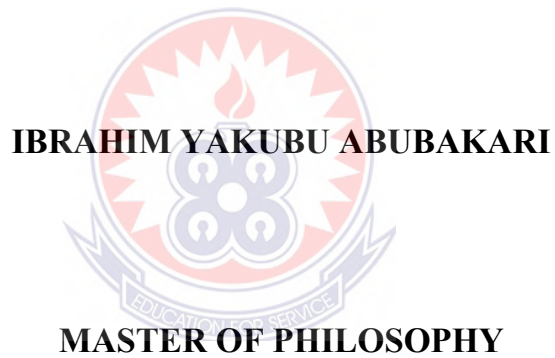


UNIVERSITY OF EDUCATION, WINNEBA

**TEACHERS PARTICIPATION IN DECISION-MAKING PROCESS OF
SENIOR HIGH SCHOOLS IN KRACHI EAST MUNICIPALITY, OTI
REGION OF GHANA**



2022

UNIVERSITY OF EDUCATION, WINNEBA

**TEACHERS PARTICIPATION IN DECISION-MAKING PROCESS OF
SENIOR HIGH SCHOOLS IN KRACHI EAST MUNICIPALITY, OTI
REGION OF GHANA**

IBRAHIM YAKUBU ABUBAKARI

202142247



**A thesis in the Department of Educational Administration and
Management, Faculty of Educational Studies, submitted to the
School of Graduate Studies in partial fulfilment
of the requirements for the award of the degree of
Master of Philosophy
(Educational Administration and Management)
in the University of Education, Winneba**

DECEMBER, 2022

DECLARATION

Student's Declaration

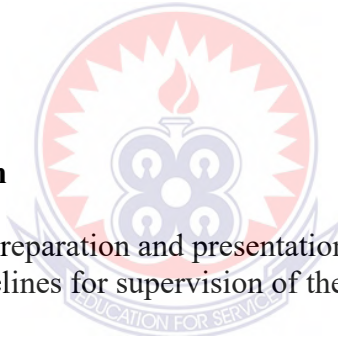
I, Ibrahim Yakubu Abubakari, declare that this thesis, with the exception of quotations and references contained in published works which all have been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature:

Date:

Supervisor's Declaration

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



Name of Supervisor: Prof. Hans Kweku Wiabo-Baffoe

Signature:

Date:

DEDICATION

This work is dedicated to my late father, Mba Yakubu Daneey, who sacrificed his entire life in nurturing us though could not live to see the fruits of his labour.



ACKNOWLEDGEMENTS

I would like to express exceptional appreciation and thanks to my supervisor, Prof. Hans Kweku Wiabo-Baffoe, for the fatherly guidance and direction during the period of the study. Sir, I would forever be indebted to you.

I am eternally grateful to Prof. Samuel Alhassan Issah, Dean of school of Ghanaian Languages of the Ajumako campus of UEW, for the unceasing guidance birthed by the twin brothers of love and concern over the years. And to Dr. Alfred, Dr. Odei-Tettey, Dr. Bampoe and Prof. Hinneh of the department of Educational Administration and Management of UEW, I say a big thank you for your invaluable academic guidance as my teachers. Special thanks to my lovely wife, Madam Samata-Monkwaa and my lovely kids (Shakira-Tipagiya Daneey, Muhammad-Sharif Daneey and little Baba Yakubu Daneey), for the sacrifices made over the years.

Thanks to family members: Alhaji Baba Osman Daneey, National Finance Officer of the National Youth Authority-Accra, Hon. Yakubu Abubakari Daneey, Assemblyman for Sang Electoral Area, Inspector Yakubu Iddrisu Daneey of Ghana Immigration Service, Mr. Abdulai Yakubu Daneey, Mr. Yakubu Alhassan Daneey, Madam Kande-Daneey and Dr. Issah Mohammed of University for Development Studies, Mr. Hassan Hussein of Political Science department of UEW, Mr. Adam Abdul-Kudus of Home Science department of UEW.

I am forever grateful to each and every one for the care and support over this period.

TABLE OF CONTENTS

Contents	Page
DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES	x
GLOSSARY	xi
ABSTRACT	xii
CHAPTER ONE: INTRODUCTION	1
1.0 Overview	1
1.1 Background to the Study	1
1.2 Statement of the Problem	7
1.3 Purpose of the Study	11
1.4 Objectives of the Study	11
1.5 Research Questions	11
1.6 Significance of the Study	12
1.7 Delimitation of the Study	12
1.8 Limitations of the Study	13
1.9 Operational Definition of Terms	14
1.10 Organization of the Study	14
CHAPTER TWO: LITERATURE REVIEW	16
2.0 Overview	16
2.1 Theoretical Framework	16
2.2 Conceptual Framework of the Study	18

2.3	The Concept of Decision-Making and its Essence in Schools	19
2.4	Extent of Teachers' Involvement in Decision-Making Process of Schools	26
2.5	Areas of Decisions in which Teachers are mostly involved	41
2.6	Factors affecting teachers involvement in decision-making of schools	46
2.7	The Role of School Leaders in Facilitating the Environment for Teachers Participation in Decision-Making	54
2.8	Empirical Review of Literature	61
2.9	Summary of Literature Review	72
CHAPTER THREE: METHODOLOGY		73
3.0	Overview	73
3.1	Philosophical Position/Research Paradigm	73
3.2	Research Approach	74
3.3	Research Design	74
3.4	Site and sample characteristics	76
3.5	Population of the Study	77
3.6	Sampling Procedure/technique	77
3.7	Sample size for the Study	78
3.8	Research Instrument	79
3.9	Administration of Questionnaires	81
3.10	Validity	81
3.11	Reliability	82
3.12	Data Analysis Procedure	83
3.13	Ethical Considerations	84
3.14	Mean Determination and Decision making Criteria for Data Interpretation	85

CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION	86
4.0 Overview	86
4.1 Demographic characteristics of respondents	86
4.2 Research question 1: To what extent do teachers participate in decision - making process of senior high schools in the Krachi East Municipality?	90
4.3 Research Question 2: What are the areas of decision making in which teachers mostly participate in the Senior High Schools of the Krachi East Municipality?	93
4.4 Research Question 3: What are some of the factors affecting teachers’ participation in the decision-making process of senior high schools in the Krachi East Municipality?	103
4.5 Research Question 4: To what extent do school leaders facilitate teachers’ involvement in decision-making process of Senior High Schools in the Krachi East Municipality?	108
4.6 Discussion	113
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	120
5.0 Overview	120
5.1 Summary of the Study	120
5.2 Summary of Key Findings	122
5.3 Conclusions	123
5.3 Recommendations	124
5.4 Suggestion for Further Studies	125
REFERENCES	126
APPENDICES	139
APPENDIX A: Letter of Introduction	139
APPENDIX B: Questionnaire for Respondents	140

LIST OF TABLES

Table	Page
3.1: Summary of Data Analysis	84
4.1.1: Gender Distribution of the Respondents	87
4.1.2: Age Distribution of Respondents	87
4.1.3: Academic qualification of respondents	88
4.1.4: The Teaching Experience of Respondents	89
4.1.5: Years spent with school leadership as a teacher.	90
4.2: Teachers' views on the extent of their participation in decision-making process of their schools	91
4.3.1: Teachers' participation in Managerial Decisions	94
4.3.2: Teachers' participation in decision-making process in curriculum and instruction	96
4.3.3: Teachers' participation in decisions on school-related activities as area of decision-making	99
4.3.4: Teachers' in participation in school policy, rules and regulations as an area of decision-making	101
4.1: Teachers' views on factors affecting their low/high participation in decision-making of their schools	104
4.5: Teachers' views on ways in which their leaders facilitate their involvement in decision-making of the schools	109

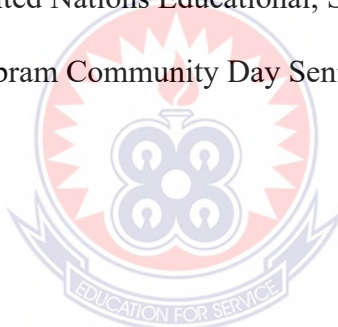
LIST OF FIGURES

Figure		Page
2.1:	Conceptual framework of the study	18



GLOSSARY

ASUSEC	:	Asukawkaw Senior High School
GES	:	Ghana Education Service
KEMA	:	Krachi East Municipal Assembly
MoE	:	Ministry of Education
OSTECH	:	Oti Senior/Technical School
SBM	:	School Based Management
SHS	:	Senior High School
SPSS	:	Statistical Product for Service Solution
UEW	:	University of Education, Winneba
UNESCO	:	United Nations Educational, Scientific/Cultural Organization
YaCoSH	:	Yabram Community Day Senior High School.



ABSTRACT

The study aimed to unravel teachers' participation in decision-making process of Senior High Schools in the Krachi East Municipality, Oti Region. The study was guided by the positivist paradigm with a descriptive survey design. A sample of 121 out of a population of 174, selected through simple random sampling procedure, was used for the study. The data were gathered with self-administered questionnaires and analysed using frequencies, percentages, means and standard deviations. The study established low teacher participation in decision-making process of the schools under the study. Also, the study revealed that, teachers rarely participate in decisions on areas such as managerial, school-related activities and policies of the schools but that of curriculum and instruction was found to be high. Lack of transparency, bureaucratic structures and lack of clarity on the part of school leaders were some of the identified factors affecting teachers' participation in decision making and leaders of the schools do not make the environment conducive for teachers to participate in decisions of the schools. The conclusion is that, teachers were often left out in the decision making process of the schools under the study. The study, therefore, recommended the establishment of structures that could facilitate better teacher participation in decision making process of senior high schools in the Krachi East Municipality. A further study on why teachers are often left out in budget and finance decisions of schools is suggested.



CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter provides an introduction to the study on teachers' participation in decision-making process of Senior High Schools in the Krachi East Municipality. It first dealt with the context that formed the background of the study and states the major problem that the study sought to address. The purposes as well as the research questions of the study were covered under this chapter.

1.1 Background to the Study

Decision making is a process of choosing an action from many alternatives, which may need the inputs of other people (Dampson, 2015). Decision making is believed to be the foundation upon which administrative processes and leadership of organizations are built and ran on, in view of this Mensah (2021) defined decision making as the process of involving and consulting members of an organization as a way of finding perceived lasting solutions to problems that an organization is saddled with.

Desalegn (2014) states that, in years past decision making was considered/seen as a management function in various institutions and as a result little or no attention was given to the opinions of employees below the body of management. However, there have been paradigm shifts in recent times with researchers and management authorities relating decision-making to collaborative work efforts in an organization by all towards achieving quality outcomes. This shift could be attributed to modifications in the systems of education which calls for restructuring of policies for more quality and better outcomes through collaboration (Desalegn, 2014).

Mohammedsani (2017) corroborated that, in the school system, like in any other organization, decisions are made towards solving problems aimed at achieving the stated goals of the schools effectively and efficiently. These decisions may be related to planning, students/staff discipline, curriculum implementation, resource utilization, school policy or extra-curricular activities. Managing a school entails making a lot of decisions. This underscores Lunenburg's cited in Wadesango (2017) postulation that decision making is 'a way of life' in the education sector and it pervades all levels of education. At the various levels of education, various decisions are taken to guide the affairs of students, teachers, head teachers and other stakeholders of education.

Conducive school's environment depends on administrators recognizing that teachers are capable of being responsible for their students' learning. Such schools also empower teachers with the ability to make the decisions on how to best accomplish success.

Participation in decision making, according to Luthans (2005), is the mental and emotional involvement of individuals in an organization with the aim of encouraging them to contribute meaningful ideas towards achieving set goals and also sharing responsibilities for effective delivery through group collaboration. In the view of Conley (1991), teachers' participation in decision making in schools is critical as it plays an essential role in the delivery of education due to the fact that teachers remain major means through whom many decisions made either at management or group levels are implemented. Involving teachers in decision making promotes greater satisfaction and commitment on the part of teachers and ensures attainment of school goals within a shorter duration (Societe, 2003). Luthans (2005) suggested, however, that involving teachers in decision making in schools should not be compulsory or

imposed on them but rather based on willingness on the part of the teachers and on collaboration.

Teachers' participation in the process of decision making plays a major role in the management and administration of schools as it results in not only greater satisfaction and commitment but also ensures attainment of goals/objectives on the part of teachers within a stipulated time (Anderson, 2002). Shaw (2019) contends that, involving teachers in the process of decisions by school leaders is like when two people cooperate to roll a stone that neither could have rolled as individuals. However, when teachers are not motivated enough to be part of decision making of their schools, excessive excuses and truancy leading to low productivity usually emerges (Awotua-Efebo cited in Desalegn, 2014).

Various studies have been conducted across the globe on teachers' involvement in decision making of schools and associated impact. A study conducted by Weiss (1994) revealed that involving teachers in decision making of schools increases the general performances of schools as teachers strive to accomplish what they have participated in deciding rather than implementing what have been imposed on them by others.

Haris and Muijs (2009) found a positive correlation between an increase in the level of teachers' participation in decision making and general performance of schools. A similar study by Sergiovanni (2015) in Iran investigated teachers' involvement at different levels of decision making of their schools. The study concluded that, there is a positive relationship between teacher participation in decision making and the zeal to implementing the outcome of the decisions for the progress of their schools.

Kumar and Scuderi (2000) in England noted that involving teachers in decision making motivate them to carry out their tasks timely and efficiently. A similar study by Eris (2017) on teachers and administrative staff views on teachers' participation in decision making in Cyprus indicated that school administrators who resorted to democratic style of leadership and attitude in decision making process and include the school staff (teachers) more frequently in the decision making process in areas of the school responsibilities and authority to subordinates had greater output through performance of students than schools that had not left teachers out of decision making.

Teachers' active participation in decision making encourage them not only to understand issues at hand but involved directly in planning, designing and implementing as well as assessing the various stages of projects and/or programs operated by the school systems (Smylie & Tuermer, 1992).

In Africa, Harnyanto (2020) in Nigeria states that there is a positive relationship between teachers' involvement in academic planning in public secondary schools in Kwara State and students' achievement though such act of teacher participation is lacking in many schools. Thus, involving teachers in academic planning as an area of decision making has a positive impact on the performances of teachers, leading to higher student achievement in public secondary schools in the Kwara State. Donald and Lazarus (1997) reveal that there is a total neglect of teachers in the process of decision making in Namibia creating a sense of "disownership" of educational policies by teachers such that they regard policies as "inherited" instead of self-made causing difficulties in implementation of policies. A study conducted by Wadesango (2017) on teachers' participation in decision making in secondary schools in the Gweru District of Tanzania reveal that, teachers are often left-out many of the major policy decisions

of their schools and where they are sometimes involved, their opinions are not put into actions by the authorities.

Amin (2010) states that there is a problem of teacher neglect in decision making process in many developing countries, including Africa. This phenomenon, according to Amemo (2011), has made it difficult for successful implementation of educational policies in most African countries including Ghana. Okuoko (2012) examined employees' involvement in decision making and workers performance relating to decision making in Ghana. The study reveals that though workers' participation in decision making had a positive impact on the progress of organizations, employees below senior staff or management rarely take part in decision making of their organizations. It further stated that involving employees (teachers) in decision making could promote accountability and commitment on the part of teachers in their job operation.

According to Ampam-Mensah (2013), in Ghana the State through the Ministry of Education and Ghana Education Service in its bid to make teachers as the centre of decision making embarked on decentralization and delegation of authority to the various regional and district offices in the 1987 educational reforms. This saw the delegation of the powers of recruitment and autonomy to take decisions on their own to the various regional and district offices, however, in recent times these powers have been revoked and given to the top hierarchy.

Amin (2010) opined that, schools require unified efforts from leaders and teachers alike for quality and effective administration as teachers are essential in the management of schools and their participation in decision making is such important that its neglect by leaders could hamper the realization of set goals. Danso (2019)

states that, in Ghana teachers are at the receiving end of decisions even at the local levels (districts) and are only recognized to be blamed during policy failures.

It is a hidden fact that teachers have been left-out in the planning, drafting and budgeting of educational policies in Ghana. For example in the 2006 and 2010 education reforms, teachers sharply criticized the policies for the non-participation of teachers in the formulation of the policies. They claimed that they have been loaded with a lot of work with limited resources and inadequate remuneration. Whatever happens in the classrooms and the school environment in the senior high schools should be linked with whatever decisions are taken as far as education is concerned and therefore the major player in education delivery, the teacher, should always be part of the decision making process easier implementation (Kochlar cited in Amemo, 2011). The situation is, however, not teacher-motivating as classroom teachers are usually not invited or allowed to be part of formulation of policies and decisions pertaining to policy implementation, assessment and evaluation as they are usually instructed on what to do after the process. Dampson (2015) states that, among the majority of Ghanaian schools, decisions are tailor-made and fed to teachers to implement. Dampson further argues that the 'fear factor' of being transferred to a rural school, demoted, suspended, or not being promoted made teachers not to question authority. This situation, according to Dampson (2015), serves as a demotivation to teachers and by large affects commitment and teaching.

In all, teachers are expected to be encouraged or motivated to actively participate in decision-making process of their schools so that informed decisions on policies, rules and regulations can be made by teachers themselves for effective implementation. In contrast to this, the state of teacher participation in decision making process of senior

high schools in the Krachi East Municipality is not known. Based on this, the researcher believes there exists paucity of evidence of teacher participation in decision-making process, in practice and in literature, among senior high schools in Ghana, not excluding Krachi East. Based on the reviewed literature, it is therefore justified to research into this topic in order to bridge the gap created in both literature and in practice on teachers' participation in decision making process among senior high schools in the Krachi East Municipality. Therefore this study sought to assess teachers' participation in decision-making process of senior high schools in the Krachi East Municipality, Oti region of Ghana.

1.2 Statement of the Problem

As Ghana is part of the rapidly changing world, among the primary pre requisites for improving the quality of teaching in schools is full teacher participation in school decision-making process (Dampson, 2010 & 2011). Mullins (2005) contends that staff participation in decision making process of organizations is necessary for the survival of the institutions, especially in this increasingly competitive world and could lead to higher performance (Mullins, 2005).

Wilson (cited in Desalegn, 2014) stated that loss of interest and frustration at work by individual employees could partly be attributed to the result of employees not been considered as part of the decision makers of their organizations and the feelings that their ideas are not wanted or listened to. Hence, there is the need for workers (teachers) to take part in the decision making process of organisations(schools) to avoid or minimize the occurrence of the afore-mentioned situations at the work place and to make the environment conducive for complete utilization of labour. However, teacher neglect in decision making process of their schools still persist as a study

conducted by Dampson (2015) revealed that the positive impact of leadership trainings in policy implementation and training of teachers in leadership and learning, perhaps, is yet to be felt across basic schools in Ghana because Dampson (2010 & 2011) argues that the majority of the basic school teachers lack participation in school decision-making. A similar study by Muindi (2011) in Kenya found out that decisions on school staffing, curriculum and resource allocation are largely made by principals and/ or selected individuals termed as management. The study further reveals that in most cases of school's decisions teachers were mostly excluded by administrators in the process.

Moran (2009) contends that, schools of recent times face intense pressure from the constantly changing external environment and the needs of the ever changing global system. This calls for schools to produce students with requisite skills to compete with others at all times from other surroundings. To cope with this trend, schools must be effective through the mobilization of teachers and providing them the opportunities to be part of the decision making bodies of their schools. In line with this, UNESCO (2021) wrote that “without the participation of teachers, a change in education is impossible” (pp.320). This statement affirms that teachers are the building blocks of schools' activities and corner-stone of educational policies. Moreover, it can be said that the quality of school's performance extensively depends on the teachers who occupy essential place in the process of learning, albeit decision making for societal change.

Irwin (1996) states that schools must be restructured in a manner that provides teachers the opportunity to participate in school-based decisions. Sorete (2021) conducted a study on the effects of teachers' participation in decision making on the

organizational commitment among academic staff of selected schools in Ethiopia, the study reveals that decisions made with teachers were more effectively implemented than those made without involving/consulting the teachers. The study further stated that teachers are more and better equipped to implementing the outcomes of decisions that they have participated in making than those they were never involved/consulted.

Also Opoku (cited in Desalegn, 2014) observed that education as a complex endeavour comprises various areas of decision making on different issues and problems. These problems require collective action and responsibility by all to arrive at a suitable conclusion based on certain considerations, especially schools as a learning institution. Hence, there is the need to involve all in the selection of differing alternatives for emerging problem. However, Danso (2019) observed that headmasters often exclude low ranking teachers in the administrative activities of the schools. This according to Somech (2010) hampers the realization of educational policy goals and objectives.

In this context, Somech (2010) and Harris (2012) remind us that the participation of teachers in school decision-making may motivate teachers to exert their intellectual and emotional involvement in group situations that may enable them to contribute to group goals and share responsibilities for better school improvement. In addition, Atakpa and Ankomah (cited in Dampson, 2015) claim that lack of teacher participation in decision-making is the cause to lack of student academic achievement in Ghana. Furthermore, Dampson (2010 & 2011) believes that Ghana's fCUBE will be fully achieved through teacher participation in school decision-making. Therefore, the researcher believes that the lack of participation of teachers in school decision-making has become a matter of great concern in the field of education in Ghana in recent years (Dampson, 2010, 2011 & 2015). With the quality of teaching being one of the major

requirements of school improvement and the concern that an alarming number of teachers are under performing as evidence from the 2011-2013 Basic Education Certificate Examination (BECE) indicates poor performance of students (Dampson,2015), increasing teacher participation is a necessity for academic productivity and excellence in Ghana Somech(2010).

The above concerns indicate the importance of teacher participation in school decision-making in Ghanaian schools. However, regardless of the importance of teacher participation in school decisions, only few studies (White, 2012; Kweggyir-Aggrey and Yelkperri, 2012; Drah, 2011; Dampson, 2015) have been conducted in Ghana to find solutions to the lack of teacher participation in school decision-making, especially among senior high schools.

It has been observed that teachers are unaware of the areas of decisions they are supposed to be part and the process of decision-making of senior high schools in the Krachi East Municipality remains opaque to many teachers. In addition, the varying views of teachers on their participation in decision making and expression of dissatisfactions by some teachers about how certain decisions were taken without their notice, though they were supposed to be part, calls for a study to be carried out. This very act affects the teaching and learning process of the schools as it results in excessive absenteeism, indiscipline, lack of cooperation, disunity and truancy among teachers. This observation and conjectures in addition to the unknown state of teachers' participation in decision-making process of senior high schools, both in literature and in practice, in the Krachi East municipality, justifies the need to conduct a study to find out the extent of teachers' participation in decision-making process of senior high schools in Krachi East. It is against this background that the present study

was carried out in senior high schools in the Krachi East Municipality, Oti region of Ghana.

1.3 Purpose of the Study

The study aimed at examining teachers' participation in decision making process of senior high schools in the Krachi East Municipality. This was to ascertain the current state of teachers' involvement in decision making and what need to be done to improve efficiency of the schools.

1.4 Objectives of the Study

The study sought to;

- 1 examine the extent of teachers participation in decision-making process of Senior High schools in the Krachi East Municipality.
- 2 determine areas of decision-making in which teachers mostly participate in Senior High Schools of the Krachi East Municipality.
- 3 identify some of the factors affecting teachers participation in decision-making process of Senior High Schools in the Krachi East Municipality
- 4 establish the extent to which school leaders facilitates the environment for teachers' participation in decision making process of senior high schools in the Krachi East Municipality.

1.5 Research Questions

The following research questions guided the conduct of the study:

1. To what extent do teachers participate in decision- making process of senior high schools in the Krachi East Municipality?
2. What are the areas of decision-making in which teachers mostly participate in the senior high schools of the Krachi East Municipality?

3. What are some of the factors affecting teachers' participation in decision making process of senior high schools in the Krachi East Municipality?
4. To what extent do school leaders facilitate the environment for teachers' participation in decision making process of senior high schools in the Krachi East Municipality?

1.6 Significance of the Study

This study will be of great educational significance:

Firstly, the findings of the study have revealed the state of teachers' participation in decision making in the Krachi East Municipality. This may give important and timely information to stakeholders of education concerning issues of teacher participation in decision making.

Secondly, the findings of the study will aid teachers to know the areas of decision making they are supposed to be part for the growth and development of their schools.

Thirdly, the results of the study would be beneficial stakeholders of education to know the factors affecting teachers' participation in decision making process of senior high schools for improvement or redress.

More so, the study would add to existing literature available to stakeholders on teachers' participation in decision making process of senior high schools in Ghana.

Lastly, the study could serve as a guide for future researchers on teachers' participation in decision making process of senior high schools in Ghana.

1.7 Delimitation of the Study

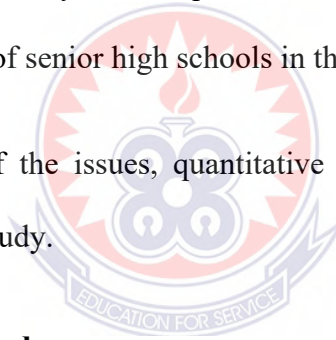
The study was restricted to the three public senior high schools in the Krachi East Municipality of the Oti region. These schools were Oti Senior High/Technical School,

Asukawkaw Senior High School and Yabram Community Day Senior High School. These schools were selected because they were the only senior high schools in the Municipality at the time of the study and they were selected to enable the researcher obtain relevant data on teachers' participation in decision making process of the schools.

