.

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 (Missik, 2004).

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 a positive attitude towards their professional and willingly participate in school decision.

### **2.9.3. 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 (Bender, 2005)

In organization, there should be effective communication in keeping effective participation of staff members. This can be achieved through creating good coordination and cooperation between managers and staff members by building their moral (Caldwell & Brian, 2005). Therefore, to make decision there must be a good communication, cooperation, coordination between school heads and teachers to promote trust and respect

among them. Otherwise the reverse will be true, supporting this, (Cheng, 2008) point out that, unless the staff members feel secure in communicating certain information and feel that what they are communicating will be taken seriously, they are not likely to increase their communication.

#### **2.9.4. 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, 2015)

Teachers' participation in decision making is meaningful for teachers' empowerment (Anderson, 2002). Muhammad (2011) states that factors that positively

affects motivation of teachers are, income status, importance in the society, incentives and rewards 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.

### **2.9.5 Barriers to Teachers' Participation in Decision Making**

There are barriers that limit teachers' exercise of influence to participation in decision making. In a study by Jonse and George (2009) teachers admitted that they lacked 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 expectations 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 (Kirby & Peggy, 2001). 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 felt 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).

## **2.10 Summary of Literature Reviewed**

The literature reviewed has highlighted the need for heads to involve teachers in school decision-making to enhance efficiency in administration. The review discusses concept of decision-making, teachers participation, areas of involvement, factors that impede participation. Also, teachers should be actively involved in the decision-making process in order to share rich varied opinions to improve school management. It is also crucial that decision-making in the school should be participatory to help facilitate implementation of school goals. The issues discussed in the literature relate to the topic.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter provides a comprehensive methodology of this research. It comprises research design, population, sample and sampling techniques, sources of data, instrument for data collection, procedure for data collection, methods of data analysis and ethical consideration.

#### **3.1. Research Design**

According to Babbie and Mouton (2004), a research design is a plan or structure for an investigation or a list of specifications and procedure for conducting a research project. A 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.

Descriptive survey design was used for the study. This is because the researcher believed that this method would help him to find or gather relevant data in detail and to make detailed analysis. Ghauri and Gronhaug (2005) defined the descriptive survey method as one which looks with intense accuracy at the phenomena of the moment and then describes precisely what the researcher sees. Descriptive research design is concerned with describing characteristics of a problem.

#### **3.2. Population of the Study**

Population is the group of people from which a sample can be drawn. Population is the total collection of elements about which we wish to make some inferences (Creswell, 2016). The target population of the study were all the teachers in the Senior High Schools in the Kumawu District. The accessible population of the study were the

152 teachers comprising 78 teachers from Tweneboa Kodua Senior High School and 74 teachers from Dadease Senior High School in the Kumawu District.

### **3.3 Sample**

A sample is the set of actual participants that are drawn from a larger population of potential data sources (Creswell, 2016). Howit and Cramer (2011) revealed 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.

#### **3.3.1 Sampling Procedure**

The researcher used purposive sampling to select all the 152 teachers comprising 78 teachers from Tweneboa Kodua Senior High School and 74 teachers from Dadease Senior High School. Amin (2005) stated that purposive sampling is appropriate in situations where respondents are targeted due to their position, expertise, situation, and so on. The researcher administered the questionnaire personally to the respondents during break time at the teachers' common room of each of the schools.

### **3.4 Sources of Data**

The researcher used both primary and secondary data for the study. The primary data was collected and used for analysis, while the secondary data gathered enabled the work to be based on academic perspective. Closed ended questionnaire was the instrument used to collect the primary data from respondents for the study. Secondary



data was obtained from books, encyclopedias, published and unpublished materials and from the University library and other text books.

### **3.5. Data Collection Instrument**

Closed ended questionnaire was the instrument used for data collection in this study. The researcher personally designed the questionnaires for the teachers in the selected school. These closed ended questionnaires were self-administered to the teachers to collect data for the study.