Also, the study was limited to teachers only and did not find out the state of participation of the heads of schools or the non-teaching staff in school decision-making.

Furthermore, the study was delimited to school based management theory. This theory provided a strong basis to carry out the quantitative study on teachers' participation in decision making process of senior high schools in the Krachi East Municipality.

In view of the nature of the issues, quantitative approach with descriptive survey design was used for the study.



1.8 Limitations of the Study

The following are the limitations of the study:

The study was conducted among senior high schools in the Krachi East Municipality, hence should be generalized with caution for entire Senior High Schools in Ghana.

The study used structured questionnaires as an instrument. This was a limitation because it limited the responses of the respondents as they could not express themselves outside the content of the questionnaires. A room was created for open responses as a way of overcoming this limitation.

The instrument though was written in simple English, some respondents could have had some difficulty with comprehension and some could have exaggerated their responses especially with the use of the Likert type scale instrument.

1.9 Operational Definition of Terms

The terms used in the work have been explained below:

Decision-Making. It is the process of selecting the best alternative course of action out of several courses in solving a problem that an organization is faced with.

Decision. The outcome of deliberations on a matter that a group of people have decided to discuss.

Participation. The act of taking part or having a share in an activity or event.

Ghana Education Service. A body in charge of education that is teaching and learning of students.

Process. Procedures adopted in deliberating over issues and matters of importance in the school environment

Senior High School. It is a three year structure of education serving as a final and a link between pre-tertiary and tertiary education in Ghana

1.10 Organization of the Study

This part of the chapter concerns how the chapters of the study have been organized. The work is presented in five chapters. Chapter One presents the introduction of the study, which covers the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions and delimitations to the study. Chapter Two deals with literature review on concepts of decision making and empirical review. Chapter Three is on methodology consisting of research design,

research approach, site of the study, research instrument, validity and reliability. Chapter Four presents data presentation and analyses on the demographic characteristics of respondents, qualifications and responses to the questions based on the objectives of the study. Chapter Five, which is the final chapter contains summary of major findings, conclusions and recommendations.



CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

The chapter one having introduced the phenomenon of the study, this chapter presents conceptual framework and empirical information about teachers' participation in decision making process of schools. The literature centered on theoretical framework guiding the study, conceptual framework of the study, conceptual review and empirical review. The literature review sought to widen the scope of understanding and knowledge of readers as well as identify gaps in existing literature which the study sought to address concerning teachers participation in decision making process of senior high schools in the Krachi East Municipality.

2.1 Theoretical Framework

Theory is a belief or principle that guide actions or judgments, and which assist comprehension of an explanation in a research (Hoy & Miskel, 2006). This study was guided/underpinned by the School Based Management Theory (SBMT) by Yin Cheong Cheng.

2.1.1 School based management theory

School Based Management is the decentralization of authority from the central government to the school level (Algoush, 2005). In the words of Malen, Ogawa and Kranz (1990), "School Based Management can be viewed conceptually as a formal alteration of governance structure as a form of decentralization that identifies the individual school as the primary unit of improvement and relies on redistribution of decision-making authority as primary means through which improvement might be stimulated as well as sustained" (p.290). Cheng explained that School Based

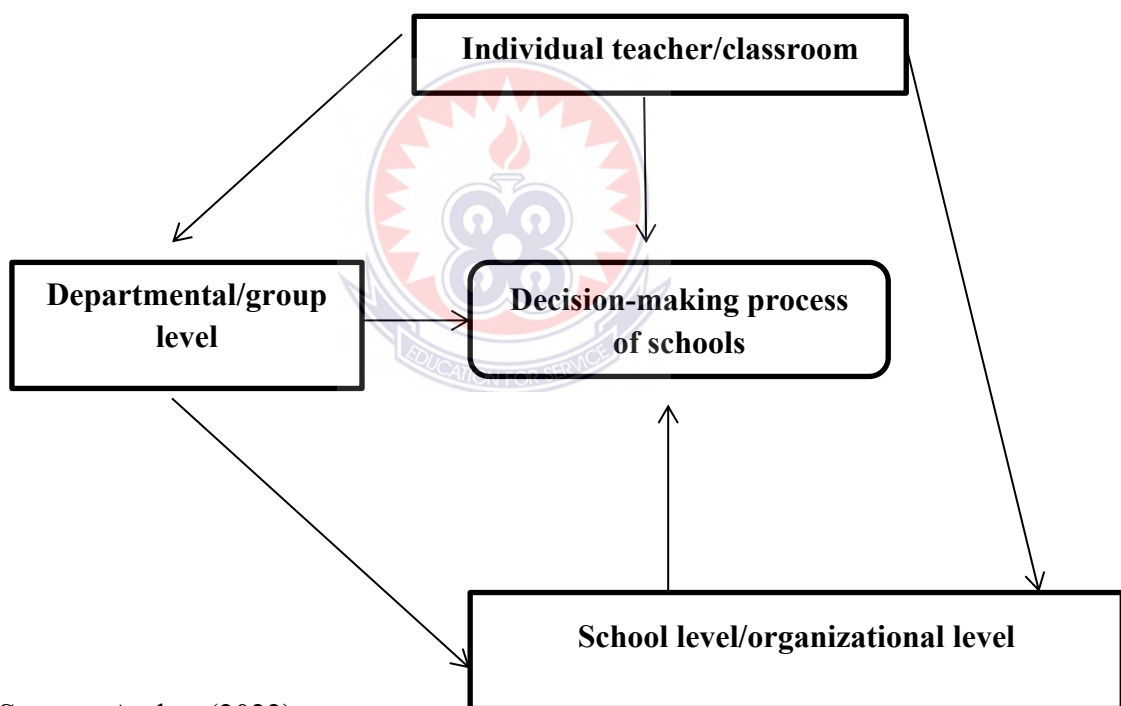
Management employs strategies that encourage teacher participation in decision making and also transfers authority of one or more of the following; budget allocation, personnel management, developing curriculum, monitoring and evaluation from higher decision making bodies to teachers (Cheng,1993). Thus, in SBM, responsibility for and decision-making authority over school operations are transferred to principals, teachers, parents, and sometimes to students and other school community members. However, these school-level actors have to conform to or operate within a set of policies determined by the central government. SBM programs exist in many different forms, both in terms of who has the power to make decisions and in terms of the degree of decision making devolved to the school level. Whereas some programs transfer authority only to principals or teachers, others encourage or mandate parental and community participation, often as members of school committees (or school councils, school management committees). In general, SBM programs transfer authority over one or more of the following activities: budget (allocating budget), personnel management (hiring and firing teachers and other school staff), pedagogy (developing curriculum), maintenance and infrastructure (procuring textbooks and other educational materials, improving infrastructure), and monitoring and evaluation (monitoring and evaluating teacher performance and student learning outcomes).

School Based Management Theory was considered appropriate for the study as it deals with the process of teachers' involvement in managing schools such that teachers play key roles in decisions on management, budgeting, assessment and evaluation of schools' activities and other decision making aspects. The theory was applied in assessing teachers' participation in decision-making process of Senior High Schools in the Krachi East Municipality, Oti Region.

2.2 Conceptual Framework of the Study

Conceptual framework is a set of ideas or mental map which is used by an investigator to structure the research process (Kiumi & Kibe, 2013). Shadidu (2010) explained conceptual framework as an abstract of how the basic concepts and constructs are expected to interact on the actual settings and the experiences that form the foundation of a research study.

The conceptual framework of the study was developed and presented in Figure 2.1 by the researcher. The framework show the ways and means in which teachers participate in decision process of schools at the various levels of the schools



Source: Author (2022).

Figure 2.1: Conceptual framework of the study

The conceptual framework depicted in fig.2.1 guided the study on ways in which teachers in senior high schools located in the Krachi East Municipality participate in decision making process of their schools.

2.3 The Concept of Decision-Making and its Essence in Schools

According to Buabeng (2020), decision-making is the process of identifying a particular problem, gathering information through consultation, identifying alternatives and selecting the best alternative to solving the problem been identified.

Decision-making, according to Okumbe (1998), is the process of specifying the nature of a particular problem and selecting among available alternatives in order to solve the problem. This implies that, decision-making is as a result of the quest of man to finding solution to an emerged problem, that is a problem precedes decision making and that there must be a number of alternative courses of action from which an optimum course will be selected (Desalegn, 2014). Sorete (2021) explained decision-making as a conscious choice of interrelated action from a well-defined group of often competing alternatives with the sole aim of selecting the best course of action to achieve a set objective. “Decision-making involves giving consideration to a matter, determining the options to get to the end results, and then selecting the most appropriate option to achieve the desired purpose” Annie (2011.p.2)

Decision making involves a selection from a composite of values, facts and assumptions intended to achieve a set goal over a given period of time Opoku (2008). Morphet (1982) states that, every successful organization involves its members to take decisions that will enable the organization to achieve its goals and which meet the critical needs of members of the organization. This means that every organization including schools should make its members as part of the decision making of the organization. Griffin (2004) opined that decision making involves selecting between alternatives and could be considered as the result of intellectual process involving memory, thinking and evaluation leading to the selection of best option from several

options in bid of solving a problem. This connotes rational decision making. It includes planning the likely results of actions, working out the significance of individual factors and choosing the best course of action to take. In same vein Moorhead (2004) states that in the process of decision making, the activities of the decision maker such as school heads are directed by a course of action or a purpose. In line with this, (Alkin, 1992) states that “decisions are made daily in schools about the conduct of work, the distribution of resources and short-term goals” (p.168). Thus, decision making is very crucial and important in schools to conduct work, distribute resources, and plan short-term goals and general activities for greater performance of the schools.

Johnson (2009) argued that decision making dictates the behaviour of members in an organization as it is an important construct for all members of an organization to define themselves, their roles, and expectations for each other. This is because people in organizations tend to think and act proper during decision making process. Decision-making consists of several steps to uncover what to do and why decision is made (Dampson, 2015). Thus, decision-making is essential in every organization, especially in schools, as it serves as the foundation on which the structures of organizations develop.

In the process of decision making, the decision maker’s activities are directed by a purpose. All of the several alternative courses of action are related to numerous outcomes. Evidence is available on the choices, on the value of each product relative to the goal. The decision maker chooses an alternative on the basis of his/her evaluation of the information (Moorhead, 2004).

Johnson (2009) on the other hand perceived decision-making as a key process or activity in an organization and what leaders 'do'. They believe "decision-making lies at the heart of managerial behavior in all organizations". They further argued that decision-making is an important construct for all members of organizations to define themselves, their roles and their expectations for each other because people in organizations tend to think and act in terms of decision-making. Newman (1998) defined decision-making as the process of specifying the nature of a 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.

Decisions are a composite of values, facts, and assumptions. Each or all of these may be subject to change from time. Decision-making, therefore, is not a onetime activity but rather a continuing enterprise (Opoku, 2008). 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 (Morphet, 1982). Moreover, Alkins (2002) stated that decisions are made daily in schools about the conduct of work, the distribution of resources, and short-term goals.

Decision involves policies (the definition of objectives), resources (people, money materials, and authority), and means of execution (integration and synthesis). Insofar as the value content of this type of decision is concern, the school principal should identify two major values; policy decision that seeks purposive action; executing decision that seek coordination of action (Wilson, 2016).

Thus, decision-making is very important and significant in schools and in any organization at large to conduct work, distribute resources, plan short-term and long-term to bring about the future state of affairs of an intention, and activities of the school. Moreover, school leader's main job is to lead the school through effective decision making, and quite often they have to decide on what is to be done, who to do it, and when and where it is to be done (Sorete, 2021). Decision-making is considered to be the "heart of management". It is the process of planning, organizing, staffing, directing, reporting, and budgeting for the smooth running of an institution McCormick (cited in Dampson, 2015). Management is a series of actions and tasks relevant to highly well-organized and effectual application of resources within the organization in order to attain organizational objectives (Sapre, 2002) and educational management may be regarded as a discipline with respect to the management of educational organizations (Bush, 2011). From another perspective, Bolam (1999) believed that educational management is a function of execution for fulfilling decided policies and made a distinction between educational management and educational leadership.

A school leader might choose an appropriate decision-making style that suits his/her followers and the situation confronting him/her. Schermerhorn (1993) believes that individuals may adopt one of these styles:

1. Problem seeker – someone who actively seeks problems
2. Problem solver – someone who solves problems
3. Problem avoider – someone who avoids and/or ignores problem-relevant situation.

Schermerhorn (1993) points out that the attitude of an individual towards involving in decision-making will depend on the psychological orientation towards active problem solving. For example, it is assumed that a problem seeker may therefore not always seek solutions to a problem if the process and/or the perceived outcomes may cause, for example a high level of cognitive dissonance, which is psychological disruptive within the individual caused by actions that are not in line with his/her belief. Robbins (1995), however, believes that four decision styles can be identified that relate an individual's 'way of thinking' to 'tolerance of ambiguity':

1. Directive – low tolerance for ambiguity and a rational way of thinking
2. Analytical – high tolerance for ambiguity and a rational way of thinking
3. Conceptual – high tolerance for ambiguity and an intuitive way of thinking
4. Behavioural – low tolerance for ambiguity but an acceptance of intuitions

These four styles according to Lee et al. (1999) are based on decisions being related to the way in which an individual thinks; that is rationality set the use of intuition, and the desire for consistency and logical order set against inconsistency (ambiguity) of information and ideas. Lee et al., further argue that the greater an individual's desire to be rational, the more that individual will seek to be entirely objective. However, it is believed among scholars (Simon, 1960) that the very nature of the decision and the context within which the decision is made will determine the style adopted. In addition, Lee et al., (1999) remind us that the individual do not conform neatly to a particular style of decision-making. In reality, they pointed out that individuals have dominant tendencies that influence their style of decision-making. They, however, argue that individual's perception of the context may be the final determinant of a decision style to be used.

Bennet (1997) posited that there are three levels of decision making and these levels are: strategic decisions, tactical decisions, operational decisions and policies. Strategic decisions are broad decisions about a firm's direction and its relations with the outside world. These decisions establish organizational objectives and impose frameworks for controlling the organization's activities. They include decisions on issues such as what to produce and how the organization will finance its operations. These decisions are usually made by senior level management. Tactical decisions are concerned with implementation of strategic decisions. They include decisions on issues such as the acquisition and deployment of resources, allocation of duties and specification of secondary objectives, monitoring performance and reporting to higher levels of authority. Operational decisions on the other hand are concerned with minor administrative matters such as lengths of production runs, shift rosters, stock levels and so on. They focus on the day-to-day activities of the organization. The fourth level of decision-making is policies.

Bennet (1997) defined policies as a set ground rules and criteria to be applied when taking decisions related to a particular function or activity. Policies therefore exist to restrict the scope and nature of decisions concerning a specific issue, for example, internal promotion. Policies facilitate the co-ordination of diverse operations and ensure that all decisions made are compatible with the overall aims of the organization. (Seth, 2007) explained that, schools' administration at all levels along the hierarchy makes decision. The decision may ultimately influence the school members. It can therefore be argued that, school principals who make decision on important school issues without adequate information do not facilitate the attainment of organizational goals and frequently lower the morale of members. Short et al. (1991) said openness and risk taking characterize the kind of school climate that encourages

involvement in decision-making. This environment encourages teachers to try new ideas and approaches. However, it should be noted that teachers were less willing to participate in decision making if they perceive that their principals sought their opinions but want to make the final decision rather than allowing teachers that opportunity. Luthans (2005) support the fact that when people are part of decision making process, there is greater opportunity of the expression of mind, ideas, existing disputes and more occasions for disagreements and agreements.

Likewise, a school where staff meetings are held regularly to discuss issues concerning the school, through consultation, there is greater possibility of general acceptance of outcomes. Vander (2008) contends that regular formal contact between the (heads of schools) leaders, subordinates (teachers) and other members of the organization (school) increases the level of workers satisfaction. In such an organization, every person is equal and has the democratic right of expressing opinion freely. Participative management provides an environment that makes employees' needs known and creates a means of expressing it openly in all areas of the organization (Sodhi, 2009).

Furthermore, Somech (2010) states that participative management has the potential to balance the involvement of managers and their subordinates in information processing, decision making, or problem-solving endeavors. Therefore, there are many potential benefits that an organization practicing participative style could use to its advantage in achieving its goals. Consequently, when several people make decisions together, the social commitment to one another is greater, and hence increases their commitment to making better decisions. People say, "Two heads are better than one". This means that when two or more people sit and try solving a problem together, they are able to make better decisions than one person. In a similar vein, Oduro (2004) maintains that

problem-solving through consultation is impossible with a single person's wisdom. However, Parnell and Crandall (2010) dispute that participative works in some cases, but in most cases the manager should make the decision based on his or her expertise and information.

2.4 Extent of Teachers' Involvement in Decision-Making Process of Schools

Beadwell and Claydon (2007) defined workers participation in decision making as the sharing and practice of power, in all its indicators, between the owners and managers of organizations and those working by them. It refers to the direct participation of individuals in decisions linking to their direct work administrations and to the indirect contribution in the decision-making, through representatives in the larger socio-technological and political structures of the school. In the view of Armstrong (2009) participation in decision-making is the situation where employees play a greater part in the decision-making process by being given the opportunity to influence important management decisions and contributing to the improvement of organizational performance. Sorete (2021) states that involving teachers in decision-making process is like when two men cooperate to roll a stone that neither could have rolled. Many managers express a belief that involving workers in decision-making will improve the quality of workers decision making in the organization (Collins, 1989).

In the contrary Awotua-Efebo (1999) stated that, where teachers lack motivation and involvement in decision making, truancy, excessive excuses, abstention and complaints usually emerge leading to general ineffectiveness, inefficiency, low productivity and non-achievement of goals of organization. Okoye (1997) states that workers should be involved in decision that concern them like general working

conditions, fringe benefits and staff development programs as this adds to the attractiveness of the organization climate.

Participation is ought to enhance communication among teachers and administrators and improve the quality of educational decision making; it may also 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 (Griffin cited in Somech, 2010).

Participative decision making has been identified as an important contributor to successful educational management. It does not only facilitate implementation of decision but also make teachers to feel respected and empowered. Moreover, such participation builds trust, helps teachers acquires new skills, increase school effectiveness and strengthens staff morale, commitment and team work (Rathore. 2010). The participation of teachers in decision making was perceived as forging links between administrators and teachers (Sergiovani, 2015). The important 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, made teacher participatory decision making is crucial to the overall effective operation of the school (Pashiardis, 1994).

In most cases the responsibility to obtain school objectives depends on teachers. In this regard Mohammed et al. (1992) state that, participation of teachers in making decision enables higher quality products and services, less absenteeism, less turn over, better problem solving and less management over head-in short, greater organization effectiveness. In addition, Pashiardis (1994) suggests that “increasing amount of

teacher participation in making decisions and extending their involvement in the overall decision process in order to make school policy and management more responsive to societal needs” (p.14).

White (2005) found five major benefits of impact of increased decision making authority on teacher work life; (a) improve teacher moral, (b) better informed teachers, (c) improve teacher communication within and across school, (d) improve student motivation (e) and increased incentives that serve to attract and retain quality teachers.

Participation is thought to enhance communication among teachers and school heads and improves the quality of educational decision making and may contribute to the quality of teacher’s work (Armstrong, 2009). In line with this, Somech (2010) stated that when teachers have an opportunity to be involved and exert influence on decision making process in schools, it is believed to increase willingness on the part of teachers to implement them in the class and promotes educational productivity.

Hoy and Miskel (1990) found that, participation of teacher in decision making is positively related to individual teacher’s satisfaction with the profession of teaching. Ivancevich (1990) also noted that teachers participation in decision-making process may lead to higher level outcomes, satisfaction and efficiency while decision made unilaterally do not contribute to the development or change of the school performance.

White (2005) found five major benefits of involving teachers in decision making process:

1. Increases morale of teachers
2. better informed teachers
3. improves teacher communication within and across the school

4. improve student motivation and
5. Serve as an incentive attract and retain quality teachers.

Kuku and Taylor (2002) states that teachers' participation in decision making activities is important for increased professionalism, school improvement, better school morale, and increased job satisfaction. Lucey (1994) also states that teacher involvement in decisions has the tendency to increases job satisfaction, job commitment, job involvement and innovation.

Luthans (2005) opined that teacher participation in decision making refers to the process of engaging teachers to select the best course of action from several courses as an individual or as a group. Individual participation techniques are those in which a single teacher somehow affects decision making of the school and group participation is consultative and democratic in nature. Consultative techniques indicate that the manager asks for and receives involvement from employees (teachers) but provides the right to handle the decision while in democratic form, there is full participation and group and the group not the individual heads make the final decision by agreement or majority.

Smylie (1996) states that decision-makings are seen as a means for teachers to lead beyond the classroom and in the school. Such extended influences through participation enhance teacher commitment to systematic change and equip them to become empowered and efficient. Taylor (1998) stated that involving teachers in decision-making changes the manner in which schools are governed by removing the power from the central office or administration and sharing it among teachers, principals and sometimes parents.

The actual amount of participation in decision-making process ranges from one extreme, where the manager makes the decision and asks for no help or ideas from anyone, to other extreme of full participation, where everyone connected or affected by the decision is completely involved. In practice, the degree of participation will be determined by factors such as experience of the person/group and the nature of the task. The more the experience and unstructured the task, the more the participation they will tend to be (Luthans, 2005). However, there is no standard or uniformity depicting how teachers participate in decision-making of schools as this varies from one institution to another depending on certain factors. Bamard (1982) suggested that under certain situation, there is a zone of indifference for individual teachers within which orders are accepted without serious question of the authority. In other words, participation in decision making may not be considered important if the issue appears irrelevant to the teacher. In line with this, Owens (1987) pointed out that when dealing with problems that fall within the staff's zone of sensitivity, a high participation is expected and if it falls within zone of indifference participation will be less effective.

As studies suggested in many cases, the extent or degree to which teachers' participate in decisions can be influenced by certain prerequisite factors or conditions. In this regard, Davis (cited in Desalegn, 2014) has identified some major conditions that may exist to both the participants and their environment. There are:

1. There must be time to participate before action is required
2. The potential benefits of participation should be greater than its cost
3. The subject of participants must be relevant and interesting to employees
4. The participants must be able to mutually communicate, so as to exchange ideas
5. Neither party should feel that its position is threatened by participation

6. Participation for deciding a course of action must be within the area of job freedom

Bridge (2007) pointed out that, individuals or groups usually participate in decision-making whenever they feel that the degree of participation directly related to certain prerequisite conditions that are met. Participation in school decision making is a collaborative process in which there is shared decision-making on educational issues at the school level as a way of involving teachers (Leithwood, 1993). The main purpose of sharing decision making is to improve the school effectiveness and student-learning. When principals, teachers and school staff members work as a team and collaboratively decide what is in the best interest of the school, the institution becomes responsive to the needs of their students and the community. Leithwood (1993) further suggested that, those closest to the children should decide their education. Teachers, staff members and parents should have more control of policies and programs affecting their schools and children. Accordingly, the person responsible for carrying out the decisions should have a clear voice in determining those decisions that, when implemented, would subject the participants to responsibility for the process as well as the outcomes.

Belasco and Alutto (1972) in an attempt to understand the various levels of participation categorized as deprivation (wanting more decision making), equilibrium (satisfied with current levels) and saturation (wanting less), and observed that each level of satisfaction has ramifications for teacher participation. They defined teacher participation as willingness to remain with the current school organization despite inducements to leave and therefore considered as important to teacher performance and commitment as the educational organization relied on willingness to remain .In

the same study, the researcher (Aluto, 1972), concluded that teachers, feeling that they were deprived of decision-making ability, reported lower levels of satisfaction, but saturated and equilibrium were more satisfied but not necessarily willing to increase their participation. Therefore, to simply increase participation in decision-making in absolute terms may be counterproductive. However, in general terms they concluded that allowing the teacher participation in decision-making purports to result in a more satisfied teacher with greater commitment organizational goals.

Tashakori (1997) used four categories of teacher involvement in decision-making, thus:

- (a) empowered (those who were involved and desired to be involved)
- (b) disenfranchised (those who were not involved but desire to be involved)
- (c) involved (those who were involved but do not desire it)
- (d) disengaged (those who were neither involved nor desired to be involved)

The study also found that the best discriminator between high participation and low participation groups was the principal, followed by the evidence of job satisfaction and that the variable mostly likely to discriminate among teachers as to their desire to participate in decision making was teachers sense of efficacy (being confident that they can teach effectively). The success of teachers in influencing decisions and substance of these decisions may be crucial for having teachers actually become leaders in schools by influencing the decision-making process, encouraging the shifting of their active participation in the direction of teacher leadership.

Leitherwood (1998) suggested that personal goals, capacity, context belief and emotional arousal work to promote a greater commitment to making decisions and synthesis of individual and organizational goals. Their observations were made while

doing a study to understand the motivation of teachers that Benson and Malone (1987) labeled “alienation”. The teacher’s sense of ability to act on decisions, or efficacy, leads teachers to work to become active participants and to shape organizations.

Hoy (1996) and Pajibo (2019) supported the concept of the participation in decision-making and advocated that the processes become more relevant, especially in addressing the question of whether the teachers can be trusted to make decisions that are in the best interest of the organization. They believed that the involvement of teachers in this process should occur when the teachers have a personal stake in the outcome, have expertise to contribute to the solution, and can be trusted to decide what is in the best of the organization. Participation in decision making in the work place is, therefore, important because the effectiveness of the decision is determined by both the quality of the decision been made and the acceptance and commitment of subordinates to implement the decision.

Amemo (2011) states that teachers of senior high schools are sometimes engaged in school decision-making via committees. In schools, there are usually varieties of committees set up for different tasks. These committees may be standing or ad-hoc ones. The standing committees can take the form of food committee, disciplinary committee, sport and entertainment committee, time table committee, welfare committee, and academic board among others. The school may also set up ad-hoc committee to handle problems that arise and need immediate attention (Mankoe, 2002). The existence, composition, and sitting of these committees are indicators of teacher involvement in school administration. The role of these committees must be clearly outlined and also all members of teaching staff must be engaged in at least, one or two committees in addition to their duties. This way, all teachers would be given the

opportunity to fully participate in school decision-making. This is also necessary not to overburden some teachers while others have nothing to do (Mankoe, 2002).

Also, Gregory and Ricky (1998) pointed out that the best ways of involving subordinates (teachers) in decision-making are teamwork and delegation. Delegation is a way of engaging the employees to take part in institutional (school) decision-making. This implies the transfer of authority from leaders to subordinates to perform certain task the leaders would have performed. This transfer gives the subordinates (teachers) the right to make decisions in the pursuance of the assigned task without reference to the higher level for decisions. That is the teachers take their own decisions within the work place without and act upon them without relying on their school heads. Consequently, the teacher's capacity to make and implement their own decisions with higher degree of commitment and confidence is developed. This enables teachers to keep their schools running in the absence of their heads (Dublin, 1997).

The end result of delegation is the establishment of organizational structure, which is always made visible by a chart. Without delegation there is no structure. This structure show who is responsible for what and the direction in which the school heads can assign tasks and authority (Dublin, 1997). Decision-making serves as an important conflict resolution tool, allowing the members of the school environment to work out their differences before the educational process is hampered and student learning diminished (Nye & Capelluti, 2003). Although often difficult, decision-making provides a process that may assist in reconciling individual needs and organizational goals (Hoy & Miskel, 2005). Johnson and Kruse (2009) and Owens (2008) add to this explanation by describing decision-making as the heart of the organization and

administration. According to Hoy and Tarter (2004) decision-making reinforces norms and support changes within organizations

Mankoe (2002) posits that final decisions reached at meetings should be implemented so that teachers can see that their contributions at meetings are important to the success of the school. This will urge them to attend and participate in subsequent meetings. In line with this Lucey (1994), states that when there is a change to any final decision taken at a meeting, the school head must explain to the teachers why the change before it is implemented. If this is not done, according to Taylor (1997), the attitudes of the teachers who participated may change negatively towards meetings as the perception of teachers of school management practices are linked with the extent in which teacher involves in decision making.

Bamard (1982) suggested that, under certain situation, there is a zone of indifference for each individual teacher within which orders are accepted without serious question of the authority. In other words, participation in decision making may not be considered important if the issue appears irrelevant to the teacher. In line with this, Owens (1987), pointed out that, when dealing with problems that fall within staffs' zone of sensitivity, a high degree of participation in a group process is expected. On the other hand, if issue or problems are located in teacher zone of indifference, participation will be less effective.

Luthans (2005), further explained that decision making can be formal or informal and entails intellectual and emotional as well as physical involvement. This process, according to Graham and Bennet (1997), implies that employees have access to sufficient information on which to base their decisions that they will be consulted

before the decision is made and that negotiations will be made between management and the employees about implementation of the decision.

Participation involves individuals or groups in the process. Individual participation techniques are those in which an employee somehow affects the decision making of a manager. Group participation techniques use consultative techniques and democratic techniques. Consultative techniques indicate that a manager asks for and receives involvement from employees but provides the right to handle the decision while in the democratic form, there's a full participation and the group not the individual heads and makes the final decision by agreement or majority (Luthans, 2005).

The actual amount of participation in decision-making process ranges from one extreme, where the manager makes the decision and asks for no help or ideas from anyone, to the other extreme of full participation, where everyone connected with, or affected by the decision is completely involved. In practice, the degree of participation will be determined by factors such as experience of the person/group and the nature of the task. The more the experience and unstructured the task, the more the participation there will tend to be (Luthans, 2005). The perceptions of teachers of school management practices are linked with the extent in which teachers are involved in school decision-making. Teacher involvements in school decision-making practically, vary from one school to another regarding on the issue or problems under consideration. For these reasons, there is no uniformity or standard depicting how teachers participate in decisions of schools. Bamard (2017) suggested that under certain situation, there is a zone of indifference in each individual teacher within which orders are accepted without serious questioning of the authority. In other words, participation in decision-making may not be important if the issue appears irrelevant to

teachers and teachers may accept the outcomes or orders from the decision without resistance or objection.

Hoy (2008) described areas of decision-making as a situation under which teachers take great personal interest. Owens (2007) also pointed out that, “When dealing with problems that fall within staff zone of sensitivity, a high degree of participation in a group process mode of decision making would arise. However, if the issues or problems are located in teacher zone of indifference, participation will be less effective (Hoy & Miskel, 2008). Bridge (2007) pointed out that, individuals or groups are usually intending to participate in the process of decision-making whenever they feel that the degree of participation is directly related to how well certain pre-requisite conditions are met.

Participation in school decision-making is a collaborative process in which there is shared decision-making on educational issues at the school level as a way of involving teachers (Liontos, 1993). The main purpose in sharing decisions is to improve school effectiveness and student-learning. When principals, teachers, and staff members work as a team and collaboratively decide what is in the best interest of the school, the institution is responsive to the needs of their students and community. Liontos further suggested that, those closest to the children should decide their education. Teachers, parents, and school staff should have more control of policies and programs affecting their schools and children. Accordingly, the persons responsible for carrying out the decisions should have a clear voice in determining those decisions that, when implemented, would subject the participants to responsibility for the process as well as the outcomes.

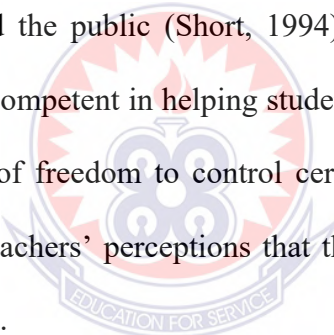
Decision-making is seen as a means for teachers to lead beyond the classroom and in the school. Such extended influence and involvement enhanced their commitment to systematic change and enabled them to become more empowered and efficacious teachers (Smylie, 1996). Involving teachers in decision-making changes the manner that schools are governed by removing the power from the hands of the central office or administration and sharing it among teachers, principals, and sometimes parents (Taylor, 1998).

Hoy (2008) supported the concept of the participation in decision making, and advocated that the process become more relevant, especially in addressing the question of whether the teachers can be trusted to make decisions that are in the best interest of the organization. They believed that the involvement of teachers in this process should occur when the teachers have a personal stake in the outcome, have expertise to contribute to the solution, and can be trusted to decide what is in the best interest of the organization. Participation in decision-making in the workplace is, therefore, important because the effectiveness of the decision is determined by both the quality of the decision being made and the acceptance and commitment of subordinates to implement the decision.

Teacher empowerment is viewed as a multifaceted social process where the individuals gain control over their own lives and exercise influence on community governance (Oduro cited in Dampson, 2015). Teacher empowerment is defined as a process where teachers develop the competencies to take charge of their own development and address their own problems (Short, 1994). It is a construct that involves both the individuals developing competencies and environment offering opportunities for their individuals to develop and display the competencies (Katz,

1984). Empowered individuals believe that they have the competencies to not only act on a situation but also improve it (Short, 1994). In the School Participant Empowerment Scale developed by Short and Rinehart (1992), there are six dimensions of teacher empowerment, namely, involvement in decision-making, professional growth, status, self-efficacy, autonomy, and impact. Involvement in decision-making refers to the involvement of teachers in school decisions that have direct influences on their work, e.g., financial matters, curriculum, and teacher selection (Short, 1994).

Professional growth refers to teachers' perceptions that they enjoy opportunities offered by the institution to learn, expand their skills, and develop professionally (Short, 1994). Status refers to teachers' perceptions that they have professional respect from their colleagues and the public (Short, 1994). Self-efficacy refers to teachers' perceptions that they are competent in helping students learn (Short, 1994). Autonomy refers to teachers' sense of freedom to control certain aspects of their work (Short, 1994). Impact refers to teachers' perceptions that they can influence their colleagues and students (Short, 1994).

The logo of the University of Education, Winneba, is a circular emblem. It features a central shield with a book and a lamp, surrounded by a wreath. The shield is set against a background of a sunburst. Below the shield is a banner with the motto "EDUCATION FOR SERVICE". The entire emblem is encircled by a border containing the university's name.

Spreitzer (1995) states that teachers' involvement in decision-making has direct relationship with psychological empowerment of teachers. This he stated could be measured in four dimensions, namely, meaning, competence, self-determination, and impact. Impact, which roughly corresponds to participation in decision-making, refers to teachers' perceptions that they can influence the school's strategic, managerial, and operating decisions (Ashforth, 1989). In fact, participation in decision-making and professional growth is inseparable empowerment strategies in the discourse of teacher development. As proposed by Kelly and Williamson (2002), teachers should be empowered with the freedom to make choices about their professional development so

that they can effectively engage in professional development. Eun (2008) also argued that teachers' needs and goals should be accurately assessed to improve the effectiveness of professional development activities. Involving teachers in the planning of professional development activities and reflecting teachers' needs and goals in the activities will be an advisable measure to increase the chance of achieving good outcomes (Tay et al., 2021). Gardian (2010) states that, participative decision-making has been identified as important contributor to successful educational management. Mangunda (2003) opined that involving teachers in decision making ensures that they take ownership of decisions and willing to defend the decisions taken through collaborative means. This means that participative management results in a greater sense of commitment and ownership of decisions in the schools.

In most cases the responsibility to attain objectives of school's objectives depends on teachers. In this regard, Mohammed (cited in Desalegn, 2014) states that involving teachers in decision making ensures quality rendering of services through less absenteeism, less turn over and better problem solving. It does not only facilitate implementation of decision but also leads teachers to feel respected and empowered. Moreover, such participation builds trust, helps teachers acquire new skills, increase school effectiveness and strengthens staff morale, commitment and team work. Moreover, Pashiardis (cited in Desalegn, 2014) suggests that the amount of teacher participation in decision making and their involvement in the overall decision process should be increased in order to make school policy and management more responsive to societal needs.

2.5 Areas of Decisions in which Teachers are mostly involved

Hoy (cited in Buabeng, 2020) described areas of decision-making as a situation under which teachers take personal interest in matters of the school. Owens (1998) also pointed out that, when dealing with problems that fall within staff zone of sensitivity, a high degree of participation in a group process mode of decision making would arise, however if the issues or problems under consideration are located within teachers' zone of indifference, participation will be less effective.

The areas of school administration in which teachers participate in taking decisions are numerous. Kuku and Taylor (2002) cited in Amemo (2011) found that teachers and school leaders, agree that faculty teachers [departmental teachers] participate frequently in decisions regarding formulation of goals/vision and mission of the school, standards of performance and discipline, spiritual matters, curriculum and instruction, and sometimes in decisions involving operations [management of school building], staff development, budgeting, facilitating structures, and seldom involvement in issue regarding staffing.

Wilson (1996) identified policy development, personnel procedures, curriculum and instruction, budget development, physical facilities, school discipline and other important concerns as the various areas where teachers are supposed to be part of the process its decision making. Seta (2021) had identified six potential decisional areas for teachers to participate. These are: curriculum and instruction, student matters, staffing, physical facilities, financial matters, and school-community relations. Fieldman (2008), on the other hand, proposed three ways of categorizing teacher participation in decision:

- a. The individual level. These are decisions that relates to teacher's performance within the classroom such as choice of teaching materials, teaching schedules and student assessment.
- b. The group level includes issues relating to the functioning of the groups such as subject discussion and co-curricular activities.
- c. The organizational level are issues bothering on the whole school such issues include school goals, school budget, admission policy, personnel management and development planning.

For the purpose of this study, the areas worth reviewing were: Managerial, curriculum and Instruction, school related activities, curriculum and instruction, school planning and school budgeting and finance.

2.5.1 Managerial/ executive decisions

Managerial decisions, according to Wadesango (2017), concern the selection of team and departmental leaders, duty allocation, supervising activities in the school and ensuring that the school activities do not come to a halt. The question of why management, or administrative leaders, shared decision-making has found answers in a combination of factors. These factors range from attempts to co-op workers into better compliance to a genuine desire to reach higher productivity through a more informed and wiser decision-making process as a result of empowered workers (Amemo, 2011).

2.5.2 Curriculum and Instruction

Curriculum and instruction, according to Amemo (2011) involves what students learn and activities that teachers and students do in order that students can learn what they are supposed to learn in school. In schools, curriculum implementation involves the

activities that are performed to bring the subject content to the students. Because teachers are mostly engaged in the implementation of the school curriculum, they make decisions on the content of the curriculum, teaching and learning materials, teaching methods (methodologies) and assessment of students. On the issue of curriculum content, the government centrally decides and designs the curriculum with little or no input from teachers at the school level (Alkins, 2002). However, Asiedu-Akrofi (cited in Amemo, 2011) pointed out that such curriculums are usually imposed on teachers because of the poor training the teachers received. The over-emphasis on teachers as technicians and lack of insistence on ways of knowing in teacher education and furtherance that until teachers stand up to these challenges, the curriculum will always be developed outside the classroom and imposed on them.

It is also observed that, at the school level, the success of any curriculum implementation process depends on the selection and application of teaching methods. However, this is much influenced by the quality of the decision which the teachers make in the planning and implementation process as shown by the timetable, the teachers' scheme of work, lesson plan, and lesson presentation in class Reid (cited Buabeng, 2020). Moreover, selecting and using the right teaching method without the right teaching and learning materials may derail the curriculum implementation process. It is therefore incumbent upon the teachers to decide which teaching and learning materials support are best needed for the implementation process.

Pike and Selby (1990) noted when selecting or developing any teaching and learning material, the teacher must be taken into consideration as it is the duty of the teacher to decide which material at their disposal meets the requirements of a lesson. This

professional autonomy to decide what to teach to whom and how to teach has involved teachers more in instructional decision-making.

Teachers do not only make decisions in the preparation of their schemes of works and lesson plans, but they also take decisions on students' assessment. They have to decide which form and tool of assessment results serve as a basis for further instructional decision-making. This enormous demand requires teachers to be good decision makers because the success of the implementation process largely determined the quality of the decision they take.

Teachers should exercise their professional autonomy on curriculum and instructional decisions as this has the potency of enhancing the effectiveness of learning and teaching process during implementation. The way for professionals in education could to interact with each other is for all to participate in decision at every level on any decision that affect schools' curriculum and instruction (Desalegn, 2014,). That is because curriculum development and implementation depends on the thinking and actions of teachers (Ben-Peretz, 1994).

2.5.3 School related activities

School related activities are the duties performed by the teacher outside the normal duty of teaching (classroom). These activities are necessary for the smooth administration and survival of schools (Sorete, 2021). According to Desalegn (2014), school related activities can be categorized into planning of school activities, supervising school buildings, ensuring the welfare of students and organizing school occasions. Teachers are expected to perform this duty as a way of assisting school administrators to achieve the objectives of their schools (Mensah, 2021).

2.5.4 School policies, rules and regulation

In school organization, policies and rules are usually established by members of the school community consisting the board of governors, school heads, teachers and parents. In line with this Melaku (2011) states that the school administrators rely on problem-decision in the running of schools. These problem-decisions consist of procedures and rules or policies. A procedure is a series of interrelated sequential steps that principal can use to respond to structured problems within the school. The only real difficulty is in identifying the problem. Once it is clear, so is the procedure.

A rule is explicit statement that tells a school principal what he/she can do or cannot do. Rules are frequently used because they are simple to follow and ensure consistency. A policy is a guide line for making decision. In contrast to rules, a policy establishes a general parameter for a decision maker rather than specifically stating what should or not be done. Policy typically contains an ambiguous term that leaves interpretation up to the decision maker. In same vein, Drah (2011) had pointed out that school decision policy represent the joint agreement of all personnel concerned to carry out the needed duties on unceasing basis. This means in order for policy to be accepted in schools, teachers must take part in the formulation of school policies, rules and regulations.

2.5.5 School planning

Teachers' participation in planning can increase the creativity and information available for planning. It can also increase the understanding, acceptance and commitment on the part followers. Morphet cited in Sorete (2021) stated that the school organization plan lays the basis for the procedure by which principals work with the staff to participate in the affairs of schools planning. Decision making and

problem solving are used in all management functions, although usually they considered a part of the planning phase. If planning truly “deciding in advance what to do, how to do it, when to do it, and who is to do it, then decision making is an essential part of planning (Amos & Bernard cited in Seta 2021). So the best method of increasing the participation of teachers in school decision-making is by involving teachers in the formulation of school`s plan.

2.5.6 School budgeting and finance

Teacher should participate in all areas of school finance because they are well placed in identifying what is lost or fulfilled regarding school resources. In general, as noted by Newcomb and McCormick (2001) there are two areas of financial decisions (technical and operational financial decision) in which teachers can directly be involved. Whereas technical financial decisions are concerned with the provision of resource for classroom teaching (e.g., preparing a subject department budget and allocating financial resource within a teaching area). Operational financial management decision issues are primarily concerned with the purchase and maintenance of plant and equipment unrelated to teaching and approving expenditure in the areas of golden and general maintenance. Obviously, involving teachers in these areas requires creating conducive atmosphere by school principals.

2.6 Factors affecting teachers involvement in decision-making of schools

Smylie (2006) states that, the willingness to participate in decision-making is significantly influenced by the relationship between teachers and the principals, and teachers who perceived their relationship with the principal to be open, collaborative, and supportive are more willing to participate in decision-making.

According to Gordon (1987) factors that affect teachers' involvement in the decision-making process of schools are:

- 1) amount of time available to make decision
- 2) availability of resources necessary to implement any particular alternatives
- 3) amount of information available to make decision
- 4) ambiguity of the situation, including the alternative and potential consequences
- 5) degree of organizational autonomy given for decision-making process and
- 6) amount of tension in the situation.

Adane (2002) identified various factors other than the above stated factors which influence decisions-making process as other factors. These are:

- 1) time pressure, how much time the decision-maker has to make the decision
- 2) higher management altitudes
- 3) budget; the amount of many needed to implement decision
- 4) personnel required people in number or skills to effectively implement decision; and
- 5) the reaction of subordinates.

Mankoe (2002) states that, the willingness of an individual to be part of the decision making of their schools can be attributed to administrative principles and condition of service of the working environment. Gregory and Ricky (1998) on the other hand argued that employees (teachers) who successfully participate in decisions implement same, and achieving the desired outcomes somehow satisfied their needs for achievement. In addition, beyond this satisfaction they are provided with recognition, responsibility and enhanced self-esteem. Hence, satisfaction and need for recognition

are some of the determining factors influencing teachers' involvement in decision-making of their schools.

Smylie (1996) suggested four factors that tend to influence teacher's willingness to participate in decision-making. These factors are:

- (a) Principal-teacher working relationship. The willingness of teachers to participate in decision-making is significantly influenced by the relationship between teachers and their principals, and teachers who perceived their relationship with the principal to be open, collaborative and supportive are more willing to participate in decision-making than those who are comfortable with their principals.
- (b) Norms influencing working relationships among teachers
- (c) Teachers perceived capacity to contribute or make decisions
- (d) Teachers sense of responsibility and accountability in their work with students.

Smylie (2006) further used an analytical model to examine instructional outcomes through intermediate variables. Using social psychology and organizational theory to draw upon, three intermediate variables were identified as mechanisms that influenced the construct of the teacher participation in decision-making:

- (a) teacher autonomy (motivation mechanism)
- (b) accountability (control mechanism)
- (c) professional learning opportunities (learning mechanism)

The Smylie argued that the three variables were control mechanisms through which participation in decision-making was processed and through which instruction may be influenced. The 4-year study conducted in a Midwest District in United States by Smylie (2006) included six decision-making measures:

- (a) participative decision-making

- (b) individual autonomy
- (c) individual accountability
- (d) organizational learning
- (e) instructional improvement
- (f) student outcomes

The study found large correlation between teacher participation in decision-making and instructional improvement. The nature of leadership may also affect teacher involvement in decision making as some school heads are yet to know that they are sufficiently empowered themselves and are therefore pivotal to the level of teacher participation in decision-making of their schools (Duffour, 2002). In the view of McEwan (1997), many principal decisions like many personal decisions are made on the basis of intuition or previous practices than systematic analysis as their school organization becomes increasingly complex and challenging, however, some principals adopt the systematic approaches to decision-making but many school leaders are likely to fall into the “bad decision” traps like failing to get all the key players involved, going for an option far too obvious. However, Wadesango (2017) stated that participative management is time consuming, and delays decision-making. Other identified factors that may affect teachers’ participation in decision-making, according to some authors are:

2.6.1 Time factor

Time is believed to be a very important resource for any organization (Steyn, 2001). It is against the backdrop of such a view and belief that teacher participation in school decision-making processes can be regarded as time consuming for any head teacher in terms of time management. One of the most documented hindrance to participative

management in general (Somech, 2002), and financial management in particular (Newcombe & McCormick, 2001) is the fact that it is time-consuming. Regardless of time being a barrier, Tschannen-Moran (2001) believes that collaborative decision-making has the potential benefit of higher quality decision and greater ownership and implementation of decisions when time is managed well. Another dilemma faced in involving workers (teachers) in decision-making at all times is that, it consumes time. The more people involved in the decision-making process, the longer it can take to make decisions, because it requires that the participants understand the ideas and afforded opportunities in order to argue or raise their opinions. A related barrier is that participation is associated with meetings and it is, therefore, a time-consuming process. The challenge is that on occasions when there is an immediate deadline, this approach prevents leaders from taking quick decisions, even in crisis situations. In fact, participative management motivates employees by considering their suggestions, which certainly can have a positive impact on teamwork and employees performance, but not in every situation.

2.6.2 Lack of requisite skills and knowledge

Steyn and Squelch (1997) pointed out that head teachers lack the requisite skills and knowledge that will enable teachers to effectively participate in the school decision-making. White (2005) concurs Steyn and Squelch's view by stating that both head teachers and teachers lack the specific training in shared decision-making, school budget, curriculum, as well as, staffing decisions. This situation, according Tschannen-Moran (2001) makes the head teacher feel reluctant to extend genuine influence to teachers, perhaps assuming that they do not have the expertise to make valuable contributions or make decisions in the best interest of the school.

Corroborating the above facts, evidence from current research (Mensah ,2020) indicate that a considerable proportion of teachers and head teachers in some Ghanaian basic schools are not sufficiently qualified, trained or have the required skills and knowledge to lead schools or take part in decision-making processes. In this regard the researcher argues that it is therefore going to be difficult for teachers who are overworked and sometimes regarded as unqualified to accept and embrace the tenets and demands of participative decision-making. In this vein, the researcher shares a similar view with the mentioned scholars that teachers may perhaps, turn away from decision-making because first, they won't be involved and even if they are, their contributions will not be taken into consideration. Secondly, teachers may see it as waste of time, and a cessation of 'power' by authority that is not meant to be shared. However, despite the perception of lack of requisite skills and knowledge, the majority of the teachers in Ghanaian basic schools still crave for full participation in all school decision-making activities (Kwegyir-Aggrey & Yelkperri, 2012).

2.6.3 Lack of Trust

Robinson (1996) defines trust as believing that the other party will not work against him or her and will not stand in the way of his or her interests. Fukuyama (2000) on the other hand sees trust as expectations that arise in societies where the members share common norms, behave honestly and cooperate with each other. In addition, Yilmaz and Kabadayi (2002) describe trust as the beliefs about the unselfishness of the other party, readiness to risk-taking and dependency at a certain level. Regardless of these definitions, studies reveal that the most important discrimination about organizational trust is the distinction between setting ones trust in an individual and in the organization (Blomqvist, 2005). "Trusting somebody" and "trusting an organization" are different concepts (Doney & Cannon, 1997). An employee working

in an organization can trust the organization and the other people in organization at different levels (Nyhan & Marlowe, 1997).