Questionnaires are simple to administer and relatively cheaper to analyze (Glesne, 2006). A questionnaire was also preferred as the instrument for this study because it 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 questionnaires with close ended questions were administered to respondents during break time on school days. The researcher visited the school concerned to seek permission to conduct the research work. After permission was given by the headmaster of the schools, the researcher personally administered the questionnaires to the respondents and collected the questionnaire after it had been filled.

### **3.6 Pilot Testing of the Instrument**

The reliability and validity of the instrument was obtained by pre-testing the instrument on 30 teachers of the Adu Gyamfi Senior High School. Bell (2008) stated that 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.

### **3.6.1 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 supervisor.

### **3.6.2 Reliability**

Reliability is the degree to which an instrument yields consistency in its result after repeated trials. To obtain reliability of the instrument, the questionnaire were administered on 30 teachers of the Adu Gyamfi Senior High School sampled for the pilot study, twice in the pilot study with a grace period of two weeks between the first and second test and the result of the two tests correlated to know the reliability of the instrument. A reliability test yielded cronbach alpha of 0.87.

### **3.7. Data Analysis Procedure**

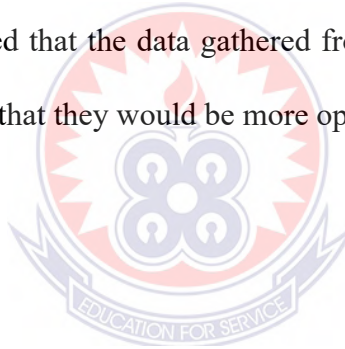
After the required data has been obtained from the field survey, the next step was to analyse the data and interpret it for meaningful understanding. The data was cleaned with the aim of identifying mistakes and errors which may have been made and blank spaces which have not been filled. A codebook for the questionnaire was prepared to record the response. The data was processed using the Statistical Package for Social Sciences (SPSS) software package version 20.0. The data collected was analyzed using

descriptive statistics and presented in tables with frequencies and percentage to answer the research questions.

### **3.8. Ethical Considerations**

Ethical consideration was necessary for the purpose of ensuring the privacy as well as the security of the participants. The researcher sought the consent of the respondents and assured them of confidentiality and data protection.

The respondents were given ample time to respond to the questions posed to them to avoid errors and inaccuracies in their answers. The respondents were given a waiver regarding the confidentiality of their identity. The respondents' cooperation was sought after, and they were assured that the data gathered from them would be treated with the strictest confidentiality, so that they would be more open.



## CHAPTER FOUR

### DATA ANALYSIS AND DISCUSSIONS

#### 4.0 Introduction

This chapter is divided into two major sections. The first section provides the demographic characteristics of the respondents. The second section presents the answers and discussions based on the research questions of the study.

#### 4.1. Demographic Characteristics of Respondents

Table 4.1 shows the demographic characteristics of respondents which comprised the gender, highest academic qualification, work experience and age. Socio-demographics are nothing more than characteristics of a population. Generally, characteristics such as age, gender, ethnicity, education level, income, type of client, years of experience and location, are considered as socio-demographics and are asked in all kinds of surveys.

**Table 4.1 Gender of Respondents**

Gender	Frequency	Percentage
Male	84	55
Female	68	45
Total	152	100

Table 4.1 depicts that 55% of the respondents were males while 45% of the respondents were females. In effect, more men took part in the study than females.

**Table 4.1.1 Age of Respondents**

Age	Frequency	Percentage
31-40	44	37
41-50	57	34
51-60	51	29
Total	152	100

The table 4.1.1 also shows that 37% of the respondents were between the ages of 31-40, 34% were between the ages of 41-50 while 29% of the respondents were between the ages of 51-60.