Tschannen-Moran (2001), however, argues that collaboration which is a reciprocal process depends upon and fosters one another. He argues that if school head teachers, parents and teachers do not have trust in one another, especially on issues of school finances, it is apparent that participation will be very minimal. He added that school management is very broad and it is impossible for school head teachers and or the school committees to do everything. In this regard, if there is an element of distrust it will be very hard for school head teachers to share responsibilities and authority with teachers (Tschannen-Moran, 2001). Somech (2010), however, concurs with such views when she noted that when there is notable mutual trust and loyalty in the exchange relationship, subordinates are provided with more responsibility and discretion. Somech further points out that, teachers experiencing the reciprocal trust characteristics of high-quality exchanges with their immediate supervisors tend to appreciate the opportunity to participate, which in turn foster their job satisfaction and performance which leads to school improvement. Somech (2010), however, argues that when teachers experiencing low-quality exchanges with their immediate supervisors, which are characterized by top-down influence, restricted support, and more formal and limited interactions, might be less content with such an opportunity to participate.

2.6.4 Bureaucratic structures of school management

Organizations, especially schools, generally speaking, tend to have bureaucratic decision-making structural dimensions (Tyler, 1985). Porter(2010) argued that organizational structures have two distinct dimensions: structural dimensions that refer

to physical qualities, such as size (number of employees), hierarchy, or span of control; and structuring dimensions that refer to the process or activities that prescribe or restrict the behaviour of organizational members that ultimately lead to commitment to the organization. The literature further suggests that there are three different dimensions of organizational decision-making: formalization, which was characterized as the extent to which roles and behaviours were described and documented; complexity, which was defined as the number of specialists whose functions were unique from other employees; and centralization, which was a function of locus of decision-making, degree of information-sharing between levels, and the degree of participation in long-range planning (Reimann, 2004). The interplay between and within these structural dimensions has led to both tightly knit bureaucratic systems (Hoy, 2000) and loosely coupled systems in the same organizations.

Logan (1997) suggested that the fluctuation between tightly knit and loosely coupled organizational dimensions in public schools may be influenced by the interaction of a school's organizational structure and factors of socialization. These are characterized as the manner in which rules and regulations, job responsibility, local norms, and decision making are defined. The decision-making process within the structure of the organization as a workplace is critical in engaging teachers so as to collaborate as a committed team (Bauer, 2011). It also increases the commitment of employees to the organization and the decisions they make (Helms, 2006).

In Ghana, the bureaucratic nature of schools has made it difficult for head teachers to effectively involve teachers in all aspects of school decision-making (Dampson, 2015). In bureaucratically structured schools, Somech (2010) argues that significant decisions about strategy, policy and organizing mode may lie outside the arena of participation.

The inability to create flatter management structure is believed to militate against authentic management. Such views are echoed by Wiggins (2004) when she stated that the increased emergence of participative management in schools reflects the wide shared believe that flatter management and decentralized authority structures has the potential to achieving outcomes unattainable by the traditional top-down bureaucratic school. The factors affecting teachers' participation in decision making of schools as stated in objective three were identified as time, willingness on the part of teachers, trust and accountability.

2.7 The Role of School Leaders in Facilitating the Environment for Teachers

Participation in Decision-Making

Leadership of schools plays critical role in establishing and sustaining the involvement of teachers in the process of decision-making of schools. Gronn (cited in Dampson, 2015) defined leadership as a process where an individual influences a group of individuals to achieve a common goal in an organization. In line with this, Afful-Broni (2009) stated that school leadership is important as it is not only supposed to be effective but also must be strategic and transformative for the overall growth and development of the schools through collaboration.

Yukl (2013) noted that the term leadership connotes images of powerful, dynamic individuals who command victorious armies, direct corporate empires from atop gleaming skyscrapers, or shape the course of nations. Involvement in decision-making refers to a practice by which both superiors and subordinates in an organization jointly sit together to discuss the way to run the organization (Okumbe, 1998). Involvement in decision-making is a typical characteristic of participatory type of leadership. While lack of involvement in decision making portrays autocratic leadership style, laissez-

faire is portrayed when leaders may reluctantly involve subordinates in decision making process (Webster, 2002)

Most definitions of leadership according Yukl and Northouse reflect the assumption that leadership involves a process whereby intentional influence is exerted over other people to guide, structure, and facilitate activities and relationships in a group or an organisation. Nonetheless, Yukl (2013, p.23) defined leadership as “a process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives”.

Northouse (2013, p.5) on the other hand sees leadership as “a process whereby an individual influences a group of individuals to achieve a common goal”. These definitions includes effort not only to influence and facilitate the current work of a group or organization, but also to ensure that it is prepared to meet future challenges. However, because leadership has so many different meanings to people, some theorists question whether it is even useful as a scientific contrast (Alvesson & Sveningsson, 2003). Nevertheless, most behavioral scientist and practitioners seem to believe leadership is a real phenomenon that is important for the effectiveness of organizations.

Regardless of the different definitions of leadership, Yukl (2006) reminds us that the important responsibility of formal leaders is to make decisions about objectives, strategies, operational procedures, and the allocation of resources. In same vein Zane (2011) suggests that in decision processes leaders are often faced with confusion and emotionality than by rationality. They argue that instead of careful analysis of likely outcomes in relation to predetermined objectives, information is often distorted or

suppressed to serve preconceptions and biases about the best course of action. The emotional shock of discovering a serious problem and anxiety about choosing among unattractive alternatives may result in denial of negative evidence, wishful thinking, procrastination, vacillation between choices, and panic reactions by individual head teachers or by decision groups. Leitherwood (2003) stated that, principals who develop a positive school climate provide an opportunity for greater teachers' involvement in decision-making through collaboration and joint planning.

In making decisions Ganster (2005), however, argues that a highly stressed leader is more likely to respond to serious threats and problems by relying on solutions used in the past or by imitating the practice of similar organizations. He stressed that individual leaders with strong negative affect (fear, anger, depression) are more likely to use dysfunctional methods for decision-making than individual leaders with positive affect. Similarly, research has shown that decisions often reflect the influence of intuition rather than conscious rational analysis of available alternatives and their likely outcomes (Rosen, 2010). Nonetheless, Yukl (2013) argues that leaders try to determine if a problem is familiar or novel, and for familiar ones they apply past experience to determine the best course of action. But when leaders attached to mental models that are no longer adequate, Narayanan et al., (2011) concur that leaders find it more difficult to recognize novel problems or innovative solutions. They however stressed that involving people can improve the quality of problem diagnosis and decision choice, but only if appropriate processes are used by the leader. In contrast, Yukl (2013), however, believes that involving different people in decision-making often leads to disagreement about the true nature of a problem and the likely outcomes of various solutions, due to the difference in perspectives, assumptions and values typical of leaders from different functional specialties and background.

Sidner (2004) found that the process of shared decision-making by principals could accelerate change in the organizational culture of any learning institution and increase communication, and that shared decision-making could redistribute authority and foster collaborative work habits among professionals. Positive changes could come from within the schools using a shared decision-making approach. She found that shared decision-making increased communication, which was the prime medium to transmit cultural change. As such, communication was seen to be a prerequisite to any systematic problem solving.

A decision group-leader facilitates communications between individuals and integrates the incoming response so that a united response occurs. Information about the school and work, and knowledge of the field as well as power should be shared with teachers to increase their participation by allowing them the opportunity to participate in making decision that affects their work (Orgarn, 1991).

Teachers typically have more complete knowledge of their work management; so, if teachers participate in decision making, decision will be made with a better pool of information. Teacher participation is thought to give school 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 decision (Smylie, 1996).

Transformational leaders tend to influence followers' organizational commitment by encouraging them to think critically by using novel approaches, involving followers in the decision-making process, and inspiring loyalty while recognizing and appreciating the different needs of each follower to develop his or her personal potential (Avolio, 2020). The studies further indicate that transformational leaders are able to influence

followers' organizational commitment by promoting higher levels of intrinsic value associated with goal accomplishment, emphasizing the linkages between followers' effort and goal achievement, and creating a higher level of personal commitment on the part of the leader and followers to a common vision, mission, and set of organizational goals.

By encouraging followers to seek new ways to approach problems and challenges, and identifying with followers' needs, transformational leaders are able to motivate their followers to get more involved in their work, resulting in higher levels of organizational commitment (Walumbwa, 2013). This view was supported by prior research which showed that organizational commitment was higher for employees whose leaders encouraged participation in decision-making, emphasized consideration, and were supportive and concerned for their followers' development (Allen, 2006). Although transformational leadership has been conceptually and empirically linked to organizational commitment, there has been little empirical research focusing on the processes by which transformational leaders influence followers' level of organizational commitment (Avolio, 2020). However, teacher participation in school decision-making may be linked to institutional or organizational commitment.

School leaders play effective role in either getting teachers to be part of the decision-making process or scare them not to be part through the type of leadership been practiced. For example, Kowalski (cited in Ampah-Mensah, 2013) observes that society now places a premium on school leaders who can collaborate with others to create a vision of success for all students, and who can use their skills to communicate effectively and build a learning community with all. He further states that, in a highly effective school top-down decision making is replaced with democratic decision

making: a process that gives teachers, parents, and stakeholders the opportunities to plan school-improvement initiatives. There is the need for school leaders to adopt leadership styles that will make teachers owners of decisions. This will make the teachers more appreciative of participating in decisions of schools.

Smylie (1996) states that transformational leaders are able to influence followers' organizational commitment by promoting higher levels of intrinsic value associated with goal accomplishment, emphasizing the linkages between followers' effort and goal achievement, and creating a higher level of personal commitment on the part of the leader and followers to a common vision, mission and set of organizational goals.

Also, Sidner (2004) opined that the process of shared decision making, where roles of leaders are delegated to subordinates, principals could effect change in the organizational culture of any institution of learning and increase communication and that shared decision-making could redistribute authority and foster collaborative work habits among teachers in the schools. Positive changes, she posits, could come from within the schools using a shared decision-making approach. She found that shared decision-making increased communication, which was prime medium to transmit change. As such communication was seen to be a prerequisite to any systematic problem solving and influencing the involvement of others in any decision making in every institution.

A decision group leader should facilitate communication between individuals and integrate the responses so that a unified response occurs for effective implementation. Information about the school work, and knowledge of the field of work as well as power should be shared with teachers to increase their participation by giving them the opportunity to involve in decisions that affects their work environment (Orgarn, 1991).

Teachers traditionally have a more extensive knowledge of their work management as professionals. So allowing them to participate in decision-making, decisions will be made with a better pool of information. Teacher involvement on matters affecting them is thought to give school administrators access to critical information closer to the source of many problems of the schools, namely, the classroom. Increased access to and use of this information are thought to improve the quality of the curricular and instructional decisions (Smylie, 1996). Transformational leaders tend to influence the followers' organizational commitment by encouraging them to think critically by using novel approaches, involving followers in the decision making process, and inspiring loyalty while recognizing and appreciating the different needs of each follower to develop his or her personal potential (Avolio, 2020).

By encouraging followers to seek new ways to solving problems and challenges and identifying followers' needs, transformational leaders are able to motivate their following to get more involved in their work, resulting in higher levels of organizational commitment (Walumbwa, 2005). This view is supported by Allen (2006) that organizational commitments are higher for employees whose leaders encouraged participation in decision-making, emphasized consideration, and are supportive and concerned for their followers' development.

Involving teachers in the decision-making by school heads offer a variety of potential benefits which can generate the social capacity necessary for excellent schools (Wadesango, 2017). Haris (2005) such benefits range from improving the quality of the decision made and enhancing teacher motivation. Although often difficult, participation in all the process of decision-making can be of assistance in reconciling individual needs and organizational goals (Banard, 1993). Owens (2008) also pointed

out that organizational leaders are directly responsible for the quality and efficiency of the decision-making process. As a result, this authority rests, to a substantial degree, with the head teacher or school-based administrator who may choose to make decisions or delegate the power to others within the school.

As scholars stress the need to involve teachers in decision making, school leaders ultimately control decision making of schools by initiating the process and ensuring the implementation of the resulting conclusion hence directs the whole decision making processes of their schools Lunenburg cited in Dampson (2015). From the reviewed literature, it could be seen that school leaders play crucial role in ensuring the participation of teachers in the process of decision making of their schools. The inactions and inactions of a leader could either serve as a motivation or demotivation for teachers to take part in decisions of schools.

2.8 Empirical Review of Literature

The empirical review covers the main phenomena in the objectives that guided the study such as the extent of teachers participation in decision-making process; areas of decision making teachers mostly participate; factors affecting teachers participation in decision making of schools; and the role of school leaders in facilitating the environment for teachers to be part of decision-making process of schools by examining previously conducted studies in the subject area of teachers participation in decision making of schools around the globe.

Siamoo (2013) opined that collective decision-making is the crucial process of making choices by identifying a decision, gathering information, and assessing alternative solutions. Mohammedsani and Mohammed (2017) observe that teachers' participation in decision-making improves educational productivity and efficiency as teachers play

significant role in the educational organization and when they are part of the decision process, according to Mbope (2015), commitment will be high.

Olurunsola and Olayemi (2011) found that participation of teachers in decision-making in the administrative activities enhances teachers to gain experience, removes boredom, frustration and increases workers' commitment, efficiency, and job satisfaction. Also, Tchapchapchet (2014) in South African University on examining employee participation and productivity found that employee participation in decision making has a positive impact on the effectiveness, efficiency, and productivity of faculty. The involvement of teachers in the decision-making process makes teachers feel they are part and parcel of the institution. Thus, school administrators need to ensure teachers are involved in planning and other school matters to enhance accountability and voluntary participation in the implementation to improve work performance in public secondary schools.

In Tanzania, a study by Felician (2013) investigated teachers' participation in decision-making on their job performances in public secondary schools in Kilombero district. The study observed that most teachers were not involved much in decision-making. The study further observed that the teacher's involvement in decision-making encourages their action. The researcher recommended that teachers should be given opportunities to address their views and opinions to the school authority.

Rawis and Kaligis (2017) researched participatory decision-making in Indonesia. The study aimed at examining the teacher participation in decision-making in high school achievement at Negeri I Manado. The findings of the study revealed that participatory decision making call for the perception of principles on the need for teachers to participate in decision-making by giving them opportunities in decision-making and

the types of decisions needed in improving achievements of schools. The study findings further emphasized the need of the teacher to be involved in problem solving by engaging in problem dimensions, alternatives identification, alternative strengths and weaknesses diagnosis, implementation, and assessment.

A recent study on areas of decision making that teachers are expected to be part by Taiwo and Ogunlade (2020) carried out a study on teachers' participation in decision-making. The study investigated the relationship between teachers' decisional participation and job satisfaction in secondary schools in Ekiti State, Nigeria. The findings of the study revealed that teachers were rarely involved in decision-making in school financial matters, conflict resolution, examination matters, staff welfare, disciplinary matters, school academic work, and co-curricular activities. The study concluded that government and stakeholders in education should ensure that teachers are actively involved in school decision making which will somehow influence their teaching profession.

In the USA, Brezicha (2019) stated revealed that despite the fact that principals proclaimed to improve teachers opportunities in decision-making, most of teachers say they are not given actual participation in decision-making. It is suggested that there is a need for policies that will encourage opportunities for teachers become part of decision making of their schools.

Another study conducted in Ethiopia by Yismaw and Bekalu (2016) assessed the expected and concrete levels of teachers' participation in decision-making. The study specified differences between teachers' expectations and real involvement in decision-making at the school level. The findings indicated that teachers were expecting to be involved much in decision-making than the actual situation. Hence, the researcher

suggested that because most of the teachers in sampled schools were not interactive and schools' position was not friendly to empower teachers

Ngussa, Baraka, and Gabriel (2017) assessed participation in decision making and teachers' commitment. The study revealed an excellent association between involvement of teachers in decision-making and their commitment. The study also discovered that teachers' in private schools have a higher participation in decision making than teachers in public schools. Moreover, the researcher suggested that both the school and government should encourage teachers' involvement in decision-making to promote their commitment.

Cheng (2008) reported that for the 335 secondary school teachers surveyed in Hong Kong, China, teachers actual participation level in decision-making of managerial issues (e.g., human resource management) was much lower than their desired level. Sarafidou and Chatziioannidis's (2013) survey of 143 primary school teachers in Greece concluded that there was a gap between their intended and actual participation levels in all the three domains of student, teacher, and managerial issues. Their actual involvement level in decision-making concerning student issues was higher than teacher issues (e.g., teacher behavior and professional development) and managerial issues (Sarafidou & Chatziioannidis, 2013).

Azeska (2017) conducted a study on the styles of decision-making in the Republic of Macedonia. The main concern of the study was to evaluate the styles of decision-making and management and the dimension of the personality of school principals. The findings of the study revealed that school principals make decisions quickly and prefer clearly defined rules and regulations without involving teachers who are the implementers of the education plans. The study concluded that subordinates (teachers)

are not involved in the decision-making to make better decisions to influence their creativity and intuition.

Olorunsola and Olayemi (2011) carried out a study on teachers' participation in the decision-making process in Nigeria. The study aimed at examining the extent of teachers' involvement in decision making in schools specifically on making rules and regulations, school development plans, staff development, the discipline of the students, coordination of school examinations, taking part in staff welfare schemes, and environment protection.. The study concluded that the involvement of teachers in decision-making creates a fertile environment for excellent performance of students. Teachers feel empowered when involved in decision-making. The study recommended based on the finding of the study that, continuous involvement of teachers in decision-making by the principals would empower teachers.

A study carried out by Migwi (2018) on the study of the influence of teacher participation in decision-making on job motivation in public secondary schools in Nyeri, Nairobi, and Kajiado counties, Kenya. The study identified the areas of decision making where teachers participate ranking from the students' affairs, curriculum and instructions, community relations, human resource management, management of physical resources, and finance resource. This indicates that teachers are more involved in students' affairs than in other managerial activities that focus on improving the quality of education provision.

Msoffe (2017) conducted a study on leadership styles focusing on decision-making in Tanzania. The study employed a descriptive survey design under a mixed research approach to collect data by using questionnaires, interviews, and documentary reviews from five public secondary schools. A sample of 45 participants was involved in this

study to examine three leadership styles namely democratic, autocratic, and laissez-faire. The findings of the study indicated that the democratic leadership style plays a significant role in encouraging open participatory decision making through involving teachers and students and students, allows discussion among teachers and students.

In Iran Sagivanny (2015) investigated teachers' participation in different levels of decision making in the Dezfoul council on developing professional skills. The researcher adopted quantitative methods in the collection of data in a sample size of 70 participants. Also, the researcher used questionnaires and an observation checklist to collect data from the participants. The study concluded that involving teachers in decision-making helps to increase their productivity to the benefit of students.

Similarly, Haryanto (2020) in Nigeria found that there is a significant relationship between teachers' involvement in academic planning and job performance in secondary schools in Kwara state. Thus, involving teachers in the decision-making processes in secondary education impacted positively on the work of teachers and increases performance of students.

Surkino and Siegthai (2010) in seeking whether participative decision-making affects lecturers' performance in higher education in Thailand, the researchers maintained that involving lecturers in decision making can be used to improve not only performance but also increase the performance of organisations. Although the study was carried out in higher learning educational institutions, it is also applicable in public senior high schools.

Similarly, in Tanzania, Mndeme (2014) made an investigation on the management of teachers' motivation in Temeke Municipality. The findings indicated that poor management and planning system, corruption and delay in information and documents to reach the targeted persons, lack of teacher's participation in decision making on different matters affected the teachers' participation in decisions. In the same vein, Mbope (2015) made an investigation on the impacts of teachers' motivation on the improvement of the quality of teaching and learning in public primary schools in Ilala District in Tanzania. The researcher identified that lack of recognition of teachers' work, lack of involvement in decision making, lack of appreciation from education officers and school heads, and poor working conditions affect teachers' participation in decision making..

The participation of teachers in the decision-making process in school-related matters is highly dependent on a type of leadership style employed in the school. Some school heads do not see the necessity of involving their employees in the decision-making process which leads to the failure of implementation of various school programs. Transformational leadership style is very important in school organization to ensure each individual is motivated to perform duties in school and thus high performance. In line with this, Zimbabwe Wadesango (2017) in investigating the influence of teacher participation in decision making on their occupational morale found that participatory decision-making leads to more effective organization and higher staff morale. Therefore, employee involvement in decision-making promotes motivation and encourages a higher level of accountability and commitment for the school to succeed and hence good job performance. Likewise, (Kariuki, 2018) in Kenya found that school principals involve teachers in pedagogical ways of teaching and learning, symposium, and staff discussion to improve their job performance. Involvement

encourages new ideas and innovation towards the implementation of the program and hence yields high performance of teachers. In Tanzania, Ngussa (2017) examined participation in decision-making on teachers' commitment in Arusha Municipality. The researcher used quantitative methods to collect and analyze data from the field. Also, the researcher used a descriptive comparative design to examine the level of participation between private and public secondary schools in Arusha.. The findings indicated that there is a significant relationship between teachers' participation in decision-making and teachers' commitment.

Despite their roles, some factors determined teachers' involvement in every aspect of decision-making in school. In Sweden, Paulsrud and Wermke (2019) conducted a study on decision-making in the context of Swedish and Finnish teachers' perceptions of autonomy. The researcher employed mixed research methods in the collection and analysis of data. Moreover, questionnaires and interviews were used as the instruments of data collection in the field. The study revealed that teachers' involvement in management is affected by teachers' education, professional ethics, and institutional norms. Thus, teachers' participation depends on the teachers' level of education, school culture, and the nature of the school administrator. Another related study was carried out by Hammad (2017) in Egypt on decision-making domains and teachers' participation. The study was a qualitative study using a descriptive survey design. The researcher maintained that teachers regarded school decisions as insignificant and irrelevant to their concerns and therefore significant decisions are retained by central administrators. Sometimes the perception of teachers regarding decision-making in school is affected by teachers whereby the decision-making process is left to the key administrators in school and hence implementation became difficult. Therefore, there

is a need to train school principals as well as teachers to strengthen their knowledge on the importance of collective decisions to improve work performance in schools.

Also, Saleem, Aslam, Yin, and Rao (2020) investigated principal leadership styles and teacher job performance in China. The researcher used quantitative methods in the collection and analysis of data. Questionnaires were used as the instruments of data collection in the field. The study showed that school principals prefer a directive leadership style to participative leadership. The researcher also, added that principals need to be trained on the useful practice of participative leadership function to be productive. In addition, Mohammed (2017) in Ethiopia unveiled that teachers' involvement in decision-making is affected by lack of transparency, lack of skills in teachers, and knowledge in the decision. Also, the study showed that principals do not have self-confidence and hence interference of political authority affects their decision-making. Therefore, teachers in school should be trained to develop their confidence in the decision-making process to improve job performance in secondary schools.

Meintjes (2018) investigated participatory decision-making in schools in South Africa. The study adopted mixed research methods in the collection and analysis of data. Also, the researcher used questionnaires and interview to collect data from the participants. The study revealed that the absence of confident teachers, dialogical teachers' voices in staffrooms and staff meetings, and lack of collegiality in staff relationship affects educator partaking in school decisions. The researcher added that in a school where a hierarchical, autocratic culture exists, principals do not engage, in participatory practices and suffer from accountability pressure alone, struggling to extend decision making within the school management team and excluding the general teaching staff

beyond the senior managers. Thus, the autocratic style of leadership in public secondary schools affects the performance of teachers and leads to ineffective implementations of school plans. Likewise, Kiumi, Chemnjor, and Macharia (2014) conducted a study on determinants of teachers' involvement in the decision-making process by secondary school principals in the Nyahururu sub-count in Kenya. The study used quantitative methods in collecting and analyzing data from the field. Questionnaires were used as instruments of data collection from the participants. The researcher identified that autocratic leadership behavior may nurture an exclusive decision-making pattern and also principals do not have human relation skills and consensus-building skills in the decision-making facet of school management. Therefore, school principals need to adopt human relations and consensus building skills to create a sense of participation in decision-making among teachers in schools to enhance the performance of teachers.

Also, Mugambi (2015) investigated the contributions of heads of schools in supporting and advancing academic excellence in secondary Education in the Tigania west subcount in Meru count in Kenya. The researcher used quantitative methods to collect and analyze data in a descriptive survey design. The study used questionnaires to get data from the participants. The study found that most principals involved their deputies and teachers in decision making, and the school faced challenges such as inadequately trained teachers, teaching and learning materials, science laboratories and libraries affected teachers' involvement in decision making. Therefore, inadequate facilities lead school heads to apply an autocratic leadership style in decision-making. This is because they cannot meet the desires of their teachers hence, low performance.

In addition to the foregoing discussion, inMbope (2016) in carried out a study on principals' leadership styles and their effects on teachers' performance in the Tigray Region, Ethiopia. The researcher adopted mixed research methods in the collection and analysis of data. Furthermore, questionnaires and focus group interviews were used as the instruments of data collection in the field. The study revealed that leadership style has a significant relationship with the job performance of teachers in schools.

A study in Ghana by Okuoko and Dwumah (2012) examined employee involvement in decision making and performance. Questionnaires and interviews were used to collect data from the field. The researcher found out that involvement in decision-making impacted positively on workers' commitment and performance in an organization. Therefore, involving teachers in decision-making promotes accountability and commitments of teachers in their job operation in secondary schools. Afful-Broni (2009) carried a study on teacher participation in Ghana. The study focused on evaluating the teacher participation in school-decision-making in Ghanaian basic schools; looking back and moving forward, what stakeholders say. The findings of the study indicate that teachers participate in different levels of decision making such as at the classroom level through student assessment, teaching, learning materials, content, and methods. The study further stated that there exist school committee to deal with student and teacher welfare, student discipline, co-curriculum activities, subject department level, and at school level. However, teachers do not participate in decision-making on hiring and teacher recruitment, student admission, budget and expenditure, goals, and vision of their schools. Despite the benefits of teacher participation in decision making, studies in Ghana have shown that teachers as implementers of

educational policies are still not fully participating in school decisions (Dampson, 2015).

2.9 Summary of Literature Review

Teachers' participation in decision-making has attracted a lot of interest by researchers around the globe. This could be attributed to the vital role that teachers play in running of affairs of schools and policy implementation. Some studies have been conducted on the topic, teachers' participation in decision making of schools. However, studies on teacher participation in decision making process of senior high schools and particularly in the Krachi East Municipality in the Oti Region have not been established. Therefore a gap to be filled in the study area, hence this work.



CHAPTER THREE

METHODOLOGY

3.0 Overview

The preceding chapter contains the literature review which identified the gap to be filled by this study. This chapter, therefore, presents the processes and procedures used in conducting the study, methodology. It covers philosophical position/research paradigm, the research design, study area, population of the study, sample size, instrument for data collection, procedure for data analyses and ethical consideration.

3.1 Philosophical Position/Research Paradigm

Research paradigm is a belief and feelings about the world and how it should be studied (Creswell, 2015). These beliefs do influence the way and manner that people carry out research although some rules and regulations guide the researcher's view or perspective of research. Positivist research paradigm guided the study. Blaike (cited in Dampson, 2015) shares the view that the philosophical assumption guiding the positivist research includes an objective view of reality which the research seeks to measure and explain. Consistent with its ontological assumption, positivist researcher seeks the creation of knowledge that is generalizable across different people, times, situations and is, thus, time and content free.

The reason for using positivist philosophy included the fact that the study involved the collection of quantitative data using highly structured questionnaires involving a large sample and the study items can be quantified.

3.2 Research Approach

Creswell (2015) explained research approach as plans and procedures for research that span decisions from broad assumptions to detailed data collection methods and data analysis plan. The study was purely quantitative in nature. Quantitative research is an approach for testing objective theories by examining the relationship between and among variables. These variables, in turn, can be measured typically on instruments so that the numbered data can be analyzed using statistical procedures. The final written document/report has a set structure consisting of introduction, literature, methodology, data analyses and discussion (Creswell, 2015).

The research approach adopted was in support of the research instrument, questionnaire, which was designed purposely for data gathering. The procedures in quantitative were relevant to the study as it guided the researcher in interacting with the teachers sampled from the senior high schools in the Krachi East Municipality as they described their everyday experiences relating to their participation in decision making processes of the schools.

3.3 Research Design

Research design is the framework of research methods and techniques chosen by a researcher to conduct a study. Research design holds together all elements used to structure the research and stipulates the procedure for collecting data, organizing and analyzing it (Kombo & Tromp, 2006). Bryman and Bell (2011) describe research design as the overall plan for gathering data to answer specific questions.

From the research paradigm and approach adopted for the study, descriptive survey design was adopted to guide the conduct of the study. Descriptive survey seeks to provide measurement and report characteristics of a population or phenomena under

study (Babbie, 2009). Descriptive survey is also appropriate when the aim of the study is to get an exact description of current status of a phenomenon (Seyoum & Ayaley, 1989) and has the advantage of fact finding with adequate and accurate interpretation of findings as it describes with emphasis on what actually exists such as current trends, conditions, practices, situations or phenomena and helps the researcher to describe the state of affairs as it exist and had the strength of dealing with structures and trends that are evident (Kombo & Tromp, 2006).

This design was used as it helps researchers to generalize from a sample to a population so that inferences can be made about some characteristics, attitude or behavior of the population Babbie cited in Creswell (2015).

In spite of the strengths of descriptive survey, it also has some weaknesses; it involves the conceptualization and operationalization of variables in order to create measuring instruments. This poses a threat to the validity and reliability of the instruments of the study because the attributes of some variables studied are not stable over time (Fraenkel & Wallen, 2000). In addition, such attributes are not always exhaustive and mutually exclusive to precision Creswell (2015). However, the researcher still viewed descriptive survey as the most appropriate design for the study due to the time, variables involved and its enormous strength in generalizing from a sample to a population. Therefore, this study is a descriptive survey of the state of teachers' participation in decision making process of senior high schools in the Krachi East Municipality.

3.4 Site and sample characteristics

Creswell (2015) refers to study site as an immersive environment which can have various settings for a researcher to use. The study was carried out in senior high schools in the Krachi East Municipality, Oti Region. The Krachi East Municipality was created in 2005 out of the then Krachi District. The Municipality is located in the Oti Region of Ghana and lies between latitudes 7° 40'N and 8°15'N and longitudes 0°6'E and 0°20'E. It is bounded to the south-west by Krachi West Municipal, North-west by Krachi Nchumuru, Biakoye to the South-east, Kadjebi to the East, and Nkwanta South to the North. It has a total land surface area of 2759.4 sq.km with 15% water coverage. The municipality is placed at the centre, between the Northern and Southern parts of the Eastern Corridor (Krachi East Municipal report, 2020).

The characteristics of schools used for the study are:

Oti Senior High/Technical School (OSTECH). This school was established on 28th January, 1991 as a government education reform school and derived its name from the Oti River. The school is located in Dambai of the Krachi East Municipal, Oti Region of Ghana. It is one of the three public senior high schools in the municipality and operates as a mixed school for both boarding and day students. It currently has teaching-staff strength of 65 handling various subjects from six departments and with a student population of 850 (Ostech, 2021/2022 report)

Asukawkaw Senior High School (ASUSEC). It is the oldest senior high school in the Krachi East Municipality established in 1984 as a community school but was absorbed by government in 1990 during the process of transitioning from middle school to secondary school due to reforms. The school is located on Dambai-Hohoe road in Asukawkaw of the Krachi East Municipality, Oti Region. It operates as a mixed school

for boarding and day students. The school has teaching staff strength of 52 and student population of 550, 2021/2022 academic year (Municipal report, GES).

Yabram Community Day Senior High School (YACOSH). It is one of the community schools in the country established on 6th February, 2017. The school is situated at Nkwanta junction of Dambai in a community called Yabram on the Dambai-Accra highway in the Krachi East Municipality of the Oti region. It operates as a day school for both genders. The school has a student population of 600 and teaching staff of 57.

3.5 Population of the Study

Population is a group of elements whether individuals, objects or events that conform to specific criteria and to which researchers intend to generalize results (McMillan & Schumacher, 2001). The population of the study consisted of teachers of senior high schools in the Krachi East Municipality who, as at the 2021/2022 school session, numbered 174 (G.E.S Municipal Data, 2021).

3.6 Sampling Procedure/technique

Sampling procedure refers to a method of selecting individual members or elements from a population to be used for a study so that statistical inference and estimation of characteristics could be made from the whole population (Creswell, 2015). This study employed simple random sampling technique.

Simple random sampling, which is a sampling technique in which each member has equal opportunity of being selected to be part of a study, was used. The technique was used to select the teachers as participants for the study. This method was adopted to give equal opportunity to the teachers

3.7 Sample size for the Study

A sample is a group of subjects or situations selected from a larger population. It comprises the elements of the population considered for actual inclusion in a study (Ranjit, 2005). As a result of the difficulty in studying the entire population of the schools, a representative number was selected out of the population as a sample for the study on which basis generalization could be made for the entire population. 121 teacher respondents constituted the sample size of the study. This sample size represented almost 70% of the population which, according to Creswell (2015), was enough justification to be used.

Taro Yamane's formula was used to determine the size of the sample with 95% level of confidence and 5% margin of error. This method was considered convenient and simple for the study.

Yamane's formulae is given as Yamane's formula is given as $n = \frac{N}{1+N(e)^2}$

Where,

$n = \text{sample size}$

$N = \text{population}$

$e = \text{error margin}$

The population (N) for the study was 174 teachers and margin of error (e) estimated at 95%-degree level of confidence was 5%.

Therefore, the sample size (n) for the study was arrived at by substituting the values into the formulae as,

$$n = \frac{174}{1 + 174(0.05)^2}$$

Sample size (n) = 121

Hence, a sample of 121 was used for the study. The sampled 121 was further obtained from the three schools by dividing the staff strength of each school by the population of 174 and multiplied by the expected sample of 121. Thus, the process was as follows;

Oti Senior High/Technical School had staff strength of 65 teachers, sample for the study was $(65/174) \times 121 = 45$.

Yabram Community Day Senior High School had 57 teachers, sample for the study was $(57/174) \times 121 = 40$. Therefore, 40 teachers were sampled from this school.

Asukawkaw Senior High School $(52/174) \times 121 = 36$ sampled teachers.

In all 45, 40, and 36 teachers from Oti Senior High/Technical School, Yabram Community Day Senior High school, and Asukawkaw Senior High Technical School, totalling 121, respectively were selected. This was done through “Yes or No” paper picking where those who picked “Yes” were considered for the study.

The sample size of 121 represented 70% of the population, which was deemed sufficient to represent the entire population under the study.

3.8 Research Instrument

Data collection instruments are tools used by a researcher to collect data from the respondents (Kothari, 2004). In this study, the researcher employed questionnaires for the data gathering. Questionnaire is an instrument with open-ended or close ended questions or statements to which a respondent must react (White, 2005). The study employed questionnaire that were administered to the respondents to gather data on

their participation in decision making process of their schools. This tool was adopted as it has an advantage of collecting large amount of data within a short time and also relatively cheaper to administer (Best & Khan, 2006). The questionnaires were adopted from Hoy (2008) with adjustments to suit the setting and stage of the study. The questionnaires were short, clear and precisely constructed in English language as a medium of communication so as to enable the respondents understand the questions with ease and provide answers that are timely and focused on the subject matter of the study.

The questionnaire consisted of two sets of items: close-ended questions with rating scale were used. This item is quick for respondents to answer hence suitable for this study time and open-ended questions that were used to elicit responses not captured by the close ended questions.

The questionnaires were divided into the following:

Part I: The first part of the questionnaire was on the demographic information of the respondents bothering on gender, age, teaching experience and number of years stayed with the heads as a teacher.

Part II: The second part consists of five (5) items to elicit Responses of the respondents on the extent of their involvement in decision making process of the schools. Respondents were asked to indicate their rate participation ranging from 1 to 5. Where 1= never participate, 2= rarely participate, 3= occasionally participate, 4= highly participate and 5= always participate.

Part III: Section C focused on areas of decision making in teachers are mostly involved in the schools. The areas of decision making were categorized into

managerial, curriculum and instruction, school related activities, policies and rules of the schools. The teachers were asked to rate their participations in these areas of decision making, ratings were 1=very low, 2= low, 3= medium, 4=high and 5= very high.

Part IV: Section D was on factors affecting teachers' participation in decision making. Respondents were asked to indicate their level of agreement to the statements by using strongly disagree, disagree, neutral, agree and strongly agree.

Additionally, open-ended items were included.

Part V: This section was on school leaders' efforts in providing an enabling environment for teachers to be part of decision making of their schools. Respondents were asked to rate their level of agreement to the various statements ranging strongly disagree, disagree, neutral, agree and strongly agree.

3.9 Administration of Questionnaires

The questionnaires were self-administered by the researcher to the respondents. This among other factors aided 100% rate of returns of the questionnaires.

3.10 Validity

Validity of an instrument is the degree of accuracy at which an instrument measures a predetermined objective (Creswell, 2015). Validity is the accuracy of credibility of a description, conclusion, explanation and interpretation of data collection process (Cohen & Manion, 2008). The researcher ensured face and content validity of the instrument.

The content validity of the instrument was assessed by the supervisor and other lecturers at the University of Education, Winneba. The lecturers assessed the relevance of each item in relation to the objectives and research questions of the study. This ensured that all inconsistencies and ambiguities were corrected before final production and administering of the instrument. The face and content validity of the instrument was validated by effecting the necessary corrections after examining the contents and ascertaining clarification of ideas as well as appropriateness of the items to be measured.

3.11 Reliability

Reliability is the ability of an instrument to produce consistent results (Creswell, 2015). Reliability in this context refers to the measure of consistency of the instrument in eliciting relevant and desirable responses so that the objectives can be reliably and meaningfully achieved (Chidi, 2018). Reliability is one of the major criteria for evaluating research instruments. Reliability measures the internal consistency of the model. Reliability is also the extent to which results are consistent over time and accurately represent the characteristics of the total population under study. A study is reliable if the results can be reproduced under a similar methodology.

The reliability of the instrument was tested by randomly administering the corrected questionnaires to 45 selected teachers of Krachi Senior High/Technical School, a school located in the same area with similar characteristics to the schools under the study on 9th May, 2022. This date was chosen because it fell on Monday and majority of the teachers were in school. This was repeated on 30th May, 2022. Three weeks after the first test and results obtained from the first and second re-test were same (consistent), making the instrument reliable for the study. Cronbach's alpha reliability

of the items was 0.83. thus; the questionnaire is consistent and can be considered as reliable.

Cronbach's alpha reliability coefficient that indicates how well the items in a set are positively related to one another, was calculated. This test specifies whether the items pertaining to each variable are internally consistent and whether they can be used to measure the same construct. It is computed in terms of the average inter-correlations among the items measuring the concept. Reliability is calculated in such a way that it represents the reliability of the mean of the items, not the reliability of any single item. Thus, according to Nunnally (1978), Cronbach's alpha should be 0.7 or above in order to be reliable.

3.12 Data Analysis Procedure

Kothari (2004) explained data analysis as the computation of certain measures along with searching for patterns of relationship that exist among data groups. Thus, data analysis involves a number of closely related operations which are performed with the purpose of summarizing the collected data and organizing them in such a manner that they respond to the research questions (Sorete, 2021).

The data from all the questionnaires were numbered and checked for accuracy before entered into the Statistical Package for Social Sciences (SPSS) computer programme version 25. The SPSS program generated Tables for the entered data for the study. Percentages, means and standard deviations were used for analyzing and interpretation of the data to make meaning in answering research questions of the study.

Table 3.1: Summary of Data Analysis

Research Questions	Statistical tool/s used for analyses
1. To what extent are teachers involved in decision-making process of senior high schools	Frequencies, percentages, means and standard deviations.
2. In what areas of decisions are teachers mostly involved	Frequencies, percentages, means and standard deviations
3. What are some of the factors affecting teachers involvement in decision making of senior high schools	Frequencies, percentages, means and standard deviations
4. What are the ways in which leaders facilitate the environment for teachers to be part of decision making process?	Frequencies, percentages, means and standard deviations

Source: Author (2022)

3.13 Ethical Considerations

According to Creswell (2015), a researcher has an obligation to respect the rights, needs, values and desires of the respondents. The research was therefore conducted with respect and concern for the dignity and welfare of the informants.

All required ethical procedures were scrupulously followed in the conduct of the study. For example, the respondents were assured of confidentiality of their responses and concealment of their identities: they were not required to provide data that could reveal their identities. The respondents also voluntarily participated in the study and they had the right to opt of the process at any time they wanted without assigning any reason. In addition, the respondents were not coerced, in any form, to provide data.

More so, the intent of the study was explained to the respondents and their consent sought by the researcher before the questionnaires were administered and scholarly works that were used duly acknowledged in the work.

3.14 Mean Determination and Decision making Criteria for Data Interpretation

The study covers the extent to which teachers were involved in decision making process in senior high schools located in the Krachi East Municipality. Since the objectives of extent of involvement were measured on a five-point Likert scale, a mid-point of 2.5 was used as a mean of determination or decision rule for the study.



CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.0 Overview

The previous chapter presented the methodology that guided the conduct of the study. This chapter contains the results of data analyses on the background characteristics of the respondents, data interpretation and discussion. The study was carried out in senior high schools in the Krachi East Municipality, Oti Region. A sample of 121 out of a population of 174 was used as respondents for the study. The instrument of data collection was structured questionnaire and the data were analysed using percentages, means and standard deviations. The study had male majority with 57.5% of the teachers being males and 42.5% females.

4.1 Demographic characteristics of respondents

The demographic characteristics of the respondents centered on gender, age, academic qualification, and years of service as a teacher in the school.

4.1.1 Gender distribution of respondents

The respondents were requested to indicate their gender as applied to them. The results of the responses are summarized in Table 4.1.1.

Table 4.2.1: Gender Distribution of the Respondents

Teachers	Frequency(Number)	Percentage (%)
Male	70	57.5
Female	51	42.5
Total	121	100

Source: Fieldwork data (2022).

In terms of gender of the teacher respondents, data in Table 4.1.1 reveal that 70(57.5%) of the respondents were males and 51(42.5%) were females. This means that majority of the teachers were males in the schools studied.

The findings of male majority coincides with previous of Gyima(2016), who reported that women are severely underrepresented in leadership positions at all levels of the education sector in Ghana, especially in the senior high schools.

4.1.2 Age Distribution of Respondents

The age range of the respondents is summarized in Table 4.2

Table 4.1.3: Age Distribution of Respondents

Age range of Teachers	Frequency(Number)	Percentage (%)
18-35	90	74.7
36-45	24	19.3
46-55	7	6
Total	121	100

Source: Fieldwork data (2022).

On the ages of the teacher respondents, data in Table 4.1.2 show that majority 90 (74.7%) of the respondents were within the age range of 18-35 years, whilst 24 (19.3%) were within the range of 36-45 and 7 representing 6% of the respondents were within the range of 46-55 years. This means that majority of the teachers in the schools studied were within the youthful age range of 18-35 years. This looks promising for

the schools as youth majority are considered energetic to deliver and also have opportunities of serving for relatively longer years.

4.1.3 Academic Qualification of Respondents

A summary of the academic qualifications of respondents is contained in Table 4.1.3

Table 4.1.4: Academic qualification of respondents

Academic qualification	Frequency(Number)	Percentage (%)
First degree	86	71.1
Second Degree	35	28.9
Total	121	100

Source: Fieldwork data (2022).

The respondents were asked to provide information on their highest qualification. From Table 4.1.3, majority of the teachers 86 (71.1%) indicated that they had a First Degree and the remaining 35, representing 28.9%, indicated that they had Second Degree. This means that every teacher had a minimum of First Degree under the study making it clear that the teachers were qualified to teach and participate in decision making in the schools. The Ministry of Education's directive is that teachers at the second level of education or senior high school ought to hold a minimum of a first degree in a related field.

4.1.4 Teaching experiences of the teachers

This aspect sought to find out the experience of the Senior High School and heads in the Krachi East Municipality. The result is captured in Table 4.1.4

Table 4.1.5: The Teaching Experience of Respondents

Range of years	Frequency(Number)	Percentage (%)
1-5	29	24.1
6-10	54	44.8
11-15	36	30
16-20	2	1.1
Total	121	100

Source: Fieldwork data (2022).

On the experiences of teachers, data in Table 4.1.4 show that 29 (24.1%) of them had been teaching for 1-5 years, 54 (44.8%) of them had taught within 6-10 years, 36 (30%) indicated they had taught for 11 to 15 years and 2 representing 1.1% had 16-20 years of service. It is evident, therefore, that almost all the teachers had taught for more than a year. Riley cited in Sorete (2021) stated that teachers with 1-5 years of experience have greater desire of participating in decision-making process while those with 12 and above years of experience will desire less because they either achieve more or expect less in outcome of decisions which were not met over the years. By relating this to the data, it could be concluded that majority of the teachers were well-experienced and willing to participate in decisions of the schools under the study.

4.1.5 Number of years spent in the school as a Teacher

Teachers were asked to indicate the number of years spent with the school leadership. This was to ensure that teacher respondents were in a better position to answer questions about the school leadership. The result is summarized in in Table 4.5.

Table 4.1.6: Years spent with school leadership as a teacher.

Years	Frequency	Percentage (%)
1-5	89	73.6
6-10	32	26.4
Total	121	100

Source: Field Data (2022)

Data in Table 4.1.5 show that 89 (73.6%) of the respondents indicated that they stayed with their leadership for about 1 to 5 years and 32 (26.4%) of the teachers indicated they have spent 6 to 10 years with the leadership. This means almost all the teachers under the study have stayed with their leadership for at least a year making them fit to answer questions about the leadership of the schools under the study.

4.2 Research question 1: To what extent do teachers participate in decision-making process of senior high schools in the Krachi East Municipality?

Data collected in answer to this research question have been presented in Table 4.2

The essence of this research question was to explore the extent of teachers' participation in decision-making process of senior high schools in the Krachi East Municipality. The teachers were asked to rate their level of involvement in decision-making with respect to planning of school activities, budgeting and finances, co-curricular activities and extra teaching and duties by responding to the statements about their involvement in the decision-making process of these items. This research question was answered by respondents using responses ranging from very Low-1, Low 2, Moderate-3, High-4 to Very High-5.

Table 4.2: Teachers' views on the extent of their participation in decision-making process of their schools

Item	Very low f %	Low f %	Moderate f %	High f %	Very high f %	Mean(standard deviation)
1.Planning programme of activities for the year	53(43.7)	58(48.3)	10(8)	00.0	00.0	1.64(0.63)
2.Budgeting and finance of the school	53(43.7)	64(52.9)	4(3.4)	00.0	00.0	1.59(0.56)
3.Sports and co-curricular activities	32(26.4)	75(62.1)	14(11.5)	00.0	00.0	2.08(2.34)
4.Students discipline and counselling	3(2.3)	43(35.6)	70(57.5)	5(4.6)	00.0	2.01(1.56)
5.Extra tuition and duties	00.0	00.0	76(63.2)	38(31)	7(5.7)	2.86(2.12)

Source: Fieldwork data (2022).

Regarding planning programs of activities for the year in the school, data from Table 4.2 show that 58 (48.3 %) of the respondents indicated low participation in the process of decisions on planning programs of the year, 53 (43.7%) of the respondents indicated very low participated in planning decisions of their schools, and 10 (8%) stated they participate occasionally in the process of decisions pertaining to planning the yearly activities of their schools. A mean of 1.64 was recorded with standard deviation of 0.63. The recorded mean of 1.64(below the midpoint of 2.5) implies that there is low teacher involvement in decisions pertaining to planning the yearly activities of the schools under the study.

Regarding teachers' participation in school budgeting and finance, data in Table 4.2 show that 64 (52.9%) of the teachers indicated low involvement in decisions of their schools' budget and finance, whilst 53 (43.7%) indicated very low participation and 4 (3.4%) indicated on medium basis they do participate in decisions on budget and

finance of their schools. With a very low mean score of 1.59 (below the midpoint of 2.5), it implies the teachers have never been part of decision making on budget and finance of the schools under the study. This finding is consistent with previous study by Canaya (cited in Pajibo 2019) that teachers are mostly involved in decisions centred on students but left out in decisions regarding budget, budget preparation and finances of their schools.

Concerning participation in sports and co-curricular activities, data in Table 4.2 show that 75 (62.1%) of the teachers indicated low involvement in decision process on sports of their schools, 32 (26.4%) indicated very low participation and 14 (11.5%) indicated they occasionally involved in decisions on sports and co-curricular activities of their schools occasionally. With a mean score of 2.08 and standard deviation of 2.34 (below the midpoint of 2.5), it implies low teacher participate in decisions on sports and co-curricular activities of the schools under the study.

Concerning participating in decisions on counselling and student discipline, data in Table 4.2 show that 70 (57.5%) of the teachers indicated they are occasionally involved, 5 (4.6%) indicated they are highly involved, 43 (35.6%) indicated they low and 3 (2.3%) indicated very low participation in matters of counselling and student discipline. With a mean score of 2.01 (below the midpoint of 2.5), it means teachers rarely involved in the decision making process on students counselling and discipline of the schools under the study.

Concerning teachers' participation in decision-making on activities of extra-tuition, data in Table 4.2 show that 76 (63.2%) of the teachers indicated to some extent they are involved, 38 (31.0%) of them indicated high extent of involvement and 7 (5.7%) indicated they are always involved. With a mean of 2.86 and standard deviation of

2.12, it implies teachers in the schools under the study always involved in decisions centred on activities of extra tuitions and duties.

With a grand (mean of means) mean of 2.036(below the midpoint of 2.5), it could be concluded that, teachers participation in the decision-making process of senior high schools in the Krachi East Municipality of the Oti Region was low. The findings of the study seemed to suggest that the leadership of the schools were not taking advantage of the youthful teacher population of the schools by facilitating the environment for teachers' participation in decision making to improve the running of the schools through consultation.

This finding is supported by previous studies by Chainmanatak (cited in Desalegn, 2014) that, teachers have little or no opportunity to be part of decision-making process of their schools especially in a centralized system and autocratic environment where decision makings are considered the prerogative and sole function of management and some selected few.

4.3 Research Question 2: What are the areas of decision making in which teachers mostly participate in the Senior High Schools of the Krachi East Municipality?