**Table 4.1.2 Highest Academic Qualification of Respondents**

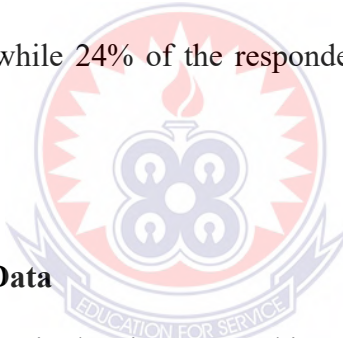
Academic qualification	Frequency	Percentage
Bachelor's Degree	88	58
Master's Degree	64	42
Total	152	100

In table 4.1.2 respondents were asked of their highest academic qualification and 58% had Bachelor's Degree as their highest academic qualification while 42% of the respondents had the Master's Degree.

**Table 4.1.3 Work experience of Respondents**

<b>Work experience</b>	<b>Frequency</b>	<b>Percentage</b>
1-5years	15	10
6-10years	48	32
11-15 years	52	34
16 years and above	37	24
<b>Total</b>	<b>152</b>	<b>100</b>

Table 4.1.3 shows that 10% of the respondents had been in the service for 1-5 years, 32% had been in the service for 6-10 years, 34% had been in the service for between 11 and 15 years while 24% of the respondents had been in the service for 16 years and above.



## **4.2 Analysis of the Main Data**

The analysis of the main data is presented in relation to the research questions

**Research Question 1: To what extent are teachers involved in decision-making in Senior High Schools in the Kumawu District?**

### **Extent of Teachers Involvement in Decision-Making**

Teachers' perception of school management practices is linked with the extent to which teachers are involved in decision-making. The extent of teachers' participations in school decision-making practically varies from one school to another. Daft (2003) posits that under certain situations, there is a zone of indifference in each individual teacher within which orders are accepted without serious question of the

authority. Participation in decision-making may not be important if the issue appears irrelevant to teachers. The researcher therefore wanted to know the extent to which teachers are involved in decision making in the study area. The result is shown in Table 4.2.

**Table 4.2: The Extent Teachers are involved in Decision-making in Senior High Schools**

Statements	To a very Large ext. N (%)	To a large extent N (%)	To a little extent N (%)	Not at all N (%)
Determining students' rights and welfare.	68(45)	70(46)	14(9)	-
Evaluating the performance of the subjects I teach	56(37)	78(51)	18(12)	-
Allocating teachers' duties in school.	46(30)	64(42)	30(20)	12(8)
Determining the procedures to be used for evaluating teachers.	72(47)	47(31)	22(15)	11(7)
Selecting Head of Department	61(40)	76(50)	15(10)	-
Determining teaching methodologies.	50(33)	82(54)	12(8)	8(5)
Determining teaching content.	76(50)	68(45)	8(5)	-
Developing procedures for assessing student achievement in the subjects I teach	84(55)	56(37)	12(8)	-

Source: Field work, 2021

Table 4.2 depicts that the respondents generally agreed that teachers were to a large extent involved in decision making in the schools. As much as 45% of the respondents agreed that to a very large extent teachers were involved in determining students' rights and welfare, 46% of the respondents agreed they were involved in that to a large extent, while 9% of them indicated they were involved to little extent. Thirty-seven percent of the respondents maintained they were involved in evaluating the performance of the subjects they teach to a very large extent, 51% of the respondents agreed they were involved to a large extent while 12% of the respondents indicated that they were involved only to a little extent.

Thirty percent of the respondents maintained they were involved in allocating teachers' duties in school to a very large extent, 42% of them agreed they were involved to a large extent, 20% of them indicated they were involved to a little extent, while 8% of said they were not involved at all. Forty-seven percent of the respondents further agreed that to a very large extent, they were involved in determining the procedures to be used for evaluating teachers, 31% agreed they were involved to a large extent. However, 7% the respondents maintained they were not involved at all in making such decision.

Forty percent of the respondents agreed that teachers were to a very large extent involved in selecting heads of department, 50% of them agreed they were involved to a large extent while 10% of the respondents said they were involved to a little extent. Thirty-three of them agreed that to a very large extent teachers were involved in determining teaching methodologies, 54% of them agreed they were involved to large extent. On the other hand, 8% of the respondents indicated they were involved to a little extent while 5% of them said they were not involved at all.