The question sought to identify some areas of decision-making in which teachers are often involved in the senior high schools. This aspect is segmented into four: managerial, curriculum/instruction, school related activities, school policy, rules and regulations. In each of these areas of decision-making, the teachers were requested to give their degree of involvement of the stated areas on a rating scale that varies from very low, low, medium, high to very high.

Data collected in answer to Research Question 2 have been summarized and presented in Tables 4.3.1 to 4.3.4

4.3.1 Teachers' participation in managerial decision-making process of their schools

Table 4.3.1 shows teachers' responses to their participation in managerial decision-making on a 5-likert scale. Under this, teachers were asked to rate their participation on certain items of managerial decisions.

Table 4.3.1: Teachers' participation in Managerial Decisions

Item	Very low f %	Low f %	Medium f %	Mean(SD)
1. Determining expenditure priorities of the school	111(92)	7(5.7)	3(2.3)	1.11(0.37)
2. Selecting units and departmental Heads	113(93.1)	8(6.9)	00.0	1.08(0.27)
3. Allocating duties teachers	100(82.8)	20(16.1)	1(1.1)	1.18(0.18)
4. Determining students' rights	95(78.2)	23(19.5)	3(2.3)	1.24(0.24)
5. Supervising implementation of planned activities of the school	22(18)	87(72)	12(10)	2.06(0.47)

Source: Fieldwork data (2022).

Concerning teachers' involvement in determining school expenditure priorities, data in Table 4.3.1 show that 111(92%) of the respondents indicated very low implying they have never involved in decisions on determining expenditure priorities of their schools, whilst 7 (5.7%) of the respondents indicated low involvement and 3 (2.3%) responded that they sometimes involved. With a mean value of 1.11, it implies that the teachers under the study never participated in identifying expenditure priorities of their schools. With regards to selecting team leaders and departmental heads of the schools, data in Table 4.3.1 show that 113 (93.1%) of the teachers indicated very low involvement in the selection of team leaders and departmental heads of their schools whilst 8 (6.9%) indicated low participation in decisions pertaining to selection of team

leaders and departmental heads. The mean score was 1.08(below the midpoint of 2.5); this implies that, teachers never took part in the selection of team leaders and departmental heads in the schools under the study.

Concerning decisions on allocating duties to teachers, data from Table 4.3.1 show that 100(82.8%) of the teachers indicated very low participation in decisions on duty allocation to teachers of their schools, 20 (16.1%) responded low participation in matters of allocating duties to teachers and 1 (1.1%) indicated they occasionally participate. A mean of 1.18, which is below the average, was recorded. The mean imply that, teachers rarely participate in decisions on duty allocation to teachers of the schools under the study.

Regarding determining rights and welfare of students, data in Table 4.3.1 reveal that 95(78.2%) of the respondents indicated very low involvement, whilst 23(19.5%) indicated they low participation and 3 (2.3%) responded they sometimes involved in decisions regarding students' rights and welfare. With a mean of score of 1.24 and standard deviation of 0.24, it implies that teachers participation in decisions pertaining to rights and welfare of students in the schools under the study was very low.

Regarding supervising implementation of planned activities of the school, data in Table 4.3.1 show that 87 (72%) indicated very low participation in decisions concerning implementation of plans, 22(18%) responded they low and 12 (10%) responded they sometimes participate in implementation of plans of their schools. With a mean of 2.06 and standard deviation of 0.47, it implies that teachers rarely participate in decisions relating to supervising planned implementation of the schools under the study.

Generally speaking, there was low teacher participation in managerial decision-making of the schools under the study as a grand mean of 1.33(below the midpoint of 2.5) implies. This finding is consistent to that of Kwegyir-Aggrey and Yilkpieri (2012) that managerial or executive decisions in schools are considered as the preserve of management.

4.3.2 Teachers' participation in decision-making process on curriculum and instruction

The teachers were asked to indicate very low, low, medium, high and very high as their responses to their involvement in the five items in relation to curriculum and instruction as an area of decision making of their schools in the questionnaire. The result is summarized in Table 4.3.2.

Table 4.3.2: Teachers' participation in decision-making process in curriculum and instruction

Items	Very low f %	Low f %	Medium f %	High f %	Very High f %	Mean (SD)
1. Setting teaching and learning objectives	11(9.2)	53(43.7)	45(36.8)	12(10.3)	00.0	3.48(0.80)
2. Deciding on subject content of the syllabus	3(2.3)	5(4.6)	25(19.5)	53(43.7)	35(28.7)	3.93(0.94)
3. Deciding on budget for instructional Materials	11(9.2)	53(43.7)	45(36.8)	12(10.3)	00.0	3.48(0.82)
4. Participating in developing teaching methods/methods of instruction	00.0		22(18.4)	49(40.2)	50(41)	4.23(0.74)
5. Developing procedures for assessing achievement of students and the school	4(3.4)	40(33.3)	54(44.8)	22(18.4)	00.0	3.67(0.77)

Source: Fieldwork data (2022).

Concerning setting teaching and learning objectives, data in Table 4.3.2 show that 12(10.3%) of the teachers indicated that they are highly involved in decisions on setting objectives for teaching and learning, 53 (43.7 %) indicated that they often participate in decisions on setting teaching objectives and 11 (9.2%) responded low in decisions on setting teaching objectives. In summary, around 91.0% of the teacher respondents responded that they are usually involved in matters concerning setting teaching and learning objectives with a mean of 3.48(above the midpoint of 2.5) and standard deviation of 0.80, it imply teachers are highly involved in setting teaching and learning objectives in the schools under the study.

Regarding item 2 of Table 4.3.2, deciding on the content of the subject, 35 (28.7%) indicated they always participate in decisions on content of the subjects taught, 53 (43.7%) responded they are highly involved, 25 (19.5%) indicated they at times participate, 5 (4.6%) indicated they rarely decide on the content of the subject and 3 (2.3%) responded they have never participated in decisions pertaining to subject content. In summary, majority (72.4%) of the respondents indicated they are highly involved in deciding the content of the subjects taught with a mean of 3.93 and standard deviation of 0.94.

Regarding deciding and evaluating budget for instructional materials, data from Table 4.3.2 shows that 12 (10.3%) of the teachers responded they very highly participate, 45 (36.8%) indicated they highly participate, 53 (43.7%) indicated they are occasionally participate and 11 (9.2%) responded they rarely participate. The findings imply that teachers highly participate in evaluating budget allocations for instructional materials in their schools with a mean of 3.48.

Concerning developing methods and procedures of teaching, data from Table 4.3.2 shows that 50 (41 %) of the respondents indicated they very highly participate in decisions on teaching methodology, 49 (40.2%) indicated they highly participate with 22(18.4%) remaining indifferent. In general, majority of the teachers indicated they always participate in developing teaching methodologies with a mean of 4.23 and standard deviation of 0.74.

Regarding developing procedures for assessing student achievement, data from Table 4.3.2 show that 54 (44.8%) of the respondents responded they are highly involved, 22 (18.4%) indicated they are very highly involved, 40 (33.3%) remained undecided and 4 (3.4%) indicated they are rarely involved in decisions on developing procedures for assessing achievements of students in their schools. With a mean of 3.67 and standard deviation of 0.77, it implies teachers highly participate in decisions on developing procedures for assessing achievement of students in the schools under the study.

The mean of means score of teachers participation in decision-making process of curriculum and instruction under the study was 3.79(above the midpoint of 2.5), implying teachers highly participate in decisions on curriculum and instructions of the schools under the study. This finding is line with Kariuki (2018) that school principals involve teachers in pedagogical ways of teaching and learning, symposium, and staff discussion to improve their job performance. This may be largely due to the fact that teachers remain the final implementers of the curriculum. This finding agreed with the assertions of OECD cited in Pajibo (2019) that teachers are the final deciders of curriculum implementation through instruction.

4.3.3 Teachers' participation in decisions on school related activities

Respondents were asked to indicate their involvement in school related activities that are outside their teaching responsibilities. The results are captured in Table 4.10.

Table 4.3.3: Teachers' participation in decisions on school-related activities as area of decision-making

Items	Very low f %	Low f %	Medium f %	High f %	Very High f %	Mean (Standard deviation)
1. Supervising and monitoring school functions	39(32.2)	58(48.2)	21(17.2)	3(2.3)	00.0	1.90(0.76)
2. Sharing of budget for the Department	56(45.9)	56(45.9)	9(8.1)	00.0	00.0	1.62(0.63)
3. Determining areas of revenue generation/ fund mobilization for the school	57(47.1)	54(44.8)	10(8.1)	00.0	00.0	1.61(0.64)
4. Identifying students with challenges of learning and providing assistance	35(28.7)	67(55.2)	19(16.1)	00.0	00.0	1.92(0.69)
5. Deciding on period / duration of instruction	48(39.8)	73(60.2)	00.0	00.0	00.0	1.64(0.48)

Source: Fieldwork data (2022).

Regarding supervising and monitoring school functions, data from Table 4.3.3 show that 3 (2.3%) of the teachers indicated they are highly involved, 21 (17.2%) responded they often participate in decisions on supervising school functions, 58(48.2%) responded they low participation and 39 (32.2%) indicated very low participation in such a decision. With a below average mean of 1.90 and standard deviation of 0.7, it implies that, there is low teachers participation in decision-making process on supervising functions of the schools under the study.

Concerning sharing budget for the department, data from Table 4.3.3 show that 111(91.8 %,) of the respondents indicated low involvement and 10 (8.1%) indicated they moderately participate in such decisions. The below average mean of 1.62 implies

that the teachers have never participated in decisions on sharing budgets for the departments in their schools.

Regarding teachers' participation in determining areas of revenue generation, data in Table 4.3.3 reveal that 57 (47.1%) of the respondents indicated very low involvement, whilst 54 (44.8%) indicated low participation in such decisions and 10 (8%) responded they are occasionally involved. With a very low below average mean of 1.61, it is an indication that teachers have never participated in determining revenue generation for the schools under the study.

Concerning identifying students with learning difficulties and providing the right support, data from Table 4.3.3 shows that 67 (55.2%) of the teachers indicated low participation, 35 (28.7%) indicated very low participation, whilst 19 (16.1%) indicated they medium/sometimes are involved. A below average mean score of 1.64 was recorded; implying very low participation of teachers in identifying students with learning difficulties in the schools under the study.

In general, involvement decisions relating to schools activities were very low with a mean of 1.74. This finding is in line with prior research of Blasé and Blasé (cited in Dampson, 2015) many schools have failed in recognizing the voice of teachers though when teachers are allowed to participate meaningfully in school related decisions it offers them the opportunity to realize their potentials.

4.3.4 Teachers' participation in decision-making on school policy, rules and regulations

The teachers were asked to indicate the degree of their involvement in decision-making process on policies, rules and regulations. The results were summarized and presented in Table 4.3.4.

Table 4.3.4: Teachers' in participation in school policy, rules and regulations as an area of decision-making

Items	Very Low f %	Low f %	Medium f %	High f %	Very High f %	Mean (Standard Deviation)
1. Determining administrative and organizational structure of school	83(68.9)	33(27.5)	4(3.4)	00.0	0.00	1.34(0.55)
2. Setting rules and regulations	107(88.5)	14(11.5)	0.00	0.00	0.00	1.11(0.32)
3. Setting the mission and vision	27(22.98)	56(45.9)	38(31.3)	00.0	00.0	2.1(0.73)
4. Developing disciplinary procedures and policies of school	19(16.1)	47(39.1)	46(37.9)	7(5.7)	2(1.1)	2.4(0.86)
5. Evaluating performance of the school	42(34.5)	53(43.6)	26(21.3)	00.0	0.00	1.87(0.74)

Source: Fieldwork data (2022).

Concerning determining the administrative and organizational structure of the schools, data in Table 4.3.4 shows that, 83 (68.9%) of the respondents indicated they have never participated in decisions on determining the organizational structure, 33 (27.5%) indicated they have been rarely involved and 4 (3.3%) indicated they sometimes participate. This implies that there is very low teacher participation in decisions on determining administrative and organizational structure of their schools with a mean of 1.34 and standard deviation of 0.55.

Regarding setting school rules and regulations, data from Table 4.3.4 show that 107 (88.5%) of the respondents indicated very low participation in developing the rules and regulations of their schools and 14 (11.5%) responded low participation. With a below average mean of 1.11, it shows that there is very low teachers' participation in decisions on setting school rules and regulations in the schools under the study.

Regarding mission, vision and aims of the school, Table 4.3.4 reveal that 27 (22.9%) of the respondents indicated they have never been involved, 56 (45.9%) indicated they rarely have been involved and 38(31.1%) responded they are involved on occasions. With a mean of 2.1 and standard deviation of 0.73, it implies there is low teachers involvement in setting the mission and vision of the schools under the study.

Concerning decisions on developing disciplinary policies of the school, data from Table 4.3.4 show that 2 (1.1%) indicated very highly involved, 7 (5.7%) responded they are highly involved, 46 (37.9%) responded they are sometimes involved, 47 (39.1%) responded they rarely are involved and 19 (16.1%) responded that they have never been involved. With mean score of 2.4, it implies low involvement of teachers in developing disciplinary policies of the schools under the study.

Regarding procedures to be followed in evaluating the performance of the school, data in Table 4.3.4 show that that 42 (34.5%) of the teachers responded they have never been involved, 53 (43.6%) indicated they are rarely involved and 26 (21.3%) indicated they are sometimes involved. The mean score was 1.87 (0.74), which is below average, implying the teachers' participation in decisions regarding procedures to be followed in evaluating performance of the school was very low.

A below grand mean of score of 1.77(below the midpoint of 2.5) reveal that, teachers have never participated in decision-making process on school policies, rules and regulations as an area of decision making of the schools under the study.

4.4 Research Question 3: What are some of the factors affecting teachers' participation in the decision-making process of senior high schools in the Krachi East Municipality?

Data collected in answer to Research Question 3 are presented in Tables 4.4

This question was asked to enable the researcher find out from both teacher and head respondents about some of the factors that promote greater participation or inhibit teachers' participation in decision-making process of their schools. Respondents were asked to react to various statements concerning teachers' involvement in decisions of the schools on a 5-likert rating ranging from strongly disagree (SD), Disagree (D), Neutral (N), Agree (A) to strongly agree (SA).

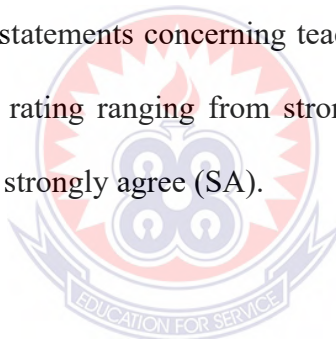


Table 4.7: Teachers' views on factors affecting their low/high participation in decision-making of their schools

Item	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean	Standard Deviation
	f	%	f	%	f	%	f	%	f	%		
1. Teachers believe that decision-making is not their responsibility but that of the leaders	40	(33.3)	68	(56.3)	12	(10.3)	0.00		0.00		1.77	0.62
2. Lack of trust and positive relationship between teachers and leaders	3	(2.3%)	15	(12.6%)	22	(18.4%)	42	(34.5%)	39	(32.18)	3.82	1.09
3. Lack of transparency and accountability on the part leaders in running the activities of the school	00.0		3	(2.3)	47	(39)	58	(48.3)	12	(10.3)	3.66	0.69
4. Teachers low level of concern and willingness	50	(41.4)	58	(48.3)	12	(10.3)	00.0		00.0		1.68	0.65
5. Lack of available Resource (time, information, materials.)	45	(36.8)	48	(40.2)	28	(23)	00.0		00.0		1.86	0.76
6. Rigid school rules and structure of leadership	21	(17.2)	58	(48.3)	14	(11.5)	24	(19.5)	4	(3.4)	2.43	1.09
7. Lack of prior information on schedules and agenda of meetings	00.0		34	(28.5)	13	(10.8)	36	(29.9)	33	(27.6)	3.56	1.17
8. Fear of taking risks by teachers themselves	51	(42.5)	49	(40.2)	22	(18.4)	00.0		00.0		1.77	0.74

Source: Field Data (2022)

Regarding teachers believe that decision making is not their responsibility but that of their leaders as a factor influencing their participation in school decision-making, data in Table 4.4 reveal that 68 (56.3%) of the teacher respondents disagreed to the statement, 40 (33.3%) of the respondents strongly disagreed, and 12(10.3%) remained undecided. With a below mean of 1.77 and standard deviation of 0.62, it implies that teachers strongly disagreed to the statement that they believe decision making is not their responsibility but leaders is a reason they do not involve in decision-making process of their schools. This finding contradicts that of Hammad (2017) in Egypt who found that teachers regarded school decisions as insignificant and irrelevant to their concerns.

Regarding lack of trust and positive relationship between teachers and school leaders as setback for their participation in decision making, data in Table 4.4 show that 42(34.5%) of the teachers agreed to it as a factor, 40 (32.2%) of the respondents strongly agreed to the statement and 3 (2.3%) of the teacher respondents strongly disagreed to the statement. The mean score was 3.82, which is above average mean, and standard deviation of 1.09. This implies that, teachers highly agreed that lack of trust and positive relationship between them and school leaders was one of the factors influencing their participation in decision making process of the schools under the study. The findings demonstrated that school heads in the Krachi East Municipality do not engage their teachers in decision-making due to issues of trust. This findings concurs with Desalegn (2014) school heads do not involve teachers in decision making process and this is caused by either lack of trust or personal interest.

Concerning lack of transparency and accountability on part of heads as a factor, data from Table 4.4 show that 58 (48.3%) of the teacher respondents agreed to the statement, 12 (10.3%) strongly agreed that lack of transparency and accountability on the part of leaders is a factor, 47 (39%) of the respondents were indifferent to the statement and 3 (2.3%) disagreed to the statement. With a mean score of 3.66 and standard deviation of 0.69, it means that the teacher respondents highly agreed to the statement, lack of transparency and accountability on the part of leaders, as one of the factors affecting their involvement in the decision-making process of the schools under the study.

The teacher respondents were asked as to whether their low level of willingness and concern over decisions act as a setback to their involvement in the decision making process or not. The data in Table 4.4 reveal that 58(48.3%) of the teachers disagreed to the statement, 50 (41.4%) strongly disagreed to the statement, and 12 (10.3%) were indifferent to the statement. This response had a mean score of 1.68. This means that teacher respondents strongly disagreed to the statement that their low level of concern and willingness is one of the reasons why they do not participate in decision making process of their schools.

Concerning lack of available resources including time and materials, data in Table 4.4 reveal that 48 (40.2%) of the teacher respondents disagreed, 45 (36.8%) of the respondents strongly disagreed and 28 (22.9%) were indifferent to the statement. The recorded mean score for this item was 1.86, this implies that teachers strongly disagreed to the statement that lack of available resources is a factor affecting their participation in decision-making in the schools under the study. The findings is in contrast to Mugambi (2015) who reported that inadequate teaching and learning

materials, inadequate science laboratories, and libraries affected teachers' involvement in the decision making process of their schools.

Regarding rigid rules and regulations, data in Table 4.4 show that 21 (17.2%) of the teacher respondents strongly disagreed, 58 (48.3%) of the respondents disagreed, 14 (11.5%) were indifferent to the statement, 24 (19.5%) of the respondents agreed and 4 (3.4%) of the teacher respondents strongly agreed to the statement. The mean score was 2.43 and standard deviation of 1.09. This implies that the teacher respondents disagreed that rigid rules and regulation as a factor affecting their participation in decision making of their schools.

Concerning lack of prior information on schedules and agenda of meetings, data in Table 4.4 show that 34 (28.5%) of the respondents disagreed to the statement, 13 (10.8%) of the respondents were indifferent, 36 (29.9%) agreed and 33 (27.6%) of the teachers strongly agreed to the statement. With a mean of 3.56 and standard deviation of 1.17, it implies that teacher respondents agreed that lack of prior information on meeting schedules and agenda is a factor affecting their participation in decision making of their schools.

Regarding fear of risk taking by teachers as a factor influencing their participation in decision making process of their schools, data in Table 4.4 reveal that 51 (42.5%) of the respondents strongly agreed, 49 (40.2%) of the teacher respondents disagreed, and 22 (18.4%) were indifferent to the statement. With a below average mean of 1.77 and standard deviation of 0.74, it means that teacher respondents strongly disagreed that fear of risk taking by them is one of the factors negatively influencing their participation in decision making of their schools.

Teacher respondents were further asked to state any factor/s, if they have, that affects their participation in decision making process of the schools under the study which have not been raised in the questionnaire.

The following were some of the factors stated:

1. Lack of commitment on part of leaders to implement outcomes of meetings.
2. Centralized system of decision making in the Ghana Education Service makes it nearly impossible for teachers to be part of policy decision making of schools.

4.5 Research Question 4: To what extent do school leaders facilitate teachers' involvement in decision-making process of Senior High Schools in the Krachi East Municipality?

Data collected in answer to Research Question 4 are contained in Table 4.5.1

Teacher respondents were asked to rate their response ranging from strongly disagree, disagree, neutral, agree to strongly agree to the statements. The respondents were asked to respond by rating the statements on how heads use those stated items to facilitate their participation in decisions of the schools. The results are captured in Table 4.5.

Table 4.5: Teachers' views on ways in which their leaders facilitate their involvement in decision-making of the schools

Item	Strongly Disagree f %	Disagree f %	Neutral f %	Agree f %	Strongly agree f %	Mean	Standard Deviation
1. Opportunity for teachers' own views	25(20.7)	10(8.0)	72(59.8)	14(11.5)	00.0	2.62	0.94
2. Sharing responsibility with teachers	7(5.7)	32(26.4)	19(16.1)	57 (47.1)	6(4.6)	3.73	5.23
3. Maintaining interpersonal Relationship	14(11.5)	47(39)	25(20.7)	19(16.1)	15(12.6)	3.44	5.63
4. Allowing teachers' greater voice	32(26.4)	54(44.8)	32(26.4)	3(2.3)	00.0	2.04	0.79
5. Accepting decision independently made by teachers.	45(39)	61(56)	15(12.6)		00.0	1.75	0.66
6. Providing environment of trust	51(42)	38(31)	22(18.4)	10(8)	00.0	1.91	0.96
7. Giving recognition to teachers' ideas	14(11.5)	61(50.6)	32(26.4)	7(5.7)	7(5.7)	2.43	0.97
8. Explaining transparently what is expected from teachers	14(11.5)	93(77)	12(10.3)	2(1.1)	00.0	2.01	0.51
9. Encouraging team/group activities	6(4.6)	29(24.1)	67(55.2)	19(16.1)	00.0	3.56	4.84
10. Consulting teachers in the usage of school funds	28(22.9)	67(55.2)	25(20.7)	2(1.1)	00.0	2.00	0.69
11. Supporting teachers to develop sense of ownership	00.0	64(52.9)	53(43.7)	4(3.4)	00.0	3.42	5.02
12. Recommending and rewarding teachers with prizes	32(26.4)	47(40.2)	36(29.9)	4(3.4)	00.0	2.10	0.83

Source: Fieldwork data (2022).

Regarding providing opportunity for teachers to express views, data in Table 4.5 show that 25 (20.7%) strongly disagreed, 10 (8.0%) disagreed to the statement, 72 (59.8%) indifferent and 14 (11.5%) agreed to the statement. The mean score was 2.62. This mean score implies teacher respondents agreed that leadership occasionally provide opportunity for them to express their views as a way of facilitating the environment for them to be part of the process of decision-making.

Regarding sharing responsibility with teachers as heads, data from Table 4.5 reveal that 7 (5.7%) of the respondents strongly disagreed to the statement, 32 (26.4%) disagreed, 14 (20.7%) were neutral to the statement, 57(47.1%) agreed and 4 (4.6%) strongly agreed to the statement. With a mean score of 3.73, it means the teacher respondents agreed to the statement that leadership highly share responsibilities with them as a way of influencing them to be part of decision-making of their schools.

Concerning heads establishing and maintaining interpersonal relationship with teachers, data in Table 4.5 show that 61 (50.6%) of the respondents disagreed that heads of their schools had good interpersonal relationship with them, 25 (20.7%) were neutral and 35 (28.7%) agreed to the statement that the heads always have a good interpersonal relationship with them. The recorded mean of 3.44 implies that teachers agreed that leadership established good interpersonal relationship with them.

Regarding heads allowing teachers to have greater voice by school heads, data in Table 4.5 show that 32 (26.4%) of teacher respondents strongly disagreed, 54(44.8%) disagreed by indicating that heads rarely allow them to have a voice, 32 (26.4%) indicated neutral and 3 (2.3%) agreed that the heads always allow teachers to have greater voice in the school. With a mean score of 2.04, it means teacher respondents disagreed to the statement that leadership of their schools always allow them to have greater voice in the schools as a way of influencing their involvement in decisions of the schools under the study.

The teacher respondents were asked to respond as to whether the heads of their schools accept decisions made independently by teachers, data in Table 4.5 reveal that 45 (36.8%) strongly disagreed, 61 (50.6%) disagreed to the statement and 16 (13%)

undecided. With a mean of 1.75 and standard deviation of 0.66, it means that teacher respondents strongly disagreed to the statement.