Fifty percent of the respondents agreed that they were involved in determining teaching content to a very large extent, 45% of them claimed they were involved to a large extent while 5% of them maintained they were involved only to a little extent. Fifty-five percent of the respondents agreed that the teachers were involved in developing procedures for assessing student achievement in the subjects they taught, to a very large extent, 37% of them felt they were involved to a large extent while 8% of them claimed they were involved to a little extent.

Judging from the results so far, it could be deduced that teachers were to a large extent involved in decision making in the senior high schools. It is gratifying to note that the teachers were actively involved in decision making in the schools because that makes them feel part of the organizational life of the school and boost their morale. Besides, they become committed to implementing whatever decision is taken (Daft, 2003). Also when the morale of teachers is boosted, they work hard to raise the academic standards of the school.

It is however, important to note that teachers may not be willing to participate in all decisions. Whether they will participate in decision making or not depends on whether the decision falls within or outside their zone of indifference. Owens (2001) pointed out that, when dealing with problems that fall within “staffs’ zone of sensitivity”, there is a prevalence of high degree of participation in a group decision making process. On the other hand, if issue or problems are located in teachers’ “zone of indifference”, participation will be less effective (Hoy & Miskel, 1991). Daft (2003) indicated that, individuals or groups are usually intending to participate in the process of decision-

making wherever they feel that the degree of their participation is directly related to how well certain pre-requisite conditions are met.

**Research Question 2: Which areas of decision making in Senior High Schools are teachers involved?**

### **Involvement of Teachers in Decision Making**

The participation of teachers in decision-making was perceived as forging links between administrators and teachers (Afful-Broni, 2008). Decision-making in educational organizations has been recognized as a key function required by administrators. In a school where a clear commitment in students learning is apparent, participatory decision making by the teachers is crucial to the overall effective operation of the school. Mangunda (2003) also states that participative management ensures that members in organization take ownership of the decision, and are willing to defend decision taken through collaborative means. This means that participative management results in a great sense of commitment and ownership of decisions. In most cases, the responsibility for obtaining school objectives depends on teachers. The researcher wanted to know the areas of decision making teachers were involved in the study area. The result is shown in Table 4.3.

**Table 4.3 Decision Making in Senior High Schools Teachers are Involved**

Statements	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
My head works collaboratively with teachers to plan school budget and income generation activities	84(55)	58(38)	10(7)	-
participate in curriculum planning, implementation and evaluation processes in the school	72(47)	68(45)	12(8)	-
Management has positive attitude towards teachers' participation in planning school activities	76(50)	69(45)	7(5)	-
Teachers' participation in creating favorable learning condition and environment	65(43)	81(53)	6(4)	-
Participate in efforts to improve Learning and teaching methodology	71(47)	69(45)	12(8)	-
Teachers' involvement in the disciplining of students in the school	52(34)	82(54)	10(7)	8(5)

Source: Field work, 2021

Table 4.3 indicates that 55% of the respondents strongly agreed that teachers were involved in decision making in the schools as the head worked collaboratively with teachers to plan school budget and income generation activities, 38% of the respondents agreed while 7% disagreed. Balcha (2012) states school budget is a financial plan for producing an educational 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 the superintendent of securing the much needed information, but also contribute to employee morale and status, and in this case, the teacher.

Table 4.3 again indicates that 47% of the respondents strongly agreed that teachers were involved in decision making in the schools as teachers participated in curriculum planning, implementation and evaluation processes in the school, 45% of the respondents agreed while 8% disagreed. Since implementation of the curriculum takes place through the interaction with the learner, the role and influence of the teacher in the process is indisputable (Aggrawal, 2004). If teachers participate in decisions made, students' outcomes will be upgraded in every element of teaching and learning.

Also, 50% of the respondents strongly agreed that teachers were involved in decision making in the schools as management had positive attitude towards teachers participation in planning school activities, 45% of the respondents agreed while 5% disagreed. 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 (Jones & George, 2009). In the case of schools, planning is one of the basic school activities that teachers should be involved 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 achieved the objective before you (Aداire, 2010). Teachers involvement in the planning effort is thus very crucial and it is good teachers in this study attested to the fact that they were involved in planning school activities.

Further, 43% of the respondents strongly agreed that teachers were involved in decision making in the schools as teachers participated in creating favourable learning condition and environment, 53% of them agreed while 4% disagreed. The school environment influences the physical, mental, social, and emotional or 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 (Potter, 2002). The organization of useful data can be done by leaders and teachers of the school. School heads should facilitate the conditions for teachers to always take part in the creation of conducive learning school environment that improves students learning and the learning outcome.

Furthermore, 47% of the respondents strongly agreed that teachers were involved in decision making in the schools as teachers participated in efforts to improve learning and teaching methodology, 45% of them agreed while 8% disagreed. Teachers are

expected to use participatory teaching methodologies and other modern approaches in the learning-teaching process and are therefore involved in efforts to improve teaching and learning based on teaching methodologies (Aggrawal, 2004).

Finally, 34% of the respondents strongly agreed that teachers were involved in decision making in the schools as teachers were involved in the disciplining of students in the school, 54% of the respondents agreed, 7% of them disagreed while 5% strongly disagreed. It was good that the teachers were involved in discipline. 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. Also teachers play a major role in decreasing inappropriate behavior through the employment of effective instructional activities (Supaporn, 2000). This underscores need for teachers to be involved in decisions relating to school discipline.

### **Research Question 3: What is the impact of teachers' participation in decision-making on teacher's morale?**

According 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). The researcher wanted thus, to know the impact of teachers' participation in decision-making on teacher's morale in the study area. The result is shown in Table 4.4.

**Table 4.4: Impact of Teachers' Participation in Decision-making on Teacher's Morale**

Statements	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
Teachers feel respected and empowered.	85(56)	67(44)	-	-
Increase teachers' willingness to implement decisions in class	72(47)	59(39)	21(14)	-
Enhance communication among teachers and administrators	82(54)	62(41)	8(5)	-
Increases school effectiveness and strengthens staff morale	50(33)	84(55)	12(8)	6(4)
Improves teachers' commitment and ownership of decisions made	68(45)	75(49)	9(6)	-
Produces better informed teachers to improve teacher efficiency	78(51)	74(49)	-	-

Source: Field work, 2021

Table 4.4 shows that all the 152 respondents (100%) strongly agreed that teachers feel respected and empowered when they are involved in decision making. The result is in agrees with the assertion by Wadesango (2012) that participative decision-making has

been identified as an important contributor to successful educational management. It does not only facilitate implementation of decisions but also leads teachers to feel respected and empowered.

Again, 47% of the respondents strongly agreed that teachers' willingness to implement decisions in class are increased when they are involved in decision making, 39% of them agreed while 14% of the respondents disagreed. The result depicts that when teachers are involved in decision making it gives them the power to own the decisions and help to implement them. According to Mangunda (2003), participative management ensures that members in organizations take ownership of decisions, and are willing to defend decisions taken through collaborative means. This means that participative management results in a great sense of commitment and ownership of decisions. In most cases the responsibility for obtaining school objectives depends on teachers. When 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).

Also, 54% of the respondents strongly agreed that communication among teachers and administrators are enhanced when they are involved in decision making, 41% of the respondents agreed while 5% of them disagreed. The participation of teachers in decision-making has been advanced for a variety of reasons. Most often, participation is thought to enhance communication among teachers and administrators and improve the quality of educational decision making. It is also thought that participation may contribute to the quality of teachers' work life (Algoush, 2010).