Concerning heads providing support and environment of trust between themselves and teachers, data in Table 4.5 reveal that 51 (42.5%) of the respondents strongly disagreed, 38 (31%) disagreed, 22 (18.4%) of the respondents were neutral and 10(8%) agreed. A mean score of 1.91 was recorded; this is below the average mean implying that, teacher respondents strongly disagreed to the statement that heads of the schools provide support and environment of trust as a way of influencing them to involve in decision-making processes.

Concerning heads giving recognition to ideas of teachers at meetings, data from Table 4.5 show that 14 (11.5%) strongly disagreed, 61 (50.6%) disagreed, 31 (26%) neutral and 13 (11%) agreed that the heads always recognised ideas of the teachers during meetings of the school. A mean of 2.43 and standard deviation of 0.97 was recorded, this implies that teacher respondents disagreed to the statement that their ideas are recognise during meetings by their heads as a way of influencing their participation in decisions of the schools under the study.

Regarding heads explaining transparently what is expected from teachers, data from Table 4.5 show that 14 (11.5%) strongly disagreed, 93 (77%) disagreed, and 12 (10%) of the respondents were neutral to the statement. The teacher respondents disagreed to the statement with a mean of 2.01 and standard deviation of 0.51.

On heads encouraging team work and group activities, data in Table 4.5 show that 32 (26.4%) disagreed to the statement, 67 (55.2%) were neutral and 19 (16.1%) agreed to the statement. With a mean score of 3.56 and standard deviation of 4.84 it means that the teacher respondents agreed to the statement with variations.

Concerning consulting teachers in use of finances of the school as a way of influencing teachers to be part of decision-making, data in Table 4.5 reveal that 28 (22.9%) of the teacher respondents strongly disagreed, 67 (55.2%) disagreed, 25 (20.7%) were neutral and 2 (1.1%) agreed. With a below average mean score of 2.00, it implies that teachers disagreed to the statement that heads of their schools consult them on usage of school finances as a way of influencing their involvement in decisions of the schools under the study.

Concerning supporting teachers to develop sense of ownership, data in Table 4.5 show that 63 (51.7%) of the respondents disagreed to the statement, 50 (41.4%) were neutral and 4 (3.4%) of the respondents agreed to the statement. With a mean score of 3.42 and standard deviation of 5.02, it implies that the teachers agreed that their heads support them to develop sense of ownership as a way of involving them in decisions of the schools under the study.

Concerning recommending and rewarding teachers with prizes, data in Table 4.5 show that 32 (26.4%) of the respondents strongly disagreed, 49 (40.2%) disagreed, 36 (29.9%) were neutral and 4 (3.4%) of the respondents agreed to the statement. With a below average mean of 2.10 and standard deviation of 0.83, it means that the teachers disagreed to the statement.

With a grand mean of 2.48, it could be concluded that school leaders of the schools under the study to a lesser extent facilitate the environment for teachers to be part of the decision-making process of their schools.

4.6 Discussion

This section covers the discussion of the findings of the study. The major findings of both demographic and the main objectives of the study are discussed in relation to relevant literature. The first part of this section deals with the demographic characteristics of the study and the second part centred on the objectives of the study.

The following are some of the demographic characteristics of the respondents that the study sought: gender, age, academic qualification, teaching experience, and number of years spent with school leadership as a teacher.

On gender, the studies revealed that majority of the respondents were males while a few were females. The findings implied that, the schools under the study had male majority and female minority of the respondents who provided data for the study. The study reveals that there are more males teachers than female teachers in senior high schools in the Krachi East Municipality. The finding of the study reflects the gender distribution in the Ghanaian educational system where males dominate females in many senior high schools (Gedwa, 2016).

On the issue of age, it is clear from the findings of the study that, majority of the respondents were between age ranges of 18-35 which implies that majority of the teachers in the senior high schools in Krachi East Municipality are youthful. These teachers could be described as young and energetic and as such has the potency of

serving for a relatively longer period of time; hence the need for them to be part of decision making processes of their schools.

On qualification of the respondents, the results show that all the respondents had a minimum qualification of First Degree. This implies that the schools under the study had well-qualified teachers as per the requirements of the Ghana Education Service. Also, the study had few of the teachers having second degrees.

The findings further revealed that, majority of the respondents had more than two years of teaching experience in the schools under the study. This means the teachers had stayed with the leadership of their schools and had better understanding about the leadership and provides the needed answers to achieve the objectives of the study.

4.6.1 Extent of teachers participation in decision making process of senior high schools in the Krachi East Municipality

The study reveals a low teacher participation in decision making process of the schools under the study. This, according to Usman et al (2016), may be due to the bureaucratic structures established in the schools. This is in line with Hammad (2017) that teachers did not regard school decision significant and relevant concern to them as important decisions are made by central administration and they only act as implementers. The findings corroborates that of Smylie (2002), Desalegn (2014), and Dampson (2015) that teacher participation in school decision making was have been low and where they are involved it usually turns out to be unsatisfactory. The findings is however worrying as averred by UNESCO (2015) that “without the participation of teachers in the management of affairs of schools, changes in education are impossible. The

finding however contradicts Bush (2003) who states that successful school managers in Britain involve their teachers in all vital policy decision issues. This presupposition confirms that teachers are the cornerstone of school activities, who have to be made part and parcel of deciding important issues that affect management of schools. Meanwhile Newcomb and McCormick (2001) noted that in some schools, teachers were required to be part of many decisions as budget and finance planning group of their schools.

In conclusion, there is low teachers participation in decision making process of the schools under the study. This, according to Tannenbaum cited in Amemo (2011), is due to the administrative practices of the schools that often left teachers out of the decision making and control of policies.

4.6.2 Areas of decision making in which teachers mostly participate

The participation of teachers in different issues of school decision making is believed to improve the quality of education decision, and therefore improve instruction. Moreover, as has been stated by Moharman et.al. (1992), the participation of teachers in different issues of decision is likely to yield higher quality products and services, less absenteeism, less turnover, better problem solving, and less management overhead. However, the findings of the study indicated that there was low participation of teachers in managerial, rules, policy and finance decisions of the schools. This finding is supported by the findings of other research. For example, Clune and White, 1998; Wohlstetter and Odden 1992; Murphy and Beck, 1995 (all cited in Desalegn, 2014) have concluded that teachers had little to manage, particularly with respect to the limited extent of decision making responsibility devolved to them by schools. Similarly, the finding corroborates that of Amemo (2011) who stated that most senior

high school heads do not consult their staff on matters of finance and that most financial transactions of the schools are not made known to teachers. Also, Kipkoech and Chesire cited in Kuranchie (2022) found that teachers were less involved in taking decision on procurement of school materials as school related activity and that school heads take most of the managerial decisions without inputs from their teachers as subordinates. Desalegn(2014) confirmed to the findings that, primarily, policies are made at the national level and forwarded to schools for implementation.

The study indicated high involvement of teachers in curriculum and instructional decisions of their schools. This according to Desalegm(2014) is as a result of teachers being the final implementers of the curriculum. Also, this is in line with Kariuki cited in Kuranchie (2022) who stated that teachers do participate in decision making on pedagogical issues, curriculum and instruction. The finding of this study is in fact in agreement with that of previous research by. Aggarwal (1993) who pointed out that, teachers do decide when, how and what to teach, to revise courses, select content, plan units and produce teaching aids and this has become a common practice in and among many institutions of learning. Moreover, Krug (cited in Aggarwal, 1993) states that, “... teachers participation in curriculum planning today is to be regarded not as a pleasant gesture to the teachers, but rather as an indispensable part of the process” (p. 1996).

Generally, the study reveals that teachers were not involved in many of the areas of decision-making of the schools under the study. Implying that teachers in the schools were involved in taking decisions that centred only on teaching and learning issues, anything less than that they were not called upon to make inputs.

4.6.3 Factors affecting teachers participation in decision making process of senior high schools in the Krachi East Municipality

The findings of the study reveal that certain factors that affect the participation of teachers in the decision making of the schools under the study.

One of the factors that affect teacher participation in decision making under the study was the bureaucratic structure of schools. This finding is supports to Dampson cited in Dampson (2015) that the bureaucratic nature of schools has made it difficult for head teachers to effectively involve teachers in all aspects of decision making of schools in Ghana. Also, Somech (2010) argues that significant decisions about strategy, policy and organising mode may lie outside the arena of participation of teachers due to the nature of management practices in the schools. Further reiterated that the inability to create flatter management structure is believed to militate against teacher involvement in important areas of decision making of schools. It is against this background that Wiggins cited in (Dampson,2015) stated that the increased emergence of participative management in schools reflects the wide shared believe that flatter management and decentralised authority structures carry the potential for achieving outcomes unattainable by the traditional top-down bureaucratic school. Similarly, Esia-Donkoh cited in Desalegn (2014) argues that the bureaucratic system held by schools has created confusion and conflict among teachers, head teachers and school committees as power is always held by authority, and this situation, to a large extent serves as a barrier to teacher participation in decision making

Also, the finding of the study indicated that lack of transparency and accountability negatively affects participation of teachers in decision making process of the schools under the study.

Another identified factor that affects teachers' participation in decision making of the schools under the study was lack of resources such as materials and resources available to teachers.

4.6.4 Extent to which school leaders facilitate the environment for teachers to participate in decision making process of senior high schools in the Krachi East Municipality

The findings reveal that the leadership of the schools rarely provide opportunity for teachers to express their views in the schools under the study. This supports Yao (2014) that most of the school leaders did not include teachers in school decision processes and where the teachers are given the opportunity to express their views, those views are normally not implemented.

The findings further reveal that lack of accountability on the part of leaders, rigid rules and structure of leadership of schools, lack of prior notice on meeting schedules and agenda are affects the teachers' participation of decision-making of the schools under the study. This finding is affirmed by Bush (2003) who believes that participative management is at the discretion of the school head teacher, because of his or her official position and as a person accountable to external bodies. Collaboration usually takes the form of delegation and is thus a gift of a head teacher.

Generally, the findings of the study reveal that there was low facilitation of the environment for teachers to be part of the decision making process by leaders of senior high schools in the Krachi East Municipality. This is corroborated by Desalegn (2014) that teachers are always left in the dark as what decisions are made in the running of schools due to the autocratic style of leadership exhibited by some leaders and centralized structure of decision making. In contrast, Mugambi (2015) argued that most school heads involved their assistants and teachers in decision making though not all teachers as that are practically impossible. Meanwhile Wadesango(2017), stated that involving teachers in the decision-making by school heads offer a variety of potential benefits which can generate the social capacity necessary for excellent schools.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview

This chapter presents the summary of the research process and the major findings that emanated from the study. The conclusions that are made based on the findings of the study and appropriate recommendations are also found in this chapter. Suggestions for further research are included in the latter pages of this chapter.

5.1 Summary of the Study

Teachers' participation in decision making of their schools is vital to school organizations. Involvement encourages new ideas and innovation towards the implementation of programs and hence yields high performance among students. However, not much has been done to involve teachers in decision making of schools. Therefore, the study sought to find out the extent to which teachers participate in decision making process of senior high schools in the Krachi East Municipality. A random of 121 teachers were selected for the study. The respondents have stayed in the schools for not less than one academic year and they provided information on their demographic characteristics, extent of their participation in decision making, areas of decisions they mostly participate, factors affecting their participation in school decisions and the ways in which leaders of their schools facilitate their participation in the process of decision making. The responses were gathered through a structured questionnaire and the responses were manually coded and entered into SPSS. The results were presented in frequency tables and analysed using percentages, means and standard deviations for comprehension.

The study had the following four main objectives:

1. To examine the extent of teachers participation in decision-making of Senior High schools in the Krachi East Municipality.
2. To determine areas of decision-making in which teachers mostly involve in Senior High Schools of Krachi East Municipality.
3. To identify some of the factors that affects teachers participation in decision-making process of Senior High Schools in the Krachi East Municipality
4. To establish the extent to which school leaders facilitates the environment for more teacher participation in decision making process of senior high schools in the Krachi East Municipality.

The following research questions guided the study:

1. To what extent do teachers participate in decision making process of senior high schools in the Krachi East Municipality?
2. In what areas of decision making process do teachers mostly participate in senior high schools in the Krachi East Municipality?
3. What are some of the factors affecting teachers' participate in decision making process of senior high schools in the Krachi East Municipality?
4. To what extent do school leaders facilitate the environment for teachers to participate in decision making process of senior high schools in the Krachi East Municipality?

5.2 Summary of Key Findings

Major findings are summarized in line with the basic research questions. The following emerged as the major findings of the study:

1. The extent of extent of teachers' participation in decision making process was found to be low. The extent of teachers' participation in extra tuition was high. However, teachers' participation in school planning, budgeting and finance were found to be relatively low, whereas the participation of teachers in sports and co-curricular activities, student discipline and counseling, rules and regulation is on the medium range.
2. The analysis of this study indicated curriculum and instruction is the area in which teachers participated most as decision-makers. In contrast, Managerial decisions, policy, rules and regulations, and school related activities the area in which teachers not participated fully as decision makers. Also, the study indicated that teachers rarely participate in managerial, school related activities, policies and rules of their schools as areas of decision-making though most of them take part in decisions on curriculum and instruction of their schools.
3. The factors affecting teachers participation in decision making, the analysis of this study revealed the following factors as major obstacle to teachers' participation in school decision making; lack of trust and positive relationship between teachers and school leaders, lack of transparency and accountability on the part of leaders in running the activities of the schools, lack of prior information on schedules and agenda of meetings, and rigid school rules and structure of leadership. Moreover, the analysis of open-ended question indicated lack of commitment on the part of leaders to implement outcome of meetings and centralized system of decision making in the Ghana Education Service.

5. Although, there are inherent benefits of involving teachers in the decision-making of schools, school leaders efforts in facilitating the environment and encouraging teachers to be part of decision making was low in general. That is school leaders efforts in allowing teachers a greater voice, accepting decisions made independently by teachers', giving recognition to ideas of teachers, consulting teachers in the usage of funds and recommending and rewarding hardworking teachers were found to be low. However, leaders allowing teachers to express their opinions, shares responsibilities with teachers, and encouraging team work participation in sample school were high.

5.3 Conclusions

The study examined teachers' participation in decision-making process of senior high schools in the Krachi East Municipality. Based on the findings of the study the following conclusions were drawn:

The low teachers' participation in decision making implies that, less attention was given to teachers' contributions for efficient and effective running of the schools. This could negatively affect the activities of the schools in general and teaching-learning process in particular.

There was a high level of teacher participation in decision-making in areas where teachers were directly responsible for such decisions. For example since teachers planned their lesson notes and decided on the teaching and learning support materials to be used, it was found out that their participation in curriculum and instruction decision-making was high. This possibly placed teachers in a position that compelled them to interpret and implement the content of the curriculum to meet the needs of students and therefore enhanced their academic achievements. However, the absence

of teacher participation in managerial decisions could be a source of conflict between teachers and management body as teachers may feel reluctant to implement certain decisions made by management without their consent

There exist issues of trust between teachers and their leaders, which has a potency of derailing the growth and development of the schools. Therefore, there should be efforts to deal with the challenges to empower teachers in decision-making to improve the running of the schools.

The leadership of the schools under the study failed in encouraging teachers and also facilitating the environment as well for teachers to actively participate in decision making of their schools.

5.3 Recommendations

Based on the findings and conclusions drawn, the following recommendations were made:

The leadership of the schools should work collaboratively with teachers to ensure that teachers' effectively become part of decision-making. Thus, school administrators should devise mechanisms to involve teachers in decision-making to improve their work performance and to achieve higher outputs.

The Ghana Education Service and the Ministry of Education should identify the areas of decision making process which needed more teachers' involvement and thereby delegate such decision power from the hands of the central body to the teachers as stakeholders of education.

School authorities and government officials should develop and implement strategies to involve teachers in all areas of decision making of the schools under the study.

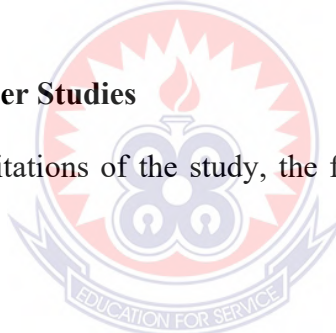
The Municipal directorate of education in the Krachi East should establish structures that would have teachers as part of the decision making bodies of their schools at the local level.

The Ministry of Education in collaboration with Ghana Education Service should develop a clear policy guideline to ensure inclusion of teachers in the decision-making process. The policy should focus on eliminating all barriers to teachers' involvement in decision making of schools.

School leaders should create the needed environment for teachers to actively participate in decision-making of their schools by encouraging, motivating, and utilizing their wide range of experiences, expertise, and personal characteristics.

5.4 Suggestion for Further Studies

From the results and limitations of the study, the following have been suggested for further research:



It was found out that teachers were left out in financial decisions of the schools under the study. Therefore, a follow up study should be conducted in this regards.

Further studies, in addition to questionnaires, should make use of observation and interviews.

A nationwide study on teachers' participation in decision making process of senior high schools is suggested so as to avoid faulty generalisation of findings.

A comparative study of teachers' participation in decision making process of public senior high schools and that of private schools is suggested.

REFERENCES

- Adane, T. (2002). School organization and management: Distance education material for in-service trainees continuing and distance education Division. . AAU.
- Afful-Broni, A. (2009). The role of school leadership in conflict management at the Winneba Senior High School in Ghana. *African Journal of Interdisciplinary Studies*, 4(1), 172-187.
- Aggarwal, R. D. (1993). *Organization and management*. New Delhi: McGraw Hill Publishes Company Limited.
- Algoush, C. (2005). *Assessment of the relationship between teacher involvement decision-making process and teachers' job satisfaction*. Open University of Malaysia, Kuala Lumpur, Malaysia, 3-4.
- Alkins, K. (2002). Encyclopedia of educational research. Encyclopedia Britanica. Vol.4. Chicago. *Educational Research Encyclopedia*, 233-235.
- Alluto, J. A. & Belasco, J. A. (1972). Patterns of teacher participation in school system decision-making. *Educational Administration Quarterly*, 2(1), 27 – 41.
- Amemo, K. M. (2011). *Teacher participation in decision-making in senior high schools in the Kadjebi District*. (Master's thesis Dissertation), University of Cape Coast.
- Amin, M. (2010). *Teachers involvement in school issues*. Kampala, Makerere University Prente.
- Amoah, S. (2019). *Effective decision-making: Way forward for modern institutions*. Legon-Accra: University of Ghana Press.
- Amos, E. L. & Bemard, R. (1981). *Management for engineers*. Englewood Cliffs, NJ: Prentice Hall, Inc.
- Ampam-Mensah, K. (2013). *Employees involvement in decision making: The case of Ghanaian teachers*. (published master dissertation) The University of Ghana.
- Anderson, K. (2002). Why teachers participate in decision-making and the third continuum. *Canadian Journal of Educational Administration and Policy*, 1-4.
- Annie, L. (2011). *Decision-making: An effective tool for organizational progress*. London: Sage.
- Armstrong, M. (2009). *Armstrong's handbook of human resource management practice* (11th ed.). London: McMillan.

- Atseba, A. T. (2016). *Principal s leadership styles and the effects on teacher's performance in the Tigray Region of Ethiopia*.
- Avolio, B. (2020). Re-examining the components of transformational and transactional leadership using Multifactor Leadership. *Journal of occupational and organizational Psychology*, 4, 12-17.
- Barnard, C. (1982). *The functions of the executive*. Cambridge: Havard University Press
- Bauer, E. (2011). *Effective teaching principles and practice*. Port Harcourt: Pen Graphics.
- Bennet, J. R. (1997). The relationship between principals' stated allocation of decision decisional power to teacher and at their perception of organizational conditions and practices at the central office. Syracuse: Syrause University.
- Ben-Pertez, M. (1994). *Teachers as curriculum makers* (2nd ed.). The International Encyclopedia of Education.
- Bensimon, E. M., Neumann, A. & Birnbaum, R. (2000). Higher education and leadership theory. In: M. Christopher Brown (Ed), *Organization governance in higher education* (pp.241-231). Boston: Pearson Custom Publishing.
- Benson, N. & Mallone, P. (1987). Teachers' beliefs about shared decision-making and work alienation. *Education*, 107, 244-251
- Bernard, S. B. (1993). The dimensionality of decision participation in educational organizations: The value of multi-domain evaluative approach. *Educational Administration Quarterly*, 26(2), 126-67.
- Best, J. W. (1970). *Research in education* (8th ed). New Delhi: Prentice-Hall.
- Blomqvist, K. (2005). Trust in a dynamic environment - Fast trust as a threshold condition for asymmetric technology partnership formation in the ICT Sector' –a book chapter in *Trust in Pressure, Investigations of Trust and Trust Building in Uncertain Circumstances*, Edward Elgar Publishing, Inc.
- Bolam, M. N. (2011). *Educational management and leadership: The similarities and differences*. Los Ageless: Routledge.
- Boonme, N. (2001). *School-based management. The ways and methods: National pilot study*. New Delhi: Sage.
- Brezicha, K. F., Ikoma, S., Park, H., & LeTendre, G. K. (2019). The ownership perception gap: exploring teacher job satisfaction and its relationship to teachers' and principals' perception of decision-making opportunities. *International Journal of Leadership in Education*, 23(4), 428-456.

- Bridge, E. A. (2007). A model for shared decision-making in the school principalship.
- Buabeng, I. (2020). Teacher education in Ghana: Policies and practices. *Journal of Curriculum and Teaching*, 9, 1-20.
- Canaya, S. (2019). *Participatory decision making visa vis teachers' morale and students' achievement in Public Universities in Zamboango city (Ph.D Thesis)*. Western Mindanao State College, Zamboanga. .
- Cheng, F. Y. (1993). The theory and characteristics of SBM. *International Journal of Educational Management*, 7, 155-156.
- Cheng, F. Y. (2008). Participative leadership by American and Chinese managers in China. The role of relationships. *Journal of Management Studies*, 43, 4-5.
- Cheng, Y. C. (2002). *Leadership and strategy: The principles and practice of educational management*. London: Paul Chapman Publishing.
- Collins, C. (1989). Employees participation in decision-making: A case of what and when. *Curriculum and Teaching*, 7, 11-20.
- Conley, L. (1991). Teachers involvement in decision making process of schools in Hungary. *International Journal of Leadership in Education*, 23(4), 428-456.
- Creswell, J. (2015). *Research design: A qualitative, quantitative, and mixed method approaches* (5th Ed.). California: SAGE Publications.
- Dampson, G. G. (2015). Teacher participation in decision-making in Ghanaian basic schools: A study of some selected basic schools in the Cape Coast Metropolitan area and Mfantseman Municipality in the Central Region of Ghana. Vol. 1 and 2. . *Doctoral thesis*.
- Danso, O. (2019). Implementing policies of education in Ghana: The teacher as a major stakeholder. Kumasi: Payless Publications Ltd.
- Davis, K. (2014). *Human behavior at work: Organizational behaviour* (9th ed.). New York: Mcgraw-Book Company.
- Desalegn, G. (2014). *The practices of teachers' involvement in decision-making in government secondary schools in Jimma Town*. Jimma Town: Jimma University Publishing Press.
- Donald, C. & Lazarus, K. (1997). *Teachers as stakeholders in education: The case of Namibian Schools*.
- Doney, P. M. & Cannon, J. P. (1997). An examination of the nature of trust in buyer-seller relationships. *Journal of Marketing*, 7, 91-109.

- Drah, S. (2011). Teacher participation in decision making process in senior high schools and technical schools in the Kwabriem District in the Eastern Region. *Dissertation submitted to the Institute of educational planning and administration of the faculty of education ape Coast.*
- Dublin, T. (1997). *Essential management*. Ohio: South-Western Publishing.
- Dufour, R. (2002). The principal as a leader, promoting values, empowering teachers. In P. George & E.C. Potter (Eds.), *School-based management: Theory and practice*.
- Eris, H. (2017). Teacher and administrative staff views on teachers' participation in the decision-making process. *Eurasia Journal of Mathematics, science and technology Education*, 13(11), 7411-7420.
- Eris, H., Kayhan, H., Bastas, M. & Gamar, C. (2017). Teacher and administrative staff views teachers' participation in the decision process. *Eurasian Journal of Mathematics Science and Technology Education*, 13(11), 7411-7420
- Felician, R. (2013). *Influence of teacher's participation in decision making on their job performance in public secondary school in Kilombero district* (Master's thesis), The Open University of Tanzania.
- Fraenkel, J. R., & Wallen, N. E. (2000). *How to design and evaluate research in education* (4th ed.). Boston: McGraw-Higher Education.
- Fukuyama, F. (2000). How academia failed the nation: *Teacher participation in decision-making process: Reality and Repercussions in Enugu Higher Education*. (Published master thesis), Enugu State University.
- Ganster, D. C. (2005). Executive job demands: Suggestions from a stress and decision making perspective. *Academy of Management Review*, 3, 71-80.
- Gedwa, S. (2016). *Use of ICT for administration and management: Case study*, EMU.Med Dissertation, Meditteranian University.
- GES (2021). Retrieved May, 2022, from <http://www.ges.gov.gh/>
- Gideon, K. (2017). Educational leadership in Ghana. *Journal of Education and Practice*, 7, 7-13.
- Gomendio, M., & Organisation for economic co-operation and development (OECD) Staff. (2017). Empowering and enabling teachers to improve equity and outcomes for all. Paris: OECD Publishing.
- Gordon, R. & Snowden, P. (1987). *School leadership and administration: Important concept, case studies and simulations*. New York: McGraw Hill.