Moreover, 33% of the respondents strongly agreed that school effectiveness are increased and staff morale are strengthened when they are involved in decision making, 55% of them agreed, 8% of them disagreed while 4% of the respondents strongly disagreed. According to Gardiana and Rathore (2010), teachers participation in school decision making builds trust, help teachers acquire new skills, increase school effectiveness and strengthens staff morale, commitment and team work.

Further, 45% of the respondents strongly agreed that teachers' commitment and ownership of decisions made are improved when they are involved in decision making, 49% of the respondents agreed while 6% of the respondents disagreed. In schools where a clear commitment in students' learning is apparent, participatory decision making by the teachers is crucial to the overall effective operation of the school. This means that participative management results in a great sense of commitment and ownership of decisions (Mangunda, 2003).

Finally, all the respondents (100%) strongly agreed that better informed teachers are produced to improve teacher efficiency when they are involved in decision making. The result depicts that the non-involvement of teachers in decision making greatly improve teacher efficiency. Algoush (2010) found five major benefits of impact of increased decision making authority on teacher work life: improved teacher moral, better informed teachers, improved teacher communication within and across school, improve student motivation and increased incentives that serve to attract and retain quality teachers.

The findings of the current study clearly shows that the teachers acknowledged their participation in decision yielded positive results that could lead to school improvement and the attainment of the institutional goals. This hardly underscores the need to strive for active teacher participation in decision-making in schools.



## 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 main purpose of the study was to assess teachers' participation in decision making in selected Senior High Schools in the Kumawu District of the Ashanti Region. The objectives of the study were to establish the extent to which teachers are involved in decision-making in the Senior High Schools in the Kumawu District, determine the areas of decision making teachers are involved in Senior High School and to ascertain the impact of teachers' participation in decision-making on teachers morale.

Descriptive research design was employed in the study, and questionnaire was used for data collection. The sample size of the study was 152, sampled through purposive sampling. The data collected was analysed, using descriptive statistics, such as frequencies and percentages.

### **5.1.1 Key Findings**

The study showed that generally, teachers in Senior High Schools were to a large extent, involved in decision making, such as determining students' rights and welfare; selecting Heads of Department and allocating teachers' duties in school.

The study also revealed that the four most important areas of decision making teachers were involved in the senior high schools were: participation in creating favorable learning condition and environment, planning school activities, planning school budget and income generation activities and disciplining of students in the school

Finally, the impact of teachers' participation in decision making on teacher's morale were teachers felt respected and empowered to implement decision making in class. Teachers' participation in decision making enhanced communication among teachers and administrators. Their participation increased school effectiveness and strengthens staff morale and also improved teachers' commitment and ownership of decisions made and finally produced better informed teachers to improve teacher efficiency.

### **5.2 Conclusions**

Based on the fact that there was participatory decision making in the schools, it is concluded that there was good school climate characterised by high morale, hardwork and commitment to duty. In this respect, it is believed teachers' would give off their best in their instructional duties.

It is also concluded that such participatory decision making would impact positively on academic standards. This is because there would be improvement in teacher-teacher and student-teacher relations.

Finally, it is concluded that if academic standards in the school was not good then, it could not be attributed to lack of participation in decision making, in which case it would be appropriate to look for the possible causes of the poor academic standards.

### **5.3 Recommendations**

The following recommendations are made based on the findings and conclusions drawn from the study.

1. The Ghana Education Service should make it compulsory for heads of educational institutions to involve teachers in decisions making that affect them to enhance the success of the school. This is necessary because even though the teachers acknowledged that generally there was participatory decision-making, there was a few who thought otherwise.
2. The Ghana Education Service should ensure that teaching and learning materials are always available, and sufficient enough to cater for the needs of schools in order to be able to fully implement decisions that are concerned with teaching and learning materials. If this is not ensured, no matter how teachers are involved in decision making in the school, may not yield any dividend.
3. To sustain the high level of participation in the Senior High Schools, both heads and teachers should be given orientation when appointed, and there should be periodic in-service education and training in participatory decision-making to

organized by the school induction committee in conjunction with the Kumawu District Directorate.

#### **5.4 Suggestion for Further Study**

Further study should be conducted in the remaining districts and municipalities of the Ashanti Region to assess teachers' participation in decision making since the study focused on selected Senior High Schools in the Kumawu District of the Ashanti Region.



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## APPENDIX

### AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND ENTREPRENEURIAL DEVELOPMENT QUESTIONNAIRE FOR RESPONDENTS

The purpose of this questionnaire is to obtain information about teachers' participation in decision making in selected Senior High Schools in Kumawu District of the Ashanti Region

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

#### INSTRUCTION:

Please (✓) tick the most appropriate response.

#### SECTION A

#### DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

1. Gender

Female [ ]

Male [ ]

2. Age

Below 30 years [ ]

31-40 years [ ]

4. 41-50 years [ ]

51-60 years [ ]

3. Education level

Diploma [ ]

Bachelor’s Degree [ ]

Master’s degree [ ]

4. Teaching Experience

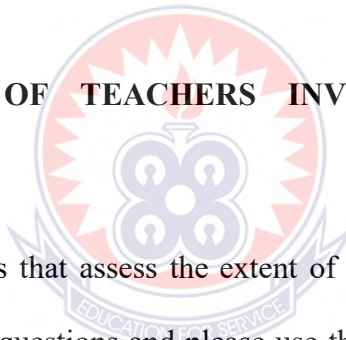
Below 5 years [ ]

5-10 [ ]

11-20 [ ]

Above 20 years [ ]

**SECTION B EXTENT OF TEACHERS INVOLVEMENT IN DECISION-MAKING**



This section contains items that assess the extent of teachers’ involvement in decision-making. Please answer all questions and please use the likert scale of Strongly Disagree (SD=1) Disagree (D=2) Agree (A=3) Strongly Agree (SA=4)

	<b>Statements</b>	<b>To a very Large ext. N (%)</b>	<b>To a large extent N (%)</b>	<b>To a little extent N (%)</b>	<b>Not at all N (%)</b>
5	Determining students’ rights and welfare.				
6	Evaluating the performance of my subject				

37	Allocating teachers' duties in school.				
8	Determining the procedures to be used for evaluation teachers.				
9	Selecting Head of Departments				
10	Determining teaching methodologies.				
11	Determining teaching content.				
12	Developing procedures for assessing student achievement in the subjects I teach				

### SECTION C DECISION MAKING TEACHERS ARE INVOLVED

#### IN SENIOR HIGH SCHOOLS

This section contains items that assess the decision making in senior high schools teachers' are involved. Please answer all questions using the likert scale of 1= Strongly Disagree 2= Disagree 3= Agree 4= Strongly Agree

	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
13	My head works collaboratively with teachers to plan school budget and income generation activities				



14	participate in curriculum planning, implementation and evaluation processes in the school				
15	Management has positive attitude towards teachers participation in planning school activities				
16	Teachers participation in creating favorable learning condition and environment				
17	Participate in efforts to improve Learning and teaching methodology				
18	Teachers involvement in the disciplining of students in the school				

#### **SECTION D IMPACT OF TEACHERS' PARTICIPATION IN DECISION-MAKING ON TEACHER'S MORALE**

This section contains items which assess the impact of teachers' participation in decision-making on teacher's morale. Please answer all questions using the likert scale of 1= Strongly Disagree 2= Disagree 3= Agree 4= Strongly Agree

	<b>Statements</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
19	Teachers feel respected and				

	empowered.				
20	Increase teachers' willingness to implement decisions in class				
21	Enhance communication among teachers and administrators				
22	Increases school effectiveness and strengthens staff morale				
23	Improves teachers' high sense of commitment and ownership of decisions made				
24	Produces better informed teachers to improve teacher efficiency				