- Griffin, G.A. (2010). Influence of shared decision making on school and classroom activity: conversation with five teachers. *Elementary School Journal*, 96, 29-36.
- Hackman, M. Z. & Johnson, C. E. (2009). *Leadership: A communication perspective*. (5th ed.). Long Grove, IL: Waveland Press.
- Hammad, W. (2017). Decision domains and teacher participation. A qualitative investigation of decision making in Egyptian schools. The qualitative report. *International Journal of Modern Education Research*, 22(9), 2478-2493.
- Harnyanto, S. (2020). Teachers participation in decision making and job performance in secondary schools contents in Kwara Nigeria. *Journal Pendidikan Sain Sosial Dan Kemamasaan*, 1-12.
- Harris, M. & Tassel, F. (2005). The professional development school as learning organization. *European Journal of Teacher Education*, 28, 179-185.
- Helms, M. (2006). Sociological rational choice theory. *Annu. Rev. Sociol.*, 23, 191-214.
- Hoy, W. K. & Miskel, C. G. (1990). *Educational administration: Theory, research and practice*. New Jersey: McGraw-Hill Inc.
- Hoy, W. K. & Miskel, C. G. (2008). *Educational administration: Theory, research, and practice*. New Jersey: McGraw-Hill Company Inc.
- Hoy, W. K. & Tarter, C. J. (2004). *Administrators solving the problems of practice: Decision-making concepts, cases, and consequences*. London: Allyn & Bacon
- Hoy, W. K., & Miskel, C. G. (2006). *Educational administration: Theory, research and practice*. New York McGraw Hill Company.
- Hoy, W. K., & Miskel, G. (1992). Power principles for educational leaders: Research into practice. *International Journal of Educational Management*, 7, 148-159.
- Invancevich, J., Konopaske, R., & Matteson, M. (2005). *Organizational behavior and management* (7th ed.). New York: McGraw Hill Companies, Inc.
- Johnson, G. S. (2009). A study of teacher loyalty to the principal: Rule administration and hierarchical influence of the principal. *Educational Administration Quarterly*, 22(4), 4-27.
- Kariuki, J. K. (2018). Principals' transformational leadership and teachers' performance among Public schools in Nyandarua county Kenya [Unpublished Master Dissertation, *The Catholic University of Eastern Africa, Kisumu, Kenya*].

- Kiumi, J. K. & Kibe, S. M. (2013). Relationship between headteachers leadership experience, teacher supervision, school location, and pupils performance in KCPE examination in Ol-Kalou Division, Kenya. *Paper Presented during Mount Kenya University's First International Conference in Safari Park Hotel, Nairobi (28th-30th August)*.
- Kiumi, J. K., Chemnjor, C. M. & Macharia, M. K. (2014). Determinants of teacher involvement in the decision-making process by secondary school principals in Nyahururu sub count Kenya. *International Journal of Modern Education Research, 1(3)*, 53-60.
- Knezevich, S. J. (1969). *Administration of public education* (2nd ed.). New York: Harper and Row Publishing.
- Kothari, K. (1985). *Research methodology, method and techniques*. University of Rajasthan: Jaipur, India.
- Kruse, S. (1994). The micro politics of educational leadership: From control to empowerment. *Cassel Kappa-Delta-Pi Record, 36(2)*, 61-64.
- Kuku, S. M., & Taylor, J. W. (2002). Teacher participating in decision-making: A comparative study of school leader and teacher perceptions in North Philippine. *Academics, 5(1)*, 19-46.
- Kumar, D., & Scuderi, P. (2000). *Opportunities for teachers as policy makers*. New Delhi: Sage.
- Kuranchie, A., Akuta, B. A., & Anane, M. (2022). Teachers' involvement in decision making in senior high schools: A case of two districts in Ghana. *Journal of Popular Education in Africa, 6(9)*, 55 – 69.
- Kwegyir-Aggrey, P. & Yelkpiri, D. (2012). Teacher's participation in decision making: A study of teachers of junior high school in the Shama District in the Western Region of Ghana. ICERI Proceedings. Madrid Spain.
- Lee, P. (1999). A case-study: Teachers' perceptions of caring manners of educational leaders and its relation to their learning outcomes (Doctoral dissertation)
- Legesse, D. (2008). Trainers participation in decision-making in selected governmental technical vocational and training college of Addis Ababa: *Unpublished Master's Thesis", A.A.U.*
- Leithwood, K. (1998). The concept for school improvement of difference in principals. *Problem solving process* (Dim Mock, Clive, Ed.) London: Rutledge.
- Leithwood, K., & Jantzi, D. (1993). Transformational leadership: How principals can help reform school cultures. *School Effectiveness and School*.

- Liontos, L. B. (1993). *Shared decision-making*. Eugene, Oregon: Eric Clearing
- Logan, R. (1997). *The human organization*. New York: Mc Graw – Hall.
- Lucey, T. (1994). *Business administration*. London: Publications Ltd
- Luthans, F. (2005). *Organizational behaviour*. New York: McGraw-Hill.
- Malen, B., Ogawa, R. T., & Kranz, J. (1990). *What do we know about school-based management? A case study of the literature: A call for research*. New York: Falmer.
- Mangunda, C. (2003). *An investigation in to school principal's experience and perception of participative management*. Graham's town: Rhodes University
- Mankoe, O. (2002). *Educational administration and management in Ghana*. Accra: Pintose Publishing Press.
- Mbope, N. A. (2015). The impact of teachers' motivation on the improvement of the quality of teaching and learning in public primary school in Ilala [published Master Dissertation, The Open University of Tanzania, Dar es Salaam, Tanzania]
- McWan, E. (1997). *Leading your team to excellence: how to make quality decision*. London: Crown Press.
- Meintjes, S. N. (2018). *Participatory decision-making in schools: A study of two schools in Gauteng* [Unpublished Master Dissertation, University of Jonesburg, Jonesburg, South Africa.
- Melaku, Y. (2011). *Foundation of educational: Teaching materials for masters of education leadership*. Addis Ababa: A.A.U..
- Mensah, K. (2021). *Decision-making: A tool for effective management of schools*. Ph.D Thesis submitted Makerere University.
- Mndeme, A. (2014). The management of teachers' motivation in Tanzania's education sector. The case of public secondary schools in Temeke municipality Tanzania.
- Mohammedsani, M. H. (2017). *Teachers' involvement in decision making in government secondary schools of Gulelesubcity in Addis Ababa Ethiopia* [Master Dissertation, Addis Ababa University, Addis Ababa, Ethiopia.
- Moorhead, G. & Griffin, R. (2004). *Organizational behaviour: Managing people and organizations* (7th ed.). Boston, MA: Houghton Mifflin Company

- Moran, T.M. (2009). Fostering teachers professional in school: The role of leadership orientation and trust. *Education Administration Quarterly*, 45(2), 217-247.
- Morphet, E. L., Johns, R. L. & Reller, T. L. (1982). *Educational organization and administration: Concept, practice and issues* (4th ed.). Edglewood Cliffs, New Jersey: Prentice –Hall Inc.
- Mugambi, M. D. (2015). *The role of principals in promoting students' academic performance in Tigania West Sub-county Meru County Kenya*
- Mugenda, O. M. & Mugenda, A. G. (2003). *Research methods quantitative and qualitative approaches*. Nairobi: ACTS Press.
- Muindi, S. (2011). Teacher participation in curriculum decisions in Kenya. Masters Thesis submitted to Kenyatta University.
- Mujis, D. & Harris A. (2003). Teacher leadership- Improvement through Empowerment? An Overview of the Literature. *Educational Management & Administration*, 31(4), 437-448.
- Mullins, J. L. (2005). *Management and organizational behaviour* (6th ed.). London: Pitman Publishing
- Munck, G. L. (2002). *Rational choice theory in comparative politics*. Wiarda, Howard J: New Directions in Comparative Politics.
- Newman, J. E. (1998). Why people don't participate in organizational change. *Research in Organizational Change and Development*, 3, 181-212.
- Ngussa, B. M., & Gabriel, L. (2017). Participation in decision making and teachers' commitment: A comparative study between public and private secondary school in Arusha, Tanzania. *American Journal of Education Research*, 5(7), 801-807.
- Northouse, P. G. (2013). *Leadership: Theory and practice* (6th ed.). London: Sage Publications.
- Nye, K., & Capelluti, J. (2003). *The ABCS of decision making*. Principal Leadership.
- Nyhan, R. C. and Marlowe, H. A. (1997). Development and psychometric properties of the organisational trust inventory. *Evaluation Review*, 41, 134-149.
- O'Sullivan, A. (2011). At the heart" Decision Making in Educational Leadership and Management.
- OECD (2005). *Citizens as Partners - OECD handbook on information, consultation and public participation in policy-making*. OECD, Paris, 108 pp.

- Okoye J. C. (1999). *Advanced personnel management in school management*. Master's Thesis, NAU, Nigeria
- Okumbe, J. A. (1998). *Educational management: Theory and practice*. Nairobi: . Nairobi University Press., 6-7.
- Okuoko,D.(2012). *Employees involvement in decision making and performance in Ghana*. Masters Thesis Submitted to the University of Ghana.
- Olorunsola, E. O. and Olayemi, A. O. (2011). Teacher's participation in decision making process in secondary schools in Ekiti State, Nigeria. *International Journal of Education Administration and Policy Studies*, 3(3), 66-78.
- Opoku, M. (2008). *School organization in modern Africa*. Tema: Ghana publishing Corporation.
- Orgarn, D. W. & Bateman, T. S. (1991). *Organizational behavior* (4th ed.). Boston Home-Wood, IL 60430.
- Owens, A. (2008). *Family factsheet: Transition to school*. New Jersey: Prentice-Hall, Inc.
- Owens, R. G. (1987). *Organizational behavior in education* (3rd ed.). New Jersey: Prentice-Hall, Inc.
- Owens, R. G. (1998). *Organization behavior in education*. Boston: Ally and Bacon
- Ozan, B., Ozdemir, Y. T., & Yirci, R. (2017). Ethical leadership behaviors of school administrators from teachers' point of view. *Foro de Education*, 15(23).
- Pajibo, E., & Tackie, V. (2019). Tutors' participation in decision-making and its effects on job satisfaction in nursing training colleges in Ghana. *Voulume_3*.
- Pashiardis, G. (1994). Teachers' participation in decision-making. *International Journal of Educational Management*, 8(5), 1417.
- Paulsrud, D. & Wermke, W. (2019). Decision making in context Swedish and Finnish teachers' perceptions of autonomy. *Journal of Educational Research*, 64(5), 706-727.
- Porter, K. (2010). *Structural dimensions of organisations in modern days*. London: SAGE publications.
- Ranjit, K. (2005). *Research methodology-A step-by-step guide for beginners* (2nd ed.). Singapore, Pearson Education.

- Rawis, J., & Kaligis, J. (2017). Teacher participation in decision-making in high school achievement. *International Journal of Humanities and Social Science Invention*, 6(5), 29-35
- Reimann, H. J. (2004). *Behaviour in organizations* (3rd ed.). Homewood, IL: Dow Jones-Irwin.
- Rice, E. (1987). A decade of teacher empowerment: An empirical analysis of teacher involvement in decision-making, 1980-1991. *Journal of Educational Administration*, 32(1), 43-58.
- Riley, D. (1984). Teacher utilization of avenues for participatory decision-making. *The Journal of Educational Administration*, 22(1), pp.35-46.
- Robbins, P., & Alvy, H. (1995). *The new principal's fieldbook: Strategies for success*. Alexandria, VA: Association for Supervision and Curriculum Development
- Sagvandy, R. S., & Omidian, F. (2015). Teachers' participation in different levels of decision-making in council and developing professional skills in Iran. *World Scientific News*, 9(2015), 17-27.
- Sapre, W. E. (2002). *Leadership that matters*. San Francisco: Berrett-Koehler Publishers Inc.
- Schermerhorn, J. R. (1993). *Management for productivity*. New York: Wiley.
- Sergiovanni, T. (2015). Teachers involvement in decision making of schools in the Dzeffou Province, Iran. Ottawa: Sage.
- Sergiovanni, T. J. (1992). *The principalship: A reflective practice* (2nd ed.). Boston: Allyn and Bacon
- Sergiovanni, T. S. & Robert, J. S. (2015). *Supervision: Human perspectives*. New York: McGraw Hill.
- Seth, K. (2007). *Decision-making in schools: The Influence of leadership on teachers*. Accra: Black Mask.
- Shaw, M. (2019). Involving teachers in decisions of schools: The case of primary school teachers in Dubai.
- Short, P. M. (1994). Empowering leadership. *Contemporary Education*, 69(2), 70-72.
- Short, P. M., Greer, J. T., & Melvin, W. M. (1994). Creating empowered schools: Lessons in change. *Journal of Educational Administration*, 32(4), 38-52

- Short, T. L. (1992). Teachers can become a vital component of the school budget processes. *NASSP Bulletin*,
- Sidner, R. P. (2004). *Site-based management/shared decision-making: A view through the lens of organizational culture*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco
- Simon, H. A. (1960). *The new science of management decision*. New York: Harper & Row.
- Smylie, H. M. (2006). Instructional outcomes of school-based participative decision-making. *Educational Evaluation and Policy Analysis*, 18(3), 181-198.
- Smylie, M. A., & Tuermer, U. (1992). *Hammond, Indiana: The politics of involvement v. the politics of confrontation*. Claremont, CA: Claremont Graduate School, Claremont Project VISION
- Societe, S. (2003). Explicating the complexity participative management. An Investigation of Multiple Dimensions. . *Educational Administration Quarterly*, 49-61.
- Sodhi, K., J. (2009). Team cooperation in participation management.
- Sodhi, K., J. (2009). Team cooperation in participation management
- Somech, A. (2010). Examining the complexity in participatory decision making: a multi-dimensional investigation. *Educational Developers Administration*, 38-61.
- Somech, A. (2010). Participative decision making in schools: A mediating moderating analytical framework for understanding school and teacher Outcomes. *Educational Administration Quarterly*, 46(2), 176-209.
- Sorete, E. (2021). *Teacher involvement in decisions*. Published Master's Thesis, Adis Ababa University.
- Steyn, G. M. (2001). *Human resources management in education*. Pretoria: UNISA Pres.
- Stogdill, R. M. (1974). *Handbook of leadership: A survey of the literature*. New York: Free Press.
- Taylor, D. & Tashakkori, A. (1997). Toward an understanding of teachers desire for participation in decision-making. *Journal of School Leadership*, 7, 609-628
- Taylor, D. L., & Tashakkoror, A. (1998). Toward an understanding of teachers' desire for participation in decision-making. *Journal of Educational Leadership*, 7(6), 609-629.

- Tchapchet, E. T., Iwu, C. G. & Ile, C. A. (2014). Employee participation and productivity in South Africa. University implications for human resource management. *Journal Problems and Perspectives in Management*, 12(4), 293-304.
- Tripathi, P. C., & Reddy, P. N. (2002). *Principles of management* (2nd ed). Tata McGraw-Hill: India. New Delhi 110 008.
- Tschanen-Moren, M. (2001). *Trust matters: Leadership for successful schools*. Jossey-Bass.
- Tschannen-Moran, M., & Tschannen-Moran, B. (2011). Taking a strengths-based focus improves climate. *Journal of School Leadership*, 21(3), 422–448.
- Tyler, C. (1985). Today's challenges and dilemmas for ethical school leaders. E-Leader. Bangkok.
- UNESCO (2021). Report on Teacher Participation on school-based decisions. Retrieved on June, 2022.
- Usman, I. & Dangara, V. (2016). Educational resources: *An Integral component for effective school administration in Nigeria*.
- Vander Westhuizen, P. C. (2008). *Schools as organizations* (3rd ed.). Cape Town: Van Schaik Publisher.
- Vroom, V., Yetton, P., & Jago, A. (1998). *The new leadership: Managing participation in organizations*. Englewood Cliffs, NJ: Prentice Hall
- Wadesango, N. (2017). Teachers involvement in decision-making in secondary schools in the Gweru District, Tanzania. *J. Soc. Sci.*, 27(2), 85-91.
- Walumbwa, F. O., Orwa, B., Wang, P., & Lawler, J. J. (2012). Transformational leadership organizational commitment and job satisfaction: A comparative study of Kenya and US financial firms. *Human Resource Development Quarterly*, 16(2), 235–255.
- Webster, (2002). *International dictionary*. Massachusetts, Merriam Webster Inc.
- Weiss, C. H., & Cambone, J. (1994). Principals, shared decision making, and school reform. *Educational Evaluation and Policy Analysis*, 16(3), 287–301.
- White, C. J. (2005). *Research: A practical guide*. Pretoria: Intuthuko Investments Publishing.
- Wiggins, J. (2004). Motivation, ability, and opportunity to participate: *A Reconceptualization of the RAND Model of Audience Development*, *International Journal of Arts Management*.

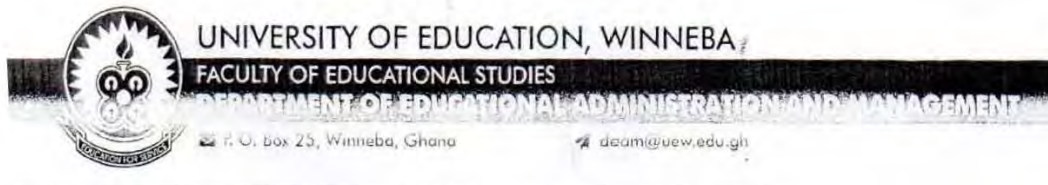
- Wilson, R. E. (2016). *Educational administration*. Columbus Ohio: Charles E. Merills Book In
- Yilmaz, C., and Kabadayi, E. T., (2002). Dagitim Kanallarında Bayilerin Uretici Firma Lehine Isbirligi Davranislarini Etkileyen Faktörleri Inceleyen Bir Arastirma, *Marmara Üniversitesi Sosyal Bilimler Enstitüsü Dergis*.
- Yismaw, B., & Bekalu, F. T., (2016). Assessing the desired and actual levels of teachers' participation in decision-making in secondary schools of Ethiopia. *Educational Research and Reviews*, 11(13), 1236–1242.
- Yukl, G. (2006). *Leadership in organizations* (6th ed.). New York: Pearson Educational International.
- Yukl, G. (2013). *Leadership in organizations* (8th ed.). New York: Pearson Education Inc.
- Zane, M. (2011). Educational reform in Ghana: The leadership challenge. *International Journal of Educational Management*, 22(2), 115– 12



APPENDICES

APPENDIX A

Letter of Introduction



UEW/EAM/INT/27

Date: 16th May, 2022.

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION

We write to introduce **IBRAHIM YAKUBU ABUBAKARI**, a student on the M.Phil in Educational Administration and Management programme of the Department of Educational Administration and Management.

IBRAHIM YAKUBU ABUBAKARI is currently working on a research project titled:

“TEACHERS PARTICIPATION IN DECISION-MAKING PROCESS IN SENIOR HIGH SCHOOLS IN THE KRACHI EAST MUNICIPALITY, OTI REGION”.

Please, give him the necessary assistance and co-operation.

Thank you.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Judith Bampo".

Judith Bampo (PhD)
Ag. Head of Department

APPENDIX B

Questionnaire for Respondents

UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF EDUCATIONAL STUDIES

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND

MANAGEMENT

Dear respondent,

I am a graduate student of Educational Administration and Management at the University of Education, Winneba. As a partial requirement for the completion of the program, I am undertaking a research on the topic “Teachers’ participation in Decision-Making process of Senior High Schools in Krachi East Municipality.” The purpose of this questionnaire is to get primary information related to the topic. All responses you provide will be used for academic purposes only. Your responses will be kept strictly confidential. Therefore, please feel free to genuinely respond to the questions to the best of your knowledge.

Thank you in advance for your understanding.

Section A: Demographic Information

Please mark the appropriate answer to corresponding to you.

1. Sex:

- 1) Male 2) Female

2. Age group:

- 1) 18-35 2) 36-45 3) 36-45 4) 46-55 5) > 55

3. Educational qualification

- 1) First Degree 2) MA/MED/MSC 3) Doctorate

4. Teaching experience or working experience

- 1) 1-5 2) 6-10 3) 11-15 4) 16-20 5) 21 and above

5. 4. How many years have you been working with your present headmaster/mistress?

- 1) 1-5 2) 6-10 3) 11-15 4) 16-20

Section B- Extent of Teachers’ participation in Decision–Making Process

Instruction: The following items are some of the decision areas in which teachers expected to be involved in the schools. Please indicate the extent of your participation in decision-making processes, individually or as a group, in your school.

Indicate your answer by putting a tick or mark in the given space across each statement.

Key: 1= Never participate at all 2= Rarely participate 3 = Occasionally participate 4 = Highly participate 5= Always participate

No	Item	1	2	3	4	5
1	Planning programs of activities of the year					
2	Budgeting and finances of the school					
3	Sporting and co-curricular activities of the school					
4	Students discipline and counselling					
5	Extra tuition and other duties					

Section C- Areas of Decision- Making In Which Teachers Are Mostly Involved

Instruction: The following areas are some of the areas of decision making in which teachers are expected to take part. Indicate your answer by putting a tick or mark in the box given across each statement.

Key: 1=Very low 2=Low 3=Medium 4=High 5=Very High

No	Item	1	2	3	4	5
1	Teachers` participation in managerial decision of the school					
1.1	Selecting team and departmental leaders of the school					
1.2	Allocating duties to teachers and other staff					
1.3	Determining rights and duties of students					
1.4	Supervising implementation of plans decided on by the school.					
1.5	Determining expenditure priorities of the school					
2	Participating in curriculum and instruction					
2.1	Setting teaching and learning objectives					
2.2	Deciding on the content of the subject to be taught					
2.3	Deciding on budget for instructional materials					
2.4	Developing teaching methodologies for teaching					
2.5	Developing means of assessing and evaluating achievement of students					
3	Teacher`s participation in Decisions on school related activities					

3.1	Supervising school functions					
3.2	Sharing of budget and financial report for the department					
3.3	Determining areas and means of revenue mobilization for the school					
3.4	Identifying and assisting students with learning challenges					
3.5	Drafting time table and determining hours of teaching					
4	Participation in school policy, rules and regulations					
4.1	Determining administrative and organizational structure of the school					
4.2	Setting rules and regulations of the school					
4.3	Developing the mission, vision and objectives of the school					
4.4	Developing and determining the disciplinary procedures of the school for both teachers and students					
4.5	Evaluating the performance and progress of the school					

Section D-Factors affecting Teachers Participation in decision-making of schools.

Instruction: The following are some of the factors believed to affect teachers' participation in decision making process of schools. Kindly respond appropriately.

Key: 1=strongly disagree 2=Disagree 3=Undecided 4=Agree 5=strongly agree

No	Item	1	2	3	4	5
1	Teachers belief that decision making is not their responsibility but the responsibility of school leaders					
2	Lack of trust and positive relationship between teacher and school leaders					
3	Lack of transparency and accountability on the part of school leaders					
4	Teachers low level of concern and willingness to involve in decision making process					
5	Lack of available resources such as time, information, materials etcetera on the part of teachers					
6	Rigid school rules and structure of leadership of the school					
7	Lack of prior information or notice on schedules of meetings					
8	Fear of taking risks by teachers themselves in the school					

If any other factor/s affect teacher participation and has not being captured, kindly indicate on the space provided.

Section E: School Leaders Abilities to Facilitating the Environment for Teacher Participation in School Decision Making Process.

Instruction: The following are roles of school leaders that able to facilitate the environment for more teachers to participate in school decision making. Please, indicate your answer putting a tick/mark in the box given that best describes your experiences with your leader/s.

Key: 1=strongly disagree 2=Disagree 3=Undecided 4=Agree 5=strongly agree

No.	Ways of Facilitating Teachers' Participation in Decision making of schools by leaders	1	2	3	4	5
1	Providing opportunity for teachers to express their views on matters of the school					
2	Often shares responsibilities with teachers					
3	Establishes and maintains good/cordial relationship with teachers.					
4	Allowing teachers to have greater voice during meetings					
5	Readily accept decisions made independently by teachers					
6	Establishes environment of trust and confidence in the school					
7	Recognizing ideas of teachers during meetings and after meetings					
8	Often explains transparently what is expected from teachers as regarding decisions of the school					
9	Allowing and encouraging team work among teachers					
10	Often consult teachers in use of school funds					

11	Supporting teachers to develop sense of ownership in the school					
12	Recommending and rewarding most active teachers at meetings with prizes					

If any other ability of leaders in influencing teachers to participate in decision making which has not been mentioned, kindly indicate on the space provided.

Thank you for your time

